K-12 Social Studies/Humanities Standards
Lincoln Community School

Sources: McRel, AERO, National Social Studies Standards for World History, Geography and Economics (Updated September 2012)

Kindergarten

Time, Continuity and Change: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships

- Differentiate between people, places and events in the immediate and distant past, the present and the future.
- Know different stories about past events, people, places or situations.
- Know how knowledge of stories about past events, people, places or situations helps our understanding of the past.

Connections and Conflict: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- Identify ways that language art, music and other cultural elements may facilitate global understanding
- Understand the concept of cooperation in the context of working together towards a common goal

People, Places, and Environment: Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.

- Understand the concept of location.
- Use maps and geographic graphs, tables, and diagrams to read and display geographic information.

Culture: Students will understand cultural and intellectual developments and interactions among and within societies.

- Know that culture refers to common language, norms, beliefs and practices of distinct people
- Describe how people from different cultures interact with each other
- Know ways in which people from different cultures think about and respond to the social environment.
- Understand that cultures have different expectations of how to act

Society and Identity: Students will understand social systems and structures and how these influence individuals.

- Identify connections between who they are as a person and their place in the world.
- Recognize that individual people are part of a group.
• Understand why people live in social groups.
• Recognize appropriate and inappropriate social behavior and the impact of making choices about behavior

Governance and Citizenship: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship

• Identify rights and responsibilities of the individual in relations to his or her social group, including the characteristics of good citizens.

Production, Distribution, and Consumption: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

• Understand the processes involve in making a variety of products

Science, Technology, and Society: Students will understand how societies have influenced and been influenced by scientific developments and technological developments

• Understand how tools are used to make a job easier

Grade 1

Time, Continuity and Change: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships

• Differentiate between people, places and events in the immediate and distant past, the present and the future.
• Know different stories about past events, people, places or situations.
• Know how knowledge of stories about past events, people, places or situations helps our understanding of the past.

Connections and Conflict: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

• Identify and describe factors that contribute to cooperation and factors that may cause conflict
• Identify that some ways of dealing with disagreements work better than others

People, Places, and Environment: Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.

• Use maps and geographic graphs, tables, and diagrams to read and display geographic information.
• Know ways in which people depend on the physical environment.
• Describe how areas of a community have changed over time

Culture: Students will understand cultural and intellectual developments and interactions among and within societies.

• Know significant regional stories or landmarks that have contributed to the development of the cultural history of a region.

Society and Identity: Students will understand social systems and structures and how these influence individuals.

• Recognize that society stereotypes males and females.
• Recognize that individual people are part of a group
• Identify roles and behaviors that people demonstrate when in group situations

Governance and Citizenship: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship

• Identify rights and responsibilities of the individual in relation to his or her social group, including characteristics of good citizens
• Identify sources and purposes of authority in various settings (i.e. mayor, chief, ruler, principal, boss)
• Identify qualities that leaders need in order to meet their responsibilities
• Identify the characteristics of good citizens.

Production, Distribution, and Consumption: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

• Understand the processes involve in making a variety of products

Science, Technology, and Society: Students will understand how societies have influenced and been influenced by scientific developments and technological developments

• Distinguish between needs and wants.
• Understand why people make choices about how to satisfy wants and needs.
• Give examples of institutions that are part of economic systems.
• Describe how we depend upon workers with specialized jobs.

Grade 2

Connections and Conflict: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

• Identify ways that language, art, music, and other cultural elements may facilitate global understanding
• Conflict occurs for many reasons, but essentially because people have different wants and needs

People, Places, and Environment: Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.

• Understand the concept of location
• Use maps and geographic graphs, tables, and diagrams to read and display geographic information
• Know ways in which people depend on the physical environment
• Know ways (e.g., recycling, travel, transportation) in which people from different cultures think about and respond to the physical environment

Culture: Students will understand cultural and intellectual developments and interactions among and within societies.

• Know ways in which people from different cultures think about and respond to the physical environment
• Know ways in which people from different cultures think about and respond to the social environment
• Understand that cultures have different expectations of how to act.

Production, Distribution, and Consumption: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
- Know roles resources play in our daily lives
- Distinguish between needs and wants.
- Understand why people make choices about how to satisfy wants and needs.
- Know roles resources play in our daily lives.
- Give examples of institutions that are part of economic systems.
- Describe how we depend upon workers with specialized jobs.
- Distinguish between goods and services and know how they can be exchanged.

Governance and Citizenship: Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.

- Explain reasons for the importance of leadership and service
- Identify qualities that leaders need in order to meet their responsibilities
- Identify various principles used for decision making and problem solving (fairness, cooperation, responsibility)

Science, Technology, and Society: Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

- Understand the concepts of "tool" and "technique"
- Describe examples in which tools and techniques have changed the lives of people
- Understand that science is a field of knowledge that allows humans to understand the physical world
- Name some of the most important tools and techniques in contemporary life

Grade 3

Time, Continuity and Change: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships

- Differentiate between people, places, and events in the immediate and distant past, the present, and the future
- Know different stories about past events, people, places, or situations.
- Know how knowledge of stories about past events, people, places, or situations helps our understanding of the past
- Know that people in different times and places view the world differently and why they held these views.

Connections and Conflict: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- Explain causes and consequences of conflict and cooperation among individuals, groups, societies and nations in the following categories:
  - Environment
  - Economics
  - Belief systems
  - Geography/land
  - Ethnicity/race/gender
  - Culture

People, Places, and Environment: Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.

- Explain and use the elements of maps and globes
Culture: Students will understand cultural and intellectual developments and interactions among and within societies.

- Identify and compare various belief systems and their principle tenets
- Illustrate or retell the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures
- Describe the influence of arts, crafts, music, and language on various cultures
- Compare and contrast the ways different cultures meet human needs and concerns

Governance and Citizenship: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship

- Describe how political institutions meet needs and wants of individuals and society
- Identify community leaders, government officials and world leaders
- Explain different strategies to resolve conflict

Production, Distribution, and Consumption: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

- Describe characteristics, locations, uses and management of renewable and non-renewable resources

Science, Technology, and Society: Students will understand how societies have influenced and been influenced by scientific developments and technological developments

- Describe the way tools and techniques can have both positive and negative effects

Grade 4

Time, Continuity and Change: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships

- Understand the concept of cause-and-effect relationships in history

Connections and Conflict: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- Describe how the satisfaction of personal wants and needs has implications beyond the self.
- Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations
- Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, international organizations)

People, Places, and Environment: Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.

- Describe ways that the earth's physical and human features have changed over time
- Describe geographic factors that influence human migration
- Describe and explain various types and patterns of settlement and land use and reasons why particular locations are used for certain human activities.
- Define regions by their human and physical characteristics
• Explain and correctly use the elements of maps and globes
• Use appropriate resources and geographic tools to generate and interpret information about the earth
• Understand the spatial organization of places through such concepts as location, distance, direction, scale, movement and region
• Describe ways that the earth's physical and human features have changed over time
• Define regions by their human and physical characteristics

Culture: Students will understand cultural and intellectual developments and interactions among and within societies.

• Understand the concept of culture
• Understand the components of a belief system (creed, code of behavior, rituals, community)
• Identify and compare various belief systems and their principle tenets
• Describe advantages and disadvantages of cultural diversity.
• Recognize how cultural contributions from various regions help to form a national identity
• Understand similarities and differences in the ways groups and cultures meet human needs and concerns
• Understand cultural differences regarding what is public and private

Culture: Students will understand cultural and intellectual developments and interactions among and within societies.

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• Describe advantages and disadvantages of cultural diversity.
• Recognize how cultural contributions from various regions help to form a national identity
• Understand similarities and differences in the ways groups and cultures meet human needs and concerns
• Understand cultural differences regarding what is public and private

Society and Identity: Students will understand social systems and structures and how these influence individuals.

• Identify and describe ways that ethnicity and culture influences people's daily lives
• Describe various forms of institutions and how they influence individuals
• Recognize how families influence the individual.

Governance and Citizenship: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship

• Identify issues involving rights, roles and responsibilities of individuals in relation to broader society

Production, Distribution, and Consumption: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

• Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies
• Explain relationships between the locations of resources and patterns of population distribution
• Describe economic causes of human migration

Science, Technology, and Society: Students will understand how societies have influenced and been influenced by scientific developments and technological developments

• Explain the difference between science and technology
• Describe ways that tools and techniques can have both positive and negative effects
• Describe changes in scientific knowledge and technology that have affected society

Grade 5

Time, Continuity and Change: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships
• Understand patterns of change in society
• Identify and use primary and secondary sources for reconstructing the past
• Know that people in different times and places view the world differently and why they held these views

*People, Places, and Environment: Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.*

• Describe factors that influence locations of human populations
• Define regions by their human and physical characteristics.

*Culture: Students will understand cultural and intellectual developments and interactions among and within societies.*

• Identify and compare the cultural characteristics of different regions and people

*Governance and Citizenship: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship*

• Identify issues involving the rights, roles and status of individuals in relation to the general welfare.
• Describe how governments meet needs and wants of individuals and society
• Identify community leaders and national government representatives from Ghana and their home country
• Explain the organization and major responsibilities of the various levels of governments
• Know the elements of major political systems
• Explain what citizenship means in terms of membership in, and allegiance to, a country
• Identify and describe means by which citizens can monitor and influence actions of their government
• Compare and contrast major political systems

*Production, Distribution, and Consumption: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.*

• Describe characteristics, locations, and uses of renewable and non-renewable resources.
• Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies

*Science, Technology, and Society: Students will understand how societies have influenced and been influenced by scientific developments and technological developments*

• Examine ways in which tools and techniques make certain tasks easier
• Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge
• Identify ways that tools and techniques can have both positive and negative effects

**Grade 6**

*Foundations of Humanities*

• What are the Humanities?
• Tools and categories of the social scientist: e.g. ways of measuring time and space.
• How do social scientists get their information?
• How reliable is this information?

GEOGRAPHY
The world in spatial terms
- Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Understand how to use mental maps to organize information about people, places, and environments in a spatial context.

Human Systems
- Understand the characteristics, distribution, and migration of human populations on Earth’s surface.
- Understand the characteristics, distribution, and complexity of Earth’s cultural mosaics.
- Understand the processes, patterns, and functions of human settlement.

The uses of Geography
- Understand how to apply geography to interpret the past.

HISTORY
Era 1: Human Origins & development
- Biological and cultural processes that gave rise to early humans
- Processes that led to the emergence of agricultural societies around the world
- Characteristics, distribution and migration of early human populations on the Earth’s surface
- Methods of archaeology and the components of cultures
- Stone age cultures and hunting and gathering societies

Era 2: Early civilizations and the emergence of pastoral peoples
- Major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley.
- The processes that led to the emergence of agricultural societies around the world: how agrarian societies spread and new states emerged in the third and second millennia BCE.
- Factors influencing the location of settlement.
- Features of physical geography and human adaptation.
- Ecological consequences of the development of agricultural techniques

Era 3: Classical traditions, major religions and giant empires
- Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith.
- The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE.
- How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.
- Major global trends from 1000 BCE-300 CE.

The Impact of Innovations
- Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith.
- Major global trends from 1000 BCE-300 CE.

Grade 7

GEOGRAPHY
The world in spatial terms
- Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Understand how to use mental maps to organize information about people, places, and environments in a spatial context.

Places and regions
- Understand the physical and human characteristics of places.
- Understand that people create regions to interpret Earth’s complexity.
Human systems
- Understand the characteristics, distribution, and migration of human populations on Earth's surface.
- Understand the characteristics, distribution, and complexity of Earth's cultural mosaics.
- Understand the patterns and networks of economic interdependence on Earth's surface.
- Understand the processes, patterns, and functions of human settlement.

Environment and society
- Understand how human actions can modify the physical environment.
- Understand how to use geography to interpret the past, the present and plan for the future.
- Understand that changes occur in the meaning, use, and distribution of resources.

The uses of Geography
- Understand how to apply geography to interpret the past.

HISTORY
Era 4: Expanding zones of exchange and encounter, 300-1000 CE
- Imperial crises and their aftermath, 300-700 CE.
- Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries.
- The search for political, social, and cultural redefinition in Europe, 500-1000 CE.
- The development of agricultural societies and new states in tropical Africa and Oceania.
- Major global trends from 300-1000 CE.

Era 5: Intensified hemispheric interactions, 1000-1500 CE
- The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion.
- The redefining of European society and culture, 1000-1300 CE.
- The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries.
- Patterns of crisis and recovery in Afro-Eurasia, 1300-1450.
- Major global trends from 1000-1500 CE.

Changing Worldviews 1
- Feudalism in Europe: the redefining of European society and culture: the growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries.
- The expansion of states and civilizations in the Americas, 1000-1500.

Era 6: The emergence of the first global age, 1450-1770
- How the transequitorial interlinking of all major regions of the world from 1450 to 1600 led to global transformations.
- How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.
- How large territorial empires dominated much of Eurasia between the 16th and 18th centuries.

Changing Worldviews 2
- Expanding geographic horizons: focus on da Gama, Columbus and Magellan: economic, political, and cultural interrelations among peoples of Africa, Europe and the Americas.
- Worldviews in conflict: Aztecs &/or Incas: expansion of states and civilizations in the Americas.
- Frontiers of exploration (Antarctic, Amazonia, space): major global trends

ECONOMICS
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.
- People make choices because they can't have everything they want. Whenever a choice is made, something is given up.
- Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity.
- Goods are objects that can satisfy people's wants; services are actions that can satisfy people's wants.
- People's choices about what goods and services to buy and consume determine how resources will be used.
- The opportunity cost of a choice is the value of the best alternative given up.
- People who make goods and provide services are called producers. People whose wants are satisfied by using goods and services are called consumers.
- Productive resources are the natural resources, human resources, and capital goods available to make goods and services.
- Natural resources, such as land, are "gifts of nature;" they are present without human intervention.
- Human resources are the quantity and quality of human effort directed toward producing goods and services.
- Entrepreneurs are people who organize other productive resources to make goods and services.
People respond predictably to positive and negative incentives.

- Rewards are positive incentives that make people better off.
- Penalties are negative incentives that make people worse off.
- Both positive and negative incentives affect people’s choices and behavior.
- People’s views of rewards and penalties differ because people have different values. Therefore, an incentive can influence different individuals in different ways.

Grade 8

GEOGRAPHY

Physical systems
- Understand the physical processes that shape the patterns of Earth’s surface.
- Understand the characteristics and spatial distribution of ecosystems on Earth’s surface.

Human systems
- Understand the characteristics, distribution, and migration of human populations on Earth’s surface.
- Understand the characteristics, distribution, and complexity of Earth’s cultural mosaics.
- Understand the patterns and networks of economic interdependence on Earth’s surface.
- Understand the processes, patterns, and functions of human settlement.
- Understand how the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

Environment and society
- Understand how human actions modify the physical environment.
- Understand how physical systems affect human systems.
- Understand the changes that occur in the meaning, use, distribution, and importance of resources.

Global Inequalities
- Global citizenship, world debt, poverty eradication initiatives.
- Access to supplies of clean water; how will the world deal with growing shortages?
- Case study of Ghanaian NGOs.
- Natural disasters: causes and responses.

HISTORY

Era 7: an age of revolutions, 1750-1914
- The causes and consequences of political revolutions in the late 18th and early 19th centuries, specifically the American and French Revolutions.
- The causes and consequences of the agricultural and industrial revolutions, 1700-1850.
- The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1850.
- Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.
- Patterns of global change in the era of Western military and economic domination, 1850-1914.
- Major global trends from 1750 to 1914.

Major global trends from 1450 to 1770: the Slave Trade
- Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750
- Conflicting sources of information
- Lobbying tactics of Abolitionist campaign
- How the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations.

Industrialization and Urbanization
- Industrial Revolution in UK.
- Outcomes of the major growth in the world’s urban population.

ECONOMICS

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and usually among individuals or organizations in different nations.
- Exchange is trading goods and services with people for other goods and services or for money.
- The oldest form of exchange is barter the direct trading of goods and services between people.
- People voluntarily exchange goods and services because they expect to be better off after the exchange.
Grade 9

GEOGRAPHY

Human systems
- Understand the patterns and networks of economic interdependence on Earth’s surface.
- Understand the processes, patterns, and functions of human settlement.
- Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Environment and society
- Understand how human actions modify the physical environment.
- Understand how physical systems affect human systems.
- Understand the changes that occur in the meaning, use, distribution, and importance of resources.

The uses of Geography
- Understand how to apply geography to interpret the past.
- Understand how to apply geography to interpret the present and plan for the future.

HISTORY

Era 7: An age of revolutions
- Types of government: democracy and dictatorship: patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.
- Patterns of global change in the era of Western military and economic domination, 1850-1914.

Era 8: A half-century of crisis and achievement, 1900-1945
- 19th century growth of Nationalism
- Reform, revolution, and social change in the world economy of the early century.
- The causes and global consequences of World War I.
- Trench warfare
- The search for peace and stability in the 1920s and 1930s.
- The causes and global consequences of World War II.
- Major global trends from 1900 to the end of World War II.

Political Systems
- Case study of an election process
- Political spectrum: from Communism to Fascism

Interwar Period
- The causes and global consequences of World War I
- The search for peace and stability in the 1920’s and 1930’s
- Changes in Russia
- The causes and global consequences of World War I
- Reform, revolution, and social change in the world economy of the early century
- Failures of the League of Nations

World War Two
- Why peace collapsed in 1939: The causes and global consequences of World War II
- How the war became a world war: the cause and global consequences of World War II:
- Major global trends from 1900 to the end of World War II
- The Holocaust

Pros and Cons of Globalization
- Impact of communication technologies on identity.
- How post World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up
- Traditional cultures versus Westernization.
- Major global trends since World War II
- Free markets and protectionism: case study of WTO protest.

ECONOMICS

Competition among sellers lowers costs and prices, and encourages producers to produce more of 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 for them.

- Competition takes place when there are many buyers and sellers of similar products.
- Competition among sellers results in lower costs and prices, higher product quality, and better customer service.

Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- Money is anything widely accepted as final payment for goods and services.
Money makes trading easier by replacing barter with transactions involving currency, coins, or checks.
People consume goods and services, not money; money is useful primarily because it can be used to buy goods and services.
Producers use natural resources, human resources, and capital goods, (not money) to make goods and services.
Most countries create their own currency for use as money.

Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.
Labor is a human resource that is used to produce goods and services.
People can earn income by exchanging their human resources (physical or mental work) for wages or salaries.

Grade 10

GEOGRAPHY
The world in spatial terms
- Understand how to analyze the spatial organization of people, places, and environments on Earth's surface.

Human systems and migration
- Understand the characteristics, distribution, and migration of human populations on Earth's surface.
- Understand the characteristics, distribution, and complexity of Earth's cultural mosaics.
- Understand the patterns and networks of economic interdependence on Earth's surface.
- Understand the processes, patterns, and functions of human settlement.
- Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- Problems linked to migration

HISTORY
Questioning Content
- Fact, opinion and bias
- Forms of bias in the media
- Forms of bias in the classroom

Era 9: The 20th Century since 1945: promises and paradoxes
- Division of Germany: How post-World War II reconstruction occurred, new international power relations took shape
- Nuclear arms race and the Cuban Missile Crisis: The search for community, stability, and peace in an interdependent world.
- War in Korea and Vietnam
- Major global trends since World War II.

Africa
- The scramble for Africa: Understand how the forces of cooperation and conflict among people influence the division and control of Earth’s surface
- Apartheid: Rationale and resistance
- Post-Mandela South Africa

Postcolonial Africa
- Measures of development such as GDP per capita and HDI
- Understand the patterns and networks of economic interdependence on the Earth’s surface
- Explanations of differential development

Post 2000 topics: Study on this topic may include, but is not limited to one of the following:
1. World after 9/11
2. Arab Spring
3. Age of Terrorism
   In each case, students will look at . . .
- Changing role of the United Nations
- Case study on human rights

ECONOMICS
Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.
- When workers learn and practice new skills they are improving their human capital.
- Workers can improve their productivity by improving their human capital.
- Workers can improve their productivity by using physical capital such as tools and machinery.

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 defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.
- Governments provide certain kinds of goods and services in a market economy.
Governments pay for the goods and services they use or provide by taxing or borrowing from people. Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.

- Inflation is an increase in most prices; deflation is a decrease in most prices.
- Unemployment exists when people who are willing and able to work do not have jobs.

Grade 11 – 12

Students study in-depth one of the following subjects in the Social Sciences. Each follows the IB Diploma Programme syllabus for that course, available upon request:

- Economics
- Global Politics
- Environmental Systems and Societies
- World History (including a focus on African History for those who choose Higher Level)
- Information Technology in a Global Society
- Psychology (online)