



**ISS**

SINGAPORE CAMPUS

**Realising Potential**

# **HUMANITIES**

**K-12 LEARNING OUTCOMES & BENCHMARKS**



## Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

### **Explanation of terms:**

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

**Learning Outcomes:** the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to .....

**Benchmarks:** specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by .....

***It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.***

## Learning Outcomes and Benchmarks

Subject: HUMANITIES

Strand: Economics (and Business)

Grade / Phase	<u>Learning Outcome</u> <i>Students will be able to...</i> <i>(Skills, Knowledge and Concepts)</i>	<b>Benchmarks</b> <i>Students will be able to show their understanding by</i> (specific performance indicators for each grade level that are measurable)
12 Economics	Understand that investment in factories, machinery, new technology, and in the health, education, and training of people stimulates economic growth and can raise future standards of living.	<b>Economic Development</b> <ul style="list-style-type: none"> <li>· Predicting the consequences of investment decisions made by individuals, business, and governments in a Paper Two data response question</li> <li>· Discuss domestic factors, international factors, and appropriate responses to increase economic development in a Paper Two data response question</li> </ul>
	Understand that economic integration exists when national governments voluntarily give up sovereignty to achieve the goals of increased output, lower prices, and greater overall efficiency	<b>Economic Integration</b> -Identify the different types of economic integration including free trade agreements, customs unions, common markets, and monetary unions in a Paper Two data response question
	Understand that exchange rates are the value of one currency expressed in terms of another currency	<b>Exchange Rates</b> -Constructing diagrams to show that the fluctuating levels of demand and supply determine the exchange rate between one currency another in a Paper Two data response question  -Explain that fluctuating exchange rates have a significant impact on a nation's average price level, real output, labor market, and balance of payments position in a Paper Two data response question
		<b>Free Trade and Protectionism</b>

	<ul style="list-style-type: none"> <li>· Know that trade is the exchange of goods and services between the various participants in an economy.</li> <li>· Understand that when individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.</li> </ul>	<ul style="list-style-type: none"> <li>· Negotiating exchanges and identifying the gains to themselves and others in a Paper Two data response question</li> <li>· Comparing the benefits and costs of policies that alter trade barriers between nations, such as tariffs and quotas in a Paper Two data response question</li> </ul>
11 Economics	Understand that unemployment imposes costs on individuals and the overall economy. Inflation, both expected and unexpected, also imposes costs on individuals and the overall economy. Unemployment increases during recessions and decreases during recoveries.	<b>Unemployment and inflation</b> <ul style="list-style-type: none"> <li>· Making informed decisions by anticipating the consequences of inflation and unemployment in an essay format for Paper 1</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that federal government budgetary policy and the Federal Reserve System’s monetary policy influence the overall levels of employment, output, and prices.</li> </ul>	<b>Fiscal and monetary policy</b> <ul style="list-style-type: none"> <li>· Anticipating the impact of federal government and Federal Reserve System macroeconomic policy decision on themselves and others in an Paper 1 essay format</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that there is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defence, address environmental concerns, define and protect property rights, and attempt to make markets more competitive, or redistribute income.</li> </ul>	<b>Role of Government and Market Failure</b> <ul style="list-style-type: none"> <li>· Identifying and evaluating the benefits and costs of alternative public policies, and assessing who enjoys the benefits and who bears the costs in an essay format on Paper 1</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that investment in factories, machinery, new technology, and in the health, education, and training of people stimulates economic growth and can raise future standards of living.</li> </ul>	<b>Economic Growth</b> <ul style="list-style-type: none"> <li>· Predicting the consequences of investment decisions made by individuals, business, and governments.</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that competition among sellers usually lowers costs and prices, and encourages producers to produce what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most of them.</li> </ul>	<b>Competition and market structure</b> <ul style="list-style-type: none"> <li>· Explaining how changes in the level of competition in different markets can affect price and output levels in an essay format on Paper 1</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that a market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.</li> </ul>	<b>Markets and Prices</b> <ul style="list-style-type: none"> <li>· Constructing diagrams to show the effect of the interaction of supply and demand to establish the price mechanism and allocate resources</li> </ul>

		<p>in an essay format on Paper 1</p> <ul style="list-style-type: none"> <li>· Identifying markets in which they have participated as a buyer and as a seller and describing how the interaction of all buyers and sellers influences prices.</li> <li>· Predicting how prices change when there is either a shortage or surplus of the product available.</li> </ul>
<p>12 Business</p>	<ul style="list-style-type: none"> <li>· Understand that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.</li> <li>· Understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits.</li> <li>· Know that models are simplified simulations of certain aspects of the 'complex' economy.</li> <li>· understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits</li> <li>· Understand that entrepreneurs take on the calculated risk by introducing new innovations.</li> <li>· Know that globalization encompasses local, national and global repercussions and expectations for our "shrinking" world.</li> </ul>	<p><b>Scarcity</b></p> <ul style="list-style-type: none"> <li>· Demonstrating an understanding of the critical profit drivers of a business including sales volume, costs and revenue and the profit from drawing break even charts for case studies in Paper 2 and Internal Assessment</li> <li>· Demonstrating an understanding of investing in projects to aid decision-making in an element of uncertainty through an application of different investment appraisal methods, demonstrated in Internal Assessment</li> <li>· Analysing and evaluating various aspects of a company's operating and financial performance in case studies in Paper 2 and deciding investment choices in Internal Assessment</li> <li>· Analysing and evaluating various motivation techniques employed by managers to motivate individuals and teams in Paper 1 major case study and Paper 2 mini case studies</li> <li>· Evaluating the effectiveness of various styles of leadership and their implications for organizations, demonstrated in Paper 2 case studies</li> <li>· Explaining what influences corporate culture and analysing cultural clashes as a result of external environment changes, demonstrated in HL section of paper 1 and 2 case studies</li> <li>· Analyzing ways in which businesses can reduce the risk they face from the external environment, demonstrated in HL section of paper</li> </ul>

		1 and 2 case studies
11 Business	<ul style="list-style-type: none"> <li>· Understand that entrepreneurs take on the calculated risk by introducing new innovations.</li>   <li>· Students will understand that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.</li>   <li>· Understand that competition among sellers usually lowers costs and prices, and encourages producers to produce what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most of them.</li>   <li>· Understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits.</li>   <li>· Know that Equity involves concerns about fairness and justice. Those who have more income and wealth are able to consume more products resulting in inequity or unfairness.</li>   <li>· Know that Globalization encompasses local, national and global repercussions and expectations for our “shrinking” world.</li> </ul>	<ul style="list-style-type: none"> <li>· Analyzing an organization’s internal environment (for example, corporate social responsibility) and external environment (for example, globalization), demonstrated through project work on PEST analysis of a country and Internal Assessment</li>   <li>· Distinguishing between different types of business organisations and identifying their features</li>   <li>· Explaining the importance of objectives in managing an organization, demonstrated in Paper 2 mini case studies and Internal Assessment</li>   <li>· Explaining the interests of internal and external stakeholders and possible areas of conflict between them, demonstrated through discussion forums</li>   <li>· Analyzing the opportunities and threats posed by entry into international markets, demonstrated in Paper 2 mini case studies</li> </ul>
10	<ul style="list-style-type: none"> <li>· Understand that trade is the exchange of goods and services between the various participants in an economy.</li>   <li>· Understand that voluntary exchange occurs only when all participating parties expect to gain including individuals, organizations, and different nations.</li>   <li>· Understand that a market exists when buyers and sellers interact. This</li> </ul>	<p><b>Trade</b></p> <ul style="list-style-type: none"> <li>· Applying knowledge to negotiate exchanges and identify the gains to themselves and others.</li> <li>· Comparing the benefits and costs of policies that alter trade barriers between nations, such as tariffs and quotas.</li> </ul> <p><b>Markets and Prices</b></p> <ul style="list-style-type: none"> <li>· Applying knowledge to identify markets in which they have</li> </ul>

	<p>interaction determines market prices and thereby allocates scarce goods and services.</p> <ul style="list-style-type: none"> <li>· Understand that investment in factories, machinery, new technology, and in the health, education, and training of people stimulates economic growth and can raise future standards of living.</li> </ul>	<p>participated as a buyer and as a seller and describing how the interaction of all buyers and sellers influences prices.</p> <ul style="list-style-type: none"> <li>· Predicting how prices change when there is either a shortage or surplus of the product available.</li> </ul> <p><b>Economic Growth</b></p> <ul style="list-style-type: none"> <li>· Comparing indicators of Economic Growth, and Development.</li> </ul> <p>Completing an investigation into the trading of commodities in different places and spaces</p>
	<ul style="list-style-type: none"> <li>· Globalization encompasses local, national and global repercussions and expectations for our “shrinking” world.</li> <li>· Understand that trade is the exchange of goods and services between the various participants in an economy.</li> <li>· Understand that voluntary exchange occurs only expect to gain including individuals, organizations, and different nations. Understand that when individuals, regions, and nations specialize in what they can produce a the lowest cost and then trade with others, both production and consumption increase.</li> <li>· Understand that investment in factories, machinery, new technology, and in the health, education, and training of people stimulates economic growth and can raise future standards of living.</li> </ul>	<p><b>Trade</b></p> <ul style="list-style-type: none"> <li>· Applying knowledge to negotiate exchanges and identify the gains to themselves and others. Comparing the benefits and costs of policies that alter trade barriers between nations, such as tariffs and quotas.</li> </ul> <p><b>Specialization</b></p> <ul style="list-style-type: none"> <li>· Applying knowledge to explain how they can benefit themselves and others by developing special skills and strengths.</li> </ul> <p><b>Economic Growth</b></p> <ul style="list-style-type: none"> <li>· Predicting the consequences of investment decisions made by individuals, business, and governments.</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that in Cambodia investment in factories, machinery, new technology, and in the health, education, and training of</li> </ul>	<ul style="list-style-type: none"> <li>· Explaining why there is a role for government in dealing with pollution, schools, and medical facilities and how this relates to economic growth in Cambodia</li> </ul>

	<p>people stimulates economic growth and can raise future standards of living.</p>	<p><b>Equity</b></p> <ul style="list-style-type: none"> <li>· Comparing the lifestyles of Cambodians in rural and urban areas with lifestyles in Singapore and other developed countries</li> </ul> <p><b>Economic Growth</b></p> <ul style="list-style-type: none"> <li>· Compare indicators of Economic Growth, and Development in Cambodia and Singapore.</li> </ul>
<p>9</p>	<ul style="list-style-type: none"> <li>· Understand that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.</li> <li>· Understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits.</li> <li>· Understand that equity involves concerns about fairness and justice. Those who have more income and wealth are able to consume more products resulting in inequity or unfairness.</li> <li>· Understand that Globalization encompasses local, national and global repercussions and expectations for our “shrinking” world.</li> <li>· Understand that there is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defence, address environmental concerns, define and protect property rights, and attempt to make markets more competitive, or redistribute income.</li> </ul>	<p><b>Scarcity benchmark</b></p> <ul style="list-style-type: none"> <li>· Demonstrating an understanding of water scarcity by looking at water “hotspots” throughout the world.</li> </ul> <p><b>Role of Government and Market Failure</b></p> <ul style="list-style-type: none"> <li>· Identifying and evaluating the benefits and costs of alternative public policies, and assessing who enjoys the benefits and who bears the costs.</li> </ul> <p><b>Role of Government Activities</b></p> <ul style="list-style-type: none"> <li>· Predicting what might happen if private companies controlled all of the water supply.</li> <li>· Predicting if only governments controlled the water supply.</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that cities tend to specialize in a few industries, such as shipping or tourism, etc.</li> <li>· Understand that trade is the exchange of goods and services between the various participants in an economy.</li> <li>· Understand that voluntary exchange occurs only when all participating parties expect to gain including individuals, organizations, and different</li> </ul>	<p><b>Role of Government and Market Failure</b></p> <ul style="list-style-type: none"> <li>· Identifying and evaluating the benefits and costs of alternative public policies, and assessing who enjoys the benefits and who bears the costs.</li> <li>· Explaining why there is a role for government in dealing with pollution, schools, and medical facilities and how this relates to cities and their sustainability.</li> </ul>

	<p>nations.</p> <ul style="list-style-type: none"> <li>· Understand that when individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.</li> <li>· Understand that there is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defence, address environmental concerns, define and protect property rights, and attempt to make markets more competitive, or redistribute income.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Understand that equity involves concerns about fairness and justice. Those who have more income and wealth are able to consume more products resulting in inequity or unfairness.</li> <li>· Understand that a market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.</li> <li>· Understand that there is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defence, address environmental concerns, define and protect property rights, and attempt to make markets more competitive, or redistribute income.</li> </ul>	<p><b>Equity</b></p> <ul style="list-style-type: none"> <li>· Comparing the lifestyles of the nobility and the peasants in early 20th century Russia.</li> </ul> <p><b>Markets and Prices</b></p> <ul style="list-style-type: none"> <li>· Identifying markets and predicting how prices change when there is either a shortage or surplus of the product available.</li> </ul> <p><b>Role of Government and Market Failure</b></p> <ul style="list-style-type: none"> <li>· Identifying and evaluating the benefits and costs of alternative public policies, and assessing who enjoys the benefits and who bears the costs.</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that equity involves concerns about fairness and justice. Tourists who have more income and wealth visiting Vietnam are able to consume more products resulting in inequity or unfairness.</li> <li>· Understand that cities in Vietnam tend to specialize in a few industries, such as tourism, etc.</li> </ul>	<p><b>Equity</b></p> <ul style="list-style-type: none"> <li>· Comparing the lifestyles of ISS students and different stakeholders in Vietnamese society.</li> <li>· Explaining why there is a role for government in dealing with pollution, schools, and medical facilities and how this relates to Vietnam and its economic sustainability.</li> </ul>

		<ul style="list-style-type: none"> <li>· Reflecting on the students' experience in Vietnam and relating their experience to equity, innovation and revolution, sustainability, trade , globalisation and choice.</li> </ul>
8	<ul style="list-style-type: none"> <li>· Understand that trade is the exchange of goods and services between the various participants in an economy.</li> <li>· Understand that voluntary exchange occurs only when all participating parties expect to gain including individuals, organizations, and different nations.</li> <li>· Understand that when individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.</li> </ul>	<p><b>Trade</b></p> <ul style="list-style-type: none"> <li>· Negotiating exchanges and identifying the gains to themselves and others.</li> <li>· Comparing the benefits and costs of policies that alter trade barriers between nations, such as tariffs and quotas.</li> </ul> <p><b>Specialization</b></p> <ul style="list-style-type: none"> <li>· Explaining how they can benefit themselves and others by developing special skills and strengths.</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that entrepreneurs take on the calculated risk of starting new businesses, either by embarking on new ventures similar to existing ones or by introducing new innovations.</li> </ul>	<p><b>Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>· Identifying the risks and potential returns to entrepreneurship, as well as the skills necessary to engage in it.</li> <li>· Demonstrating the importance for economic growth and how public policies affect the incentives for and success of entrepreneurship.</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that trade is the exchange of goods and services between the various participants in an economy.</li> <li>· Understand that voluntary exchange occurs only when all participating parties expect to gain including individuals, organizations, and different nations.</li> <li>· Understand that when individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.</li> </ul>	<p><b>Trade</b></p> <ul style="list-style-type: none"> <li>· Negotiating exchanges and identifying the gains to themselves and others.</li> </ul>

	<ul style="list-style-type: none"> <li>· Understand that trade is the exchange of goods and services between the various participants in an economy.</li> <li>· Understand that voluntary exchange occurs only when all participating parties expect to gain including individuals, organizations, and different nations.</li> </ul>	<p><b>Trade</b></p> <ul style="list-style-type: none"> <li>· Negotiating exchanges and identifying the gains to themselves and others.</li> </ul>
7	<ul style="list-style-type: none"> <li>· Understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits.</li> </ul>	<p><b>Decision Making</b></p> <ul style="list-style-type: none"> <li>· Making effective decisions as consumers, producers, savers, investors, and citizens.</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that equity involves concerns about fairness and justice. Those who have more income and wealth are able to consume more products resulting in inequity or unfairness.</li> <li>· Understand that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others. <ul style="list-style-type: none"> <li>· Recall and select relevant historical knowledge of global development.</li> </ul> </li> <li>· Understand the causes and consequences of change on a country's level of development.</li> <li>· Understand that the concept of sustainability implies the notion of living within our means</li> <li>· Recognize that the world around us has inequality, disproportionate opportunity and discrepancy</li> <li>· Understand that equity involves concerns about fairness and justice</li> <li>· Understand and use tools to measure and track a country's development.</li> </ul>	<p><b>Equity</b></p> <ul style="list-style-type: none"> <li>· Explaining the economic indicators used to identify developed or developing countries using MDG (GDP, GNI, HDI, MEDC, LEDC)</li> <li>· Describing and explaining with examples why and how countries have developed at different rates</li> <li>· Choosing an appropriate question and applying their understanding of the concepts of cause and effect and continuity and change</li> <li>· Demonstrating an understanding of the economic and social differences in global development</li> <li>· Using social and economic indicators to measure and track a country's development</li> <li>· Using the UN Sustainable Development Goals as a framework to understand and assess a country's level of development</li> <li>· Analysing the environmental impact of climate change on a country's level of development</li> </ul>

	<ul style="list-style-type: none"> <li>· Understand that trade is the exchange of goods and services between the various participants in an economy</li> <li>· Understand that voluntary exchange occurs only when all participating parties expect to gain including individuals, organizations, and different nations.</li> <li>· Understand that when individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.</li> <li>· Understand that there is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defence, address environmental concerns, define and protect property rights, and attempt to make markets more competitive, or redistribute income.</li> </ul>	<ul style="list-style-type: none"> <li>· Understanding the importance of governmental and political structures to foster economic growth and trade through primary and secondary sources.</li> </ul>
	<ul style="list-style-type: none"> <li>· Globalization encompasses local, national and global repercussions and expectations for our “shrinking” world.</li> </ul>	<ul style="list-style-type: none"> <li>· Explaining the growth of a national economy and its consequences locally, nationally and internationally in the process of globalisation</li> </ul>
<p><u>6</u></p>	<ul style="list-style-type: none"> <li>· Understand that trade is the exchange of goods and services between the various participants in an economy.</li> <li>· Understand that voluntary exchange occurs only when all participating parties expect to gain including individuals, organizations, and different nations.</li> </ul>	<ul style="list-style-type: none"> <li>· Showcasing an occupation.</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand that equity involves concerns about fairness and justice. Those who have more income and wealth are able to consume more products resulting in inequity or unfairness.</li> <li>· Understand that there is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defence, address environmental concerns, define and protect property rights, and</li> </ul>	<p><b>Equity Benchmark</b></p> <ul style="list-style-type: none"> <li>· Explaining indigenous cultures experience injustice unfairness due to lower inequality and wealth</li> </ul> <p><b>Role of Government Benchmarks -</b></p> <ul style="list-style-type: none"> <li>· Identifying and evaluating the benefits and costs of alternative public policies, and assessing who enjoys the benefits and who bears the costs.</li> </ul>

	<p>attempt to make markets more competitive, or redistribute income.</p> <ul style="list-style-type: none"> <li>· Understand that trade is the exchange of goods and services between the various participants in an economy.</li> <li>· Understand that voluntary exchange occurs only when all participating parties expect to gain including individuals, organizations, and different nations.</li> <li>· Understand that competition among sellers usually lowers costs and prices, and encourages producers to produce what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most of them.</li> </ul>	<p><b>Specialization</b></p> <ul style="list-style-type: none"> <li>· Explaining the guild system.</li> </ul> <p><b>Competition and market structure</b></p> <ul style="list-style-type: none"> <li>· Explaining how changes in the level of competition in different markets can affect price and output levels. (Guilds)</li> </ul>
5	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>- Understand how supply and demand works in the functioning of a business</li> <li>- Understand how economic decisions impact on people, communities and nations</li> </ul>	<p><b>Students will be able to show their understanding by...</b></p> <ul style="list-style-type: none"> <li>- Explaining how supply and demand works</li> <li>- Developing criteria for ethical practices regarding products and services</li> <li>- Comparing and evaluating the differences between needs and wants in relation to goods and services</li> <li>- Making connections between local and global supply and demand</li> <li>- Analysing how businesses and trade can be ethical</li> <li>· Synthesizing and applying the concepts of running a business</li> </ul>
4	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>- Understand how our economic decisions impact on people and</li> </ul>	<p><b>Students will be able to show their understanding by...</b></p> <ul style="list-style-type: none"> <li>● Explaining fair trade</li> </ul>

	<p>communities</p> <ul style="list-style-type: none"> <li>- Understand how consumers exercise their rights and meet their responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying the environmental impact of consumer choices</li> <li>● Recognizing the responsibility of the consumer towards the environment and its people</li> </ul>
3	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>· Understand that everyone has rights and responsibilities which may change over time</li> <li>- Understand how people's management of resources impacts on environmental and social sustainability</li> </ul>	<p><b>Students will be able to show their understanding by...</b></p> <ul style="list-style-type: none"> <li>· Differentiating between wants and needs.</li> <li>· Identifying how children's rights have changed over time.</li> <li>· Recognizing that with rights comes the responsibility to respect the rights of others.</li> <li>· Composing and asking questions about children's rights and responsibilities</li> <li>· Analyzing how different systems work together to create a functioning community.</li> <li>· Recognizing how a missing or dysfunctional system affects the way a community functions.</li> <li>· Interpret the impact of some different kinds of systems on communities.</li> <li>· Evaluate why communities create and adopt systems of organization and how they address human needs and responsibilities.</li> </ul>
2	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>· Understand the causes and effects of trading and the systems of exchange.</li> </ul>	<p><b>Students will be able to show their understanding by...</b></p> <ul style="list-style-type: none"> <li>· Comparing how items were exchanged in the past and are exchanged in the present.</li> </ul>

	<ul style="list-style-type: none"> <li>- Understand how people make choices to meet their needs and wants</li> <li>- Use and analyse evidence from a variety of historical, geographical and societal sources</li> </ul>	<ul style="list-style-type: none"> <li>· Analyzing how money has developed over time.</li> <li>- Describing how goods and services can be exchanged.</li> <li>- Justifying how they would spend a limited budget.</li> <li>- Interpreting and analysing sources of information related to money</li> </ul>
1	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>· Describe how the features of and services in the community meet people's needs.</li> </ul>	<p><b>Students will be able to show their understanding by...</b></p> <ul style="list-style-type: none"> <li>· Describing different processes of food preparation.</li> <li>· Explaining the steps that are part of food distribution.</li> <li>- Recognising how transportation affects food distribution.</li> </ul>
K2		
K1		

## Learning Outcomes and Benchmarks

Subject: HUMANITIES

Strand: History

<b>Grade/ Phase</b>	<b>Learning Outcome</b> <b>Students will be able to...</b> <b>(Skills, Knowledge and Concepts)</b>	<b>Benchmarks</b> <b>Students will show their understanding by:</b>
12	<p>Understand, compare, evaluate and synthesise a range of evidence/sources on Apartheid South Africa 1948-64</p> <p>Demonstrate an understanding through the application of knowledge of historical concepts such as continuity and change, causation and consequence, perspectives and significance in South Africa 1948-64</p> <p>Demonstrate an understanding of an historical context of Apartheid South Africa in 1948</p>	<p>Understanding a wide range of contemporary and secondary sources on Apartheid South Africa 1948-64</p> <p>Comparing the viewpoints of two or more sources on Apartheid South Africa 1948-64</p> <p>Evaluating the origin and purpose of two or more sources on Apartheid South Africa 1948-64</p> <p>Synthesizing 4 sources and their own detailed knowledge in a short essay on Apartheid South Africa 1948-64</p> <p>Describing the existing policies of the South African government, the causes of changes and their impact on different races within South Africa and on relations with other countries.</p> <p>Assessing the significance of different changes in economic, social and political policies in South Africa.</p>

		Summarizing the social, political and economic context of South Africa in 1948
	<p>Demonstrate an understanding of the historical context of China 1912</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change after the fall of the Qing Dynasty in 1912 (and similarities and differences of a range of factors, groups, reasons etc.)</p> <p>Show an awareness of and be able to evaluate and synthesize evidence, approaches and interpretations on the new Republic of China 1912 to 1949</p>	<p>Describing and explaining the Republic of China 1912-1949 using detailed knowledge from a range of sources</p> <p>Describing, explaining and analysing change and continuity in China</p> <p>Evaluating evidence and interpretations the Republic of China 1912-1949</p>
	<p>Demonstrate an understanding of the historical context of China under Mao 1949-76</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change in Mao's China and the causes and effects of the PRC's policies as well as their significance and different perspectives within the PRC and that of historians.</p> <p>Show an awareness of and be able to evaluate and synthesize evidence, approaches and interpretations of Mao's China</p>	<p>Describing and explaining the historical context of China under Mao 1949-1976 using detailed knowledge from a range of sources</p> <p>Describing, explaining and analysing the long-term and short causes and effects of the PRC's policies</p> <p>Evaluating and synthesizing evidence and interpretations of Mao and the PRC's policies, their causes and effects</p>
	<p>Demonstrate an understanding of the historical context of China under Deng and Jiang Zemin 1976-2005</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change in Deng Xiaoping's and Zemin's China and the causes and effects of political and economic policies</p> <p>Show an awareness of and be able to evaluate and synthesize evidence, approaches and interpretations on the successes and failures of Deng's China</p>	<p>Describing, explaining and analysing the long-term and short causes and effects of Deng Xiaoping and Zemin's political, economic, social and foreign policies</p> <p>Evaluating and synthesizing evidence and interpretations of Deng Xiaoping and Zemin's and the PRC's policies, their causes and effects</p> <p>Analyzing the successes and failures of Deng's China 1976-99 and Zemin's China to 2005</p>

	<p>1976-99 and Zemin's China to 2005</p>	
	<p>Demonstrate an understanding of the historical context of Cuba under Batista and the rise and rule of Castro</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change in Batista's Cuba, the causes and effects of his policies and other causes for the rise of Castro by 1959</p> <p>Show an awareness of and be able to evaluate and synthesize evidence, approaches and interpretations of Batista's Cuba, the rise of Castro and Castro's Cuba</p>	<p>Describing and explaining the historical context of Cuba under Batista and the rise of and maintenance of power of Castro using detailed knowledge from a range of sources</p> <p>Describing, explaining and analysing the long-term and short causes of Castro's rise to power</p> <p>Describing, explaining and evaluating the policies of Castro</p> <p>Evaluating and synthesizing evidence and interpretations of Batista's Cuba and Castro's rise to and maintenance of power</p>
<p>11</p>	<p>Understand, compare, evaluate and synthesise a range of evidence/sources on the Civil Rights Movement in the United States (1954-65)</p> <p>Demonstrate an understanding of the historical context of the USA in 1954.</p> <p>Demonstrate an understanding through the application of knowledge of historical concepts of causation and consequence, change and continuity, significance and perspective to the Civil Rights movement of the USA 1954-65</p>	<p>Describing and explaining the historical context of the US Civil Rights movement using detailed knowledge from a range of sources</p> <p>Understanding a wide range of contemporary and secondary sources on the Civil Rights Movement in the United States (1954-65)</p> <p>Comparing the content and viewpoints of two or more sources on the Civil Rights Movement in the United States (1954-65)</p> <p>Evaluating the origin and purpose of one source on the Civil Rights Movement in the United States (1954-65)</p> <p>Synthesizing and using 4 sources and own detailed knowledge in a short essay on the Civil Rights Movement in the United States (1954-65)</p>
<p>11</p>	<p>Demonstrate an understanding of the historical context of the Cold War 1945-50</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change in the foreign policies of</p>	<p>Describing and explaining the origins of the Cold War 1945-50 using detailed knowledge from a range of sources</p> <p>Describing, explaining and analysing the origins of the Cold War</p>

	<p>the superpowers and their allies and the causes and effects of these policies on the globe</p> <p>Show an awareness of and be able to evaluate and synthesize evidence, approaches and interpretations on the causes of the Cold War</p>	<p>Evaluating and synthesizing evidence, approaches and interpretations on the causes of the Cold War</p>
	<p>Demonstrate an understanding of the historical context of the Korean War 1950-53</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such the causes of the Korean War and its effects on the two Koreas and the Cold War</p> <p>Show an awareness of and be able to evaluate and synthesize evidence, approaches and interpretations on the causes of the Korean War</p>	<p>Describing and explaining the historical context of the Korean War using detailed knowledge from a range of sources</p> <p>Describing, explaining and analysing the causes of the Korean War and its effects on the two Koreas</p> <p>Evaluating and synthesizing evidence, approaches and interpretations on the causes and impact of the Korean War</p>
	<p>Demonstrate an understanding of the historical context of the Cold War 1953-1963</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change in Cold War relations and the cause and effects of these changes</p>	<p>Describing and explaining the Cold War 1953-63 using detailed knowledge from a range of sources</p> <p>Describing, explaining and analysing the continuity and change in Cold War relations and the causes and effects of these changes or continuity</p> <p>Evaluating and synthesizing evidence, approaches and interpretations on the Cold War 1953-63</p>
	<p>Demonstrate an understanding of the historical context of Indochina and Vietnam 1900-75 (HL)</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change in Indochina pre-World War Two and the causes and effects of colonial power on the rise of nationalism in the region. In addition students will apply knowledge of the cause of the First and Second Indochina Wars.</p>	<p>Describing and explaining the origins of the Cold War 1945-50 using detailed knowledge from a range of sources</p> <p>Describing, explaining and analysing the causes of the rise in nationalism in Indochina</p> <p>Describing, explaining and analysing the reasons for the First Indochina War 1946 to 1954 (with the French)</p> <p>Describing, explaining and analysing the reasons for the Second Indochina War 1946 to 1954 (with the US)</p>

		<p>Evaluating and synthesizing evidence, approaches and interpretations on the First Indochina War 1946-1954 (with the French)</p> <p>Evaluating and synthesizing evidence, approaches and interpretations on the Second Indochina War (with the US)</p>
	<p>Demonstrate an understanding of the historical context of Detente and the Cold War Triangle</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change in superpower foreign policy and the causes and effects of the policy of detente</p>	<p>Describing and explaining the origins of Detente and the Cold War triangle using detailed knowledge from a range of sources</p> <p>Describing, explaining and analysing the causes of Detente and the Cold War Triangle, applying knowledge of historical processes such as continuity and change in the relationship between the USSR, the US and China</p> <p>Evaluating and synthesizing evidence, approaches and interpretations on the causes and impact of a change in the relationship between the US and China</p> <p>Evaluating and synthesizing evidence, approaches and interpretations on the causes and impact of Detente</p>
	<p>Demonstrate an understanding of the historical context of Cold War Conflicts in Asia: Malaya, Cambodia and Afghanistan</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change in the Cold War conflicts in Asia and the causes and consequences of containment in Asia.</p> <p>Demonstrate an understanding of the different perspectives of the superpowers and national leaders</p>	<p>Examines the reasons for the outbreak of the conflict in Malaya, Cambodia and Afghanistan</p> <p>Describing and explaining the nature of these conflicts and the significance of foreign involvement.</p> <p>Assessing the Impact of these conflicts in the following 10 years</p> <p>Evaluating the significance of these conflicts for the development of the Cold War</p>
10	Understand and apply the concept of innovation and revolution to food	Describing and explaining the innovation and revolution shown in the

<p>production over time</p> <p>Use and discuss the concept of perspective in relation to trade over time:</p> <p>Use and discuss the concept of choice in relation to international trade and food production</p> <p>Use and discuss the concept of time, place and space in relation to trade and food production</p>	<p>Green and Blue Revolutions in farming using relevant terminology.</p> <p>Creating an appropriate question and answering it applying their understanding of the concepts of time, place and space, choice and trade</p> <p>Understanding, evaluating and synthesizing a range of evidence/sources</p>
<p>Demonstrate an understanding of the historical context of the causes, course and consequence of World War One, the Treaty of Versailles and the Nazis rise to power in Germany.</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change in 1920's Europe and particularly Germany.</p> <p>Demonstrate an understanding through the application of knowledge of the causes and effects of the Nazi rise to power in 1920s/1930/s Germany</p> <p>Use and discuss the concept of systems in the context of the alliance system before and during World War One and the Nazi system created in 1930s Germany.</p> <p>Use and discuss the concept of identity in the context of nationalism (Serbia), refugees as a consequence of World War One and the struggle for identity versus conformity in the Nazi system</p> <p>Use and discuss the concept of process in the rise of the Nazis and the creation of the Nazi state</p> <p>Interpret a range of different perspectives before World War Two (Entente and Axis powers), at Versailles (Victorious powers) and within Germany from 1919-1945 (Jews, Communists, children, adults, gypsies)</p>	<p>Describing and explaining the causes, course and consequences of World War One, the terms of the Treaty of Versailles and the Nazi rise to power in Germany</p> <p>Interpreting a range of different perspectives</p> <p>Choosing an appropriate question and applying their understanding of the concepts of cause and effect and continuity and change in post-war and Nazi Germany</p> <p>Completing an investigation on the implementation of a political ideology and its consequences in Nazi Germany</p>

9	Use and discuss in detail the concept of perspective in the context of access and use of water over time	<p>Interpreting a range of perspectives and their implications</p> <p>Creating or choosing an appropriate question and applying their understanding of the concepts of cause and consequences</p> <p>Understanding, evaluating and synthesizing a range of evidence/sources</p>
	Demonstrate an understanding of the historical context of urbanisation and the reasons for rural to urban migration over centuries and during the 20th and 21st Century.	<p>Summarizing and synthesizing information to explain the process and causes of rural to urban migration.</p> <p>Choosing an appropriate question and applying their understanding of the concepts of cause and consequences</p> <p>Understanding, evaluating and synthesizing a range of evidence/sources</p>
	<p>Understand the foundations of conflict both in the past and present</p> <p>Demonstrate an understanding of the historical context of the causes of the Russian Revolution(s).</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as continuity and change in Russia circa 1900 to 1917</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as cause and consequence in Russia circa 1900 to 1917</p>	<p>Summarizing and synthesizing information to explain the economic, social and political conditions in Russia in 1900.</p> <p>Using detailed knowledge and terminology to describe and explain how Russia changed and stayed the same circa 1900-1917</p> <p>Using detailed knowledge and terminology to describe and explain the causes and effects of the Russian revolutions from 1905 to November 1917</p>

<p>Understand, compare, evaluate and synthesise a range of evidence/sources recognising values and limitations</p> <p>Use and discuss the concept of change</p>	<p>Analysing a wide range of contemporary and secondary sources.</p> <p>Comparing the viewpoints of two or more sources</p> <p>Evaluating the origin and purpose of two or more sources</p> <p>Synthesizing and using 5 or more sources and their own detailed knowledge in an essay</p> <p>Formulating a research question and the appropriate action plan</p> <p>Completing an investigation of the statement of inquiry 'Conflict creates change' using the example of Russia 1900-1917</p>
<p>Demonstrate an understanding of the historical context of Vietnam in 2017</p> <p>Demonstrate an understanding through the application of knowledge of historical processes such as cause and consequence in Vietnam</p>	<p>Summarizing and synthesizing information to explain the economic, social and political conditions in Vietnam</p> <p>Using detailed knowledge and terminology to describe and explain in a presentation the causes and effects of the Vietnam War</p>
<p>Demonstrate an understanding of the historical context of an issue in connection to equity and power</p> <p>Experience the process of investigating and planning a Service As Action activity</p> <p>Use and discuss the concept of perspective and equity in relation to an issue</p> <p>Use and discuss the concept of change</p>	<p>Describing and explaining with examples the historical context of an issue</p> <p>Choosing appropriate factual, conceptual and debatable questions and applying their understanding of the concepts of cause and consequence</p> <p>Understanding, evaluating and synthesizing a range of evidence/sources in the investigation of an issue</p> <p>Planning a Service As Action activity related to the chosen issue</p>

8	<p>Demonstrate an understanding of migration patterns in the past and today</p> <p>Explain the reasons for Singapore’s foundation and development</p> <p>Interpret primary and secondary source to understand demographic and historical trends</p> <p>Argue the positives and negatives of Singapore’s population growth in the past and present day using historical and contemporary evidence</p> <p>Analyse sources for origin, purpose, value, and limitations</p>	<p>Identifying the main patterns of human settlement and identify the factors that influence population distribution (migration) and land use</p> <p>Explaining the reasons for Singapore’s ethnic and religious diversity</p> <p>Understanding the historical reasoning for the Raffles Town Plan and the implications on Singapore today</p> <p>Describing patterns and trends of migration (push and pull) and identifying the effects of migration on society both globally and in Singapore</p> <p>Describing and explaining, with examples, the historical and physical development of Singapore through migration</p> <p>Completing an investigation on the processes and changes that have shaped Singapore’s demographic composition</p> <p>Debating the demographic challenges facing Singapore</p> <p>Using the OPVL structure (origin, purpose, values and limitations) to analysis a source</p>
	<p>Recall and select relevant historical knowledge with regards to the history of human exploration.</p> <p>Understand the causes and consequences of exploration</p>	<p>Describing and explaining with examples the range of examples of human exploration</p> <p>Using case studies of individual explorers who represent different cultures and regions to compare the goals, obstacles, motivations, and consequences for exploration</p>

Know the location of key historical trade routes (Silk Road, Asian Maritime trading routes etc) and their influence on changing views of the world

Analyse the key characteristics shared by explorers

Evaluate a range of primary and secondary sources using the OPVL (origin, purpose, values and limitations ) framework

Synthesizing a range of sources and using their own knowledge in a short response

Apply evidence to support historical argument.

Choose an appropriate question

Create an action plan to answer the question

Collect and recording relevant information

Reflect on the process and results

Understand historical processes such as the causes and effects of change.

Demonstrating the ability to read the main geographical features on a map and how maps have changed over time

Analysing key characteristics of a explorer

Communicating an historical argument in visual, written or oral form

Choosing an appropriate question and applying their understanding of the concepts of cause and effect and continuity / change in the context of exploration

Completing an investigation on the causes and consequences of exploration and the degree of change it brought

Comparing and contrasting a range of evidence/sources

Using the OPVL structure (origin, purpose, values and limitations) to analysis a source

Comparing and contrasting a range of evidence/sources

<p>Compare and contrast the impact of border disputes and walls</p> <p>Understand the physical and political features of where borders are placed</p>	<p>Applying knowledge to show understanding of the causes and effects of borders and walls</p> <p>Completing an investigation on the causes and consequences of border disputes</p> <p>Analysing the different perspectives of border disputes and the creation on walls</p> <p>Comparing the political boundaries/ territorial composition in pre and post 1914 and contemporary Europe.</p> <p>Expressing an opinion of a contemporary regional border or wall dispute</p> <p>Analysing a range of evidence/sources using the OPVL framework</p> <p>Understanding a range of sources with regard to perspective and bias</p> <p>Choosing an appropriate question, creating an action plan and applying the concepts of cause and effect in a research task</p>
<p>Recall and select relevant historical knowledge of the causes and course of World War One</p> <p>Understand the foundations of conflict both in the past and present.</p> <p>Understand historical processes such as the causes and effects of conflict, particularly for World War One</p> <p>Understand historical processes such as continuity and change before, during and after World War One</p> <p>Identify and evaluate the origin, purpose, value and limitations of historical sources</p> <p>Apply evidence to support historical argument</p> <p>Evaluate a range of primary and secondary sources using the OPVL</p>	<p>Describing and explaining with examples the causes and consequences of World War One</p> <p>Analysing the social, political, and economic changes that took place and their significance to the experiences of individuals, groups, nations and the international community</p> <p>Identifying links between events and the significance of causation, change and continuity over time</p> <p>Communicating an historical argument in visual, written or oral form</p> <p>Understanding a range of sources with regard to perspective and bias</p> <p>Choosing an appropriate question and applying their understanding of</p>

	<p>framework</p> <p>Apply evidence to support historical argument on the causes of World War One</p> <p>Choose an appropriate question and create an action plan to answer the question</p> <p>Collect and record relevant information</p> <p>Reflect on the process and results</p>	<p>the concepts of cause and consequence on continuity and change</p> <p>Completing an investigation on the causes and course of World War One and the changes and continuity that it wrought</p> <p>Knowing the political boundaries/ territorial composition in pre 1914 Europe.</p>
7	<p>Understand the governmental social, military, and economic structures which made the Greek City States and the Roman Empire</p> <p>Show connections from the past to today.</p> <p>Understanding a range of sources</p> <p>Comparing the content of two or more sources</p> <p>Evaluating the origin and purpose of a range of sources</p> <p>Synthesizing a range of sources and using their own knowledge in a short response</p> <p>Apply evidence to support historical argument</p> <p>Understand historical processes such as the causes and effects of change</p>	<p>Describing and explaining with examples the social, economic and cultural factors that influenced and developed Rome</p> <p>Explaining the connections between physical geography and the development of Greek city-states and the Roman Empire</p> <p>Comparing and contrasting how the Greek and Roman civilizations were governed (e.g., early democracy in Greece; republican government in Rome; military dictatorship, city states)</p> <p>Connecting modern life and similar elements from early civilizations (resources, democracy, dictatorship, monarchy, citizenship,)</p> <p>Choosing an appropriate question, creating an action plan and applying the concepts of cause and consequence in a research task</p> <p>Structuring an essay using evidence to support relevant, balanced and focused historical arguments.</p>



	<p>Understand the social compositions and historical backgrounds of a variety of indigenous culture</p> <p>Appreciate the importance of oral histories</p> <p>Choose and explain an appropriate question on a particular indigenous culture</p> <p>Create an action plan to answer research question</p> <p>Collect and recording relevant information</p> <p>Reflect on the process and results</p> <p>Identify perspectives on an issue</p> <p>Express your opinion based on informed understanding of an issue</p>	<p>Describing and explaining indigenous cultures with examples.</p> <p>Appreciating and respecting multiple indigenous people’s perspectives.</p> <p>Explaining the diversity of indigenous traditions, values and attitudes</p> <p>Analysing the contemporary challenges and contributions of indigenous peoples</p> <p>Evaluating and synthesizing a range of evidence/sources on indigenous cultures</p> <p>Choosing an appropriate question and applying their understanding of the concepts of cause and effect and continuity and change</p> <p>Completing an investigation on a particular indigenous culture and the impact of change on the identity of that culture and identity.</p> <p>Identifying and explaining the different perspectives of an issue</p> <p>Expressing your own opinion of an issue and supporting it with examples and details</p>
	<p>Understand the social structures which existed during the Middle Ages</p>	<p>Describing and explaining the medieval systems of governance, religion, and feudal power structures and how they changed over time</p>

	<p>Understand the effects of change and continuity</p> <p>Understand that trade is the exchange of goods and services between the various participants in an economy</p> <p>Understand and evaluate a range of sources in terms of origin, purpose, value and limitations.</p> <p>Synthesize a range of sources and using their own knowledge</p> <p>Understand the connection between cause and consequences</p>	<p>Explaining medieval Europe’s expanding contact with other parts of the world (e.g., the Crusades; rise of towns, the creation of guilds, and the Black Death) and the consequences of this contact</p> <p>Outlining important ways in which medieval society changed over time (e.g., growth of towns, specialization of labour- guilds, impact of the Black Death)</p> <p>Choosing an appropriate question and applying their understanding of the concepts of cause and consequence</p> <p>Evaluating a range of evidence/sources on medieval societies using the OPVL framework</p> <p>Using a variety of resources and tools to investigate the major events and explaining how they shaped medieval society</p>
5	<p>Understand why people move between places and how this has consequences for the people and the places</p>	<p>Synthesizing the information from case studies to determine the causes of migration</p> <p>Analyzing how migration has occurred and changed over time in Singapore</p> <p>Describing the impact of migration on their personal history</p>

	<p>Use chronology to orientate in relation to place and time</p> <p>Identify key local, national and global issues and explore how these may be connected</p>	<p>Describing the impact of migration on current world events</p> <p>Identifying changes in personal growth through a timeline</p> <p>Identifying important historical events in Singapore on a timeline in relation to today</p> <p>Identifying a problem within the school, Singapore or world community and explore possible ways of taking action to improve the world we live in</p>
4	<p>Understands that individuals can have a great impact on history</p> <p>Evaluate how cultural practices reflect similar purposes</p> <p>Locate and read dates on a timeline from the present to circa 2500 BCE</p>	<p>Analysing the impact of Lee Kuan Yew on the development of Singapore</p> <p>Evaluating how significant people have contributed to the development of our thoughts and behaviour</p> <p>Evaluating how beliefs and values are expressed</p> <p>Developing attitudes to appreciate and respect differences and diversity</p> <p>Creating timelines of the key events in major world religions from the present to circa 2500 BCE</p>

	<p>Understand how humanity's thinking of the Earth's place in the Universe has changed over time</p>	<p>Explaining how scientific discoveries have changed humanity's thinking about how day and night happens, the shape of the Earth, movement of celestial bodies in the Universe etc</p>
<p>3</p>	<p>Assess the accuracy, and possible bias of sources.</p> <p>Locate and read dates on a timeline from the present to 1 A.D. (CE)</p> <p>Understand how scientific and technological innovation creates opportunities and challenges for people, places and environments.</p>	<p>Analysing the accuracy of sources used in research in terms of date and perspective (authorship/origin).</p> <p>Calculating how long ago events happened in the common era.</p> <p>identifying examples in which technology, tools and techniques have changed the lives of people.</p> <p>analyzing changes in scientific knowledge and technology that have affected Singapore.</p>
<p>2</p>	<p>Understand how people find out about the past in different ways</p> <p>Understand chronology beyond living memory</p>	<p>Interpreting how places and people influence each other</p> <p>Recognising the importance of archeology as a way of finding out about the past.</p> <p>Describing ancient civilisations</p> <p>Recognising chronological terms AD, CE, BC, BCE on a timeline</p>

<p>1</p>	<p>Understand chronology within living memory</p> <p>Understand what are beliefs and values.</p>	<p>Identifying personal lifetime events in chronological order and relating them to public events.</p> <p>Identifying how actions can relate to a person's identity</p> <p>Comparing and contrasting different customs and beliefs</p> <p>Discussing how our choices and actions affect other people and the planet and adopt responsible behaviour</p>
<p>K2</p>	<p>Understand how the past is important to us</p> <p>Understand how change (e.g relocation) can affect family development.</p>	<p>Describing how personal identity is influenced by family history and culture.</p> <p>Making connections between the personal histories of different individuals in the class.</p> <p>Recognizing connections between their personal identities and family histories.</p> <p>Composing and asking questions about oneself and their family</p>

K1

- Understand how we have changed in our lifetime.

· Identifying important life events on a personal timeline

**Learning Outcomes and Benchmarks**

**Subject: HUMANITIES**

**Strand: Geography**

<b>Grade/ Phase</b>	<b>Learning Outcome</b> <i>Students will be able to...</i> <i>(Skills, Knowledge and Concepts)</i>	<b>Benchmarks</b> <i>Students will be able to show their understanding by...</i> (specific performance indicators for each grade level that are measurable)
12	<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>Identify the processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography</li> </ul> <p><b>Management and intervention</b></p> <ul style="list-style-type: none"> <li>Consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences of management.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and interpreting geographic patterns and processes in unfamiliar information, data and cartographic material.</li> </ul>
	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Understand that there are different types of resources (renewable, non-renewable, replenishable) and use of resources (physical, human, cultural) their relationship to depletion and damage and its carrying capacity.</li> </ul> <p><b>Disparity and equity</b></p> <ul style="list-style-type: none"> <li>Recognize that the world around us has inequality, disproportionate opportunity and discrepancy, which creates disparity; they need to understand that equity involves concerns about fairness and justice</li> </ul> <p><b>Management and intervention</b></p> <ul style="list-style-type: none"> <li>Consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences of management.</li> </ul>	<ul style="list-style-type: none"> <li>Applying and analysing geographic concepts and theories.</li> </ul>

	<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>Identify that processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Understand that the concept of sustainability implies the notion of living within our means</li> </ul> <p><b>Management and intervention</b></p> <ul style="list-style-type: none"> <li>Consider the ways in which humans respond to the changes of managing quantity and quality of resources, as well as the consequences of management.</li> </ul> <p><b>Networks</b></p> <ul style="list-style-type: none"> <li>To understand that networks are usually composed of nodes or parts that depend on each other; when one of these nodes or parts changes it usually affects the other parts.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and interpreting geographic patterns and processes in unfamiliar information, data and cartographic material.</li> </ul>
11	<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>Identify the processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual SWBAT consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences of management.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Understand that there are different types of resources (renewable, non-renewable, replenishable) and use of resources (physical, human, cultural) their relationship to depletion and damage and its carrying capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and interpreting geographic patterns and processes in unfamiliar information, data and cartographic material.</li> </ul>
	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Understand that the concept of sustainability implies the notion of living</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating knowledge and understanding of the core theme-patterns and change.</li> </ul>

within our means

**Management and intervention**

- Consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences of management.

**Sustainability**

- Understand that the concept of sustainability implies the notion of living within our means

**Networks**

- To understand that networks are usually composed of nodes or parts that depend on each other; when one of these nodes or parts changes it usually affects the other parts.

**Sustainability**

- The concept of sustainability implies the notion of living within our means

**Management and intervention**

- Consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences of management.

**Management and intervention**

- Consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences of management.

**Processes**

- Identify the processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography

**Management and intervention**

- Consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences

- Demonstrating knowledge and understanding of the core theme-patterns and change.

- Using geographic concepts and examples to formulate and present an argument.

- Demonstrating synthesis and evaluation of the HL extension -global interaction

- Demonstrating synthesis and evaluation of the HL extension -global interaction

- Demonstrating the extent to which theories and concepts are recognised and understood in particular contexts.

- Selecting, using and applying the prescribed geographic skills in appropriate contexts. (paper 3)

	of management.	
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10

**Processes**

- Identify the processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography

**Resources**

- Understand that there are different types of resources (renewable, non-renewable, replenishable) and use of resources (physical, human, cultural) their relationship to depletion and damage and its carrying capacity.

**Sustainability**

- Understand that the concept of sustainability implies the notion of living within our means

**Disparity and equity**

- Recognize that the world around us has inequality, disproportionate opportunity and discrepancy, which creates disparity; they need to understand that equity involves concerns about fairness and justice

**Diversity**

- To understand that both the human and physical world have differences that intrinsically mesh to create a planet of diversity and a unique world.

- Creating system diagrams to gain a better understanding of processes: inputs, processes and outputs of farming
- Describing and explaining global migration in the past and now
  
- Explaining the different types and uses of farming land.
- Describing how culture and time, place and space impacts our choice and access to food
- Using a wide range of terminology to describe and explain land use and the economic and environmental causes of land depletion and damage
- Evaluating human resources in host countries as a consequence of global migration
  
- Collecting and interpreting data on how many 'Food Miles' our food travels
  
- Investigating how our trends of consumption, specifically coffee and quinoa, impacts the lives of farmers and economic and environmental sustainability
- Investigating the economic sustainability of significant and recent global migration
  
- Investigating the trade of coffee together and a commodity of their choice independently and to what degree this trade increases or decreases fairness and justice
- Discussing the ethics of controlling migration and refusing refugees entry
  
- Reflecting on the investigation into the farming and trading of a commodity and its impact on the human and physical world
- Discussing the diversity of our human world based on past and current global migrations
- Describing how the Nazis controlled society and rejected diversity

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**Disparity and equity**

- Recognize that Cambodia has inequality, disproportionate opportunity and discrepancy, which creates disparity; the need to understand that equity involves concerns about fairness and justice

**Sustainability**

- Understand that the concept of sustainability implies the notion of living within the means of the Cambodian people

**Globalisation**

Use and discuss the concept of globalisation

Use and discuss the concept of culture

Observing and recording disparity in Cambodia during Week Without Walls.

Reflecting on first hand experience of economic disparity during and after Week Without Walls and applying the related concepts of the MYP to personal experience

Explaining and discussing how the Cambodian people use their resources and if they are sustainable

Debating how Cambodia has been impacted by globalization

Compare and contrast their own culture with that of Khmer culture

9

### **Resources**

- Understand that there are different types of resources (renewable, non-renewable, replenishable) and use of resources (physical, human, cultural) their relationship to depletion and damage and its carrying capacity.

### **Sustainability**

- The concept of sustainability implies the notion of living within our means

### **Disparity and equity**

- Recognize that the world around us has inequality, disproportionate opportunity and discrepancy, which creates disparity; they need to understand that equity involves concerns about fairness and justice

### **Management and intervention**

- Consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences of management.

### **Networks**

- To understand that networks are usually composed of nodes or parts that depend on each other; when one of these nodes or parts changes it usually affects the other parts.

### **Processes**

- Identify the processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography understand that equity involves concerns about fairness and justice

- Describing resources and particularly the resource of water.
- Interpreting primary and secondary sources to more fully understand the water hotspots of the world
  
- Describing and explaining the reasons for scarcity of water
  
- Explaining water sustainability.
- Describing and explaining urban problems
  
- Investigating the causes and consequences in the inequity of water accessibility
- Interpreting different perspectives on water issues and their implications
- Discussing the perspectives of different inhabitants of cities and their access to amenities
  
- Reporting on the problems and solutions of water on a global scale.
- Investigating ways to create sustainable cities
  
  
- Describing and explaining the territorial conflicts over misuse or neglect of water networks
- Evaluating the impact of problems in cities
  
  
- Evaluating the process and results of the investigation into the problems and solutions to global water problems
- Reflecting on the fairness and justice of global, national and local water issues and planning individual action to address inequity

	<p><b>Disparity and equity</b></p> <ul style="list-style-type: none"> <li>Recognize that Vietnam has inequality, disproportionate opportunity and discrepancy, which creates disparity; the need to understand that equity involves concerns about fairness and justice</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Understand that the concept of sustainability implies the notion of living within the means of the Vietnamese people</li> </ul> <p><b>Globalisation</b></p> <p>Use and discuss the concept of globalisation</p> <p>Use and discuss the concept of culture</p>	<p>Observing and recording disparity in Vietnam during Week Without Walls.</p> <p>Reflecting on first hand experience of economic disparity during and after Week Without Walls and applying the related concepts of the MYP to personal experience</p> <p>Explaining and discussing how the Vietnamese people use their resource and if they are sustainable</p> <p>Debate how Vietnam has been impacted by globalization</p> <p>Compare and contrast their own culture with that of Vietnamese culture</p>
8	<p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>Understand that processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography.</li> </ul> <p><b>Diversity:</b></p> <ul style="list-style-type: none"> <li>Understand that both the human and physical world have differences that intrinsically mesh to create a planet of diversity and a unique world.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating an understanding of migration patterns in the past and today.</li> <li>Explaining the push and pull factors that encouraged Singapore's population growth.</li> <li>Describing the reasons why Singapore was chosen as a settlement.</li> </ul> <ul style="list-style-type: none"> <li>Interpreting data and maps to understand demographic and historical trends.</li> <li>Understanding the importance of community for new migrants.</li> <li>Debating the positives and negatives of Singapore's population growth.</li> </ul>

	<p><b>Networks (systems):</b></p> <ul style="list-style-type: none"> <li>· Understand that networks are usually composed of nodes or parts that depend on each other; when one of these nodes or parts change it usually affects the other parts.</li> </ul>	<ul style="list-style-type: none"> <li>· Understanding the geographical reasoning for the Raffles Town Plan and the implications on Singapore today.</li> <li>· Recalling and selecting relevant geographical knowledge with regards to the history of Singapore</li> <li>· Demonstrating the ability to record the journeys of selected explorers.</li> <li>· Demonstrate the ability to read the main geographical features on a map.</li> </ul>
7	<p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>· Understand the processes that cause natural and manmade hazards</li> <li>· Understand the processes of plate tectonics on shaping the Earth</li> <li>· Understand the human impact of natural or manmade hazards</li> <li>· Use primary and secondary sources to understand different perspectives of past natural hazards.</li> <li>· Choose an appropriate question and create an action plan to research</li> </ul>	<ul style="list-style-type: none"> <li>· Recalling and selecting relevant geographical knowledge of past natural hazards</li> <li>· Demonstrating how natural and manmade hazards have both short and long term consequences on our environment and communities.</li> <li>· Explaining the geological processes of plate tectonic and the creation of volcanoes and earthquakes</li> <li>· Appreciating the need to plan and prepare for an emergency.</li> <li>· Demonstrating the human and environmental impact of climate change on a country's level of development.</li> <li>· Explaining the reasons why people continue to live near natural hazards.</li> <li>· Describing and explaining the natural hazards of the past and present</li> <li>· Choosing an appropriate question and applying their understanding</li> </ul>

	<p><b>Sustainability:</b></p> <ul style="list-style-type: none"> <li>Understand that the concept of sustainability implies the notion of living within our means</li> </ul> <p><b>Disparity and equity (Poverty):</b></p> <ul style="list-style-type: none"> <li>Recognize that the world around us has inequality, disproportionate opportunity and discrepancy, which creates disparity; they need to understand that equity involves concerns about fairness and justice</li> </ul>	<p>of the concepts of cause and effect and continuity and change</p> <ul style="list-style-type: none"> <li>Demonstrating an understanding of the economic and social differences in global development.</li> <li>Understanding and using indicators to measure and track a country's development.</li> <li>Using the UN Millennium Development Goals as a framework to understand and assess a country's level of development.</li> </ul>
6	<p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>That processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography.</li> </ul> <p><b>Diversity:</b></p> <ul style="list-style-type: none"> <li>To understand that both the human and physical world have differences that intrinsically mesh to create a planet of diversity and a unique world.</li> </ul> <p><b>Networks (systems):</b></p> <ul style="list-style-type: none"> <li>Understand that networks are usually composed of nodes or parts that depend on each other; when one of these nodes or parts change it usually affects the other parts.</li> </ul> <p>Understand the uses of particular maps</p> <p>Find location using a range of navigational and measurement tools</p> <p>Identify and locate major landforms on a map</p> <p>Choose and follow an action plan to create their own map</p>	<ul style="list-style-type: none"> <li>Explaining the processes that help shape, define, and guide civilizations with the environment</li> <li>Understanding that both the human and physical world have an influence on a civilisation's development</li> <li>Demonstrating the ability to read the main geographical features on a map.</li> <li>Understanding the importance of location (rivers &amp; arable land) in the creation of early civilizations.</li> <li>Constructing and interpreting maps</li> <li>Explaining the purposes of map projections (political, physical, special purpose) and the applications of various types of maps</li> </ul>

		<ul style="list-style-type: none"> <li>· Using base maps and a variety of information sources to sketch the relative position of places and major lines: Prime Meridian, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic &amp; Antarctic Circle</li> <li>· Using grids, scales, legends, elevation to understand various types of maps.</li> <li>· Using latitude and longitude coordinates to locate selected major cities and features</li> <li>· Using four and six figure grid references to find location on a map</li> <li>· Locating and describing major world landforms, bodies of water, and political boundaries on maps</li> <li>· Using maps to describe the relative and absolute location using distance, location. direction, and scale</li> </ul>
5	<ul style="list-style-type: none"> <li>- Understand how cultural interaction impacts on cultures</li> <li>- Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives</li> <li>- Analyse historical maps</li> <li>- Formulate and ask questions about the past, the future, places and society</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying various media strategies and analysing their effectiveness on audiences</li> <li>- Identifying and comparing the impact of media on different audiences</li> <li>- Analysing reliability, perspective and bias of sources used during research</li> <li>- Analysing historical maps to determine settlement patterns in Singapore</li> <li>- Analysing and comparing historical maps as sources</li> <li>· Composing and asking questions about self, local community and current global issues</li> </ul>

4	<ul style="list-style-type: none"> <li>· Understand how the way in which leadership of groups is acquired and exercised has consequences for communities and societies</li>   <li>· Understand how groups make and implement rules and laws</li>   <li>· Identify roles, rights and responsibilities in society</li>   <li>· Analyse and construct thematic maps</li> <li>·</li> <li>· Assess the accuracy and possible bias of sources</li>   <li>· Identify key local, national and global issues and explore how these may be connected</li> </ul>	<ul style="list-style-type: none"> <li>· Recognizing the elements of major political systems (for example, monarchy, democracy, dictatorship)</li>   <li>· Identifying governance structures, decision making processes and dimensions of citizenship</li>   <li>· Composing and asking questions related to governance structures</li>   <li>· Identifying and describing means by which citizens can monitor and influence actions of their governments and vice versa</li>   <li>· Explaining how human activities can have positive or adverse effects on local and other environments</li>   <li>· Analysing and constructing thematic maps in relation to climates and seasons, etc.</li>   <li>· Recognising the point of view from which a source is written</li>   <li>· Identify a problem within the school, Singapore or world community and explore possible ways of taking action to improve the world we live in</li> </ul>
3		

- Compare and contrast the functions of public and private places
- Compare and synthesize personal and other experiences of sharing, accessing and using resources (e.g. water).
- 
- Use and analyse evidence from a variety of historical, geographical and societal sources.
- Understand the difference and connection between continent, country and city.
- Construct and extract information from thematic maps
- Identify key local, national and global issues and explore how these may be connected

- Explaining how systems work together to create a functioning community.
- Demonstrating how various public places serve the needs of people in a community
- Identifying and describing the functions of various public places in the community (Singapore's water system)
- Comparing and contrasting the functions of public and private places
- Evaluating how a missing or dysfunctional system affects the way a community functions.
- Analyzing how access to water affects how people live.
- Explaining and applying ways to manage water use.
- Locating items and navigating using Google Earth and Maps
- Using transport applications to plan journeys
- Recognizing that countries are divided into postal districts and individual buildings have addresses and postal codes.
- Reflecting on collected data and self-assessing personal use of natural resources (water)
- Extracting information from and constructing maps, including maps showing countries, cities and continents.
- Identify a problem within the school, Singapore or world community and explore possible ways of taking action to improve the world we live in

2	<ul style="list-style-type: none"> <li>· Understand how people make choices to meet their needs and wants. (communication)</li> <li>· Recognising how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills</li> <li>· Understand that events have causes and effects</li> <li>· Use appropriate elements of maps and graphs to extract information</li> <li>· Exploring possible ways of taking action to improve the world we live in</li> </ul>	<ul style="list-style-type: none"> <li>- Composing and asking questions about people’s needs and wants</li> <li>- Identifying different ways people communicate</li> <li>- Recognising the role of communication in building relationships</li> <li>- Describing challenges to communicate in an international environment</li> <li>- Recognising factors that can impact the balance within an ecosystem</li> <li>- Name and locate the continents</li> <li>- Identifying and constructing maps and graphs using symbols, legends, direction and scale</li> <li>- Identifying a problem within the school, Singapore or world community and explore possible ways of taking action to improve the world we live in</li> </ul>
1	<ul style="list-style-type: none"> <li>.Describe some aspects of the interrelationship between people and nature</li> <li>. Understand that conflicts can be resolved in different ways</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrating an understanding that it is important to treat other people and the environment with respect.</li> <li>· Identifying examples of conflict and cooperation among individuals and groups.</li> <li>· Identifying and describing factors that contribute to cooperation and factors that may cause conflict.</li> <li>· Identifying that some ways of dealing with disagreements work</li> </ul>

<p>. Understand what a community is</p> <p>. Understand that people have different roles and responsibilities as part of their participation in groups</p> <p>Identify key local and national issues and explore possible ways of taking action to improve the world we live in</p> <p>Formulate and ask questions about the past, future and places and society</p>	<p>better than others.</p> <ul style="list-style-type: none"> <li>· Recognising ways that people solve common problems by cooperating.</li> <li>· Using a variety of sources of information to identify features of a community.</li> <li>· Identifying some elements of respectful behaviour that they can practise in their everyday life.</li> </ul> <p>- Composing and asking questions about beliefs and values</p>
<p>K2</p> <ul style="list-style-type: none"> <li>· Recognize that individual people are part of a group</li> </ul>	<ul style="list-style-type: none"> <li>· Describing situations where cooperation was required and explain the roles that people played within the group</li> <li>· Identify roles and behaviours that people demonstrate when in group situations</li> </ul>

	<ul style="list-style-type: none"> <li>· Describe some aspects of the interrelationship between people and the natural and built features of their community</li>   <li>· Explore possible ways of taking action to improve the world we live in.</li> </ul>	<ul style="list-style-type: none"> <li>· Identifying roles, rights and responsibilities in within the classroom and family community</li>   <li>- Comparing homes in different cultures</li> <li>- Demonstrating responsibility for living things found in his or her environment</li> <li>- Identifying factors that influence where people live and what their homes are like</li> <li>- Place different homes on a world map</li>   <li>- Planning, creating and suggesting improvements for a system of organization for home or school</li> </ul>
K1	<ul style="list-style-type: none"> <li>- Distinguish themselves as individuals from others</li>   <li>- Understand that the stories we tell are connected to the world around us</li>   <li>- Understand how people make choices to move in different ways</li>   <li>- Formulate and ask questions about the past, the future, places and society</li> </ul>	<ul style="list-style-type: none"> <li>· Describing characteristics of self and how this is connected to others</li> <li>- Describing how families and friends influence the individual</li> <li>· Identifying opportunities for choice in personal identity</li> <li>· Identifying some of the significant people in their lives</li>   <li>· Recognizing stories about events, people, places or situations</li>   <li>- Recognising different ways of moving.</li>   <li>· Composing and asking questions about oneself and one's family</li> <li>· Identifying a problem within the class community and investigating</li> </ul>

- Identify key local issues and explore possible ways of taking action to improve the world we live in

possible solutions

- Discussing how our choices and actions affect other people and the planet and adopt responsible behaviour