



International Baccalaureate®
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Primary Years Programme

Social studies scope and sequence





Social studies scope and sequence



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Social studies scope and sequence

Published July 2008

International Baccalaureate
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales GB CF23 8GL
United Kingdom
Phone: +44 29 2054 7777
Fax: +44 29 2054 7778
Website: <http://www.ibo.org>

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Phone: +44 29 2054 7746
Fax: +44 29 2054 7779
Email: sales@ibo.org

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

| | |
|----------------------|---|
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

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Introduction to PYP social studies scope and sequence

Social studies within a transdisciplinary programme

In the Primary Years Programme (PYP), social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

It is recognized that teaching and learning social studies as a subject, while necessary, is not sufficient. Of equal importance is the need to learn social studies in context, exploring content relevant to students, and transcending the boundaries of the traditional subject area. The transdisciplinary themes provide the framework for a highly defined, focused, in-depth programme of inquiry, and as social studies is relevant to all the transdisciplinary themes, all planned social studies learning should take place within this framework. In return, the social studies knowledge and the application of that knowledge will enhance inquiries into the central ideas defined by the transdisciplinary themes.

It is worthwhile to note that there will be occasions that present themselves for student-initiated, spontaneous, social studies inquiries that are not directly related to any planned units of inquiry. These are valuable teaching and learning experiences in themselves and they provide teachers and students with the opportunity to apply the pedagogy of the PYP to authentic, of-the-moment situations.

The social studies component of the PYP should be characterized by concepts and skills rather than by content. However, schools should ensure that a breadth and balance of social studies content is covered through the units of inquiry. The knowledge component of social studies in the PYP is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment. These strands are concept-driven and are inextricably linked to each other. They also provide links to other subject areas of the PYP curriculum model.

| Social studies strands | |
|--|--|
| Human systems and economic activities | The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority. |
| Social organization and culture | The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other. |
| Continuity and change through time | The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions. |
| Human and natural environments | The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment. |
| Resources and the environment | The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment. |

Developing a school's social studies scope and sequence

Unless a school has adopted the PYP sample programme of inquiry, the social studies content in its own scope and sequence will be different from the sample provided here. Some schools may need to reflect national, regional and/or local requirements within the units of inquiry that are developed and included in their programme of inquiry. These requirements will also need to be incorporated into their scope and sequence.

The social studies scope and sequence should ensure that schools are building developmentally appropriate units of inquiry. Moreover, as the programme of inquiry, PYP planners and scope and sequences form the basis of a school's written curriculum, the development of all these documents becomes an iterative process. For example, it may be that the process of planning and reflecting on the units of inquiry will highlight the need for more concept-driven learning outcomes in the scope and sequence. Similarly, it may become apparent when developing or revising the social studies scope and sequence document that social studies content has not been incorporated to the fullest extent possible in a school's programme of inquiry.

All teaching and learning provides an opportunity to utilize and develop the transdisciplinary skills identified in *Making the PYP happen: A curriculum framework for international primary education* (2007). In addition to these, the social studies component of the curriculum also provides opportunities for students to develop a range of social studies skills and processes. In the list that follows, each of those skills, taken from the subject annex in *Making the PYP happen: A curriculum framework for international primary education* (2007), is accompanied by some specific examples of how the skills might manifest themselves in the classroom. These examples vary in their degree of complexity and are intended to show progression in the development of each skill. When developing their own social studies scope and sequence, schools may add their own relevant level of detail to illustrate each skill.

- a. **Formulate and ask questions about the past, the future, places and society** (for example, students will express wonderings, show curiosity or ask questions about a person or event of personal significance; express wonderings, show curiosity or ask questions about the natural and physical environment; ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society; formulate questions and identify problems that will enable them to make links between prior learning, new situations and further actions; formulate questions that promote the transfer of knowledge and make connections across their learning).
- b. **Use and analyse evidence from a variety of historical, geographical and societal sources** (for example, students will draw information from, and respond to, stories about the past from geographical and societal sources; access a broad range of first- and second-hand sources of information such as people, maps, surveys, direct observation, books, museums and libraries; identify appropriate information and communication technology (ICT) tools and sources of information to support research; predict future events by analysing reasons for events in the past and present).
- c. **Orientate in relation to place and time** (for example, students will explore and share instances of change and continuity in personal lives, family and local histories; investigate directions and distances within the local environment; distinguish between past, present and future time; explore similarities and differences between the past and the present; sequence events, routines, personal histories in chronological order; interpret place and time using tools such as maps and timelines).
- d. **Identify roles, rights and responsibilities in society** (for example, students will define own roles and responsibilities within the family, class or school; compare children's and adults' roles, rights and responsibilities in society; reflect on the rights and responsibilities of children in other societies and make comparisons; examine how the rights of a person directly affect their responsibilities; investigate how services and systems influence societal rights and responsibilities; examine the responsibility of people towards the environment; reflect on opportunities to contribute actively to the community at a range of levels, from local to global).

- e. **Assess the accuracy, validity and possible bias of sources** (for example, students will examine and interpret simple evidence such as artifacts; compare the validity of statements from a variety of different sources; distinguish between fact and opinion; piece together evidence to explain, report or persuade; analyse and synthesize information; make predictions in order to test understanding; develop a critical perspective regarding information and the reliability of sources).

How to use the PYP social studies scope and sequence

This scope and sequence aims to provide information for the whole school community about the learning that is going on in the subject area of social studies through the transdisciplinary programme of inquiry. In addition it is a tool that will support teaching, learning and assessment of social studies within the context of units of inquiry.

The sample programme of inquiry published in *Developing a transdisciplinary programme of inquiry* (2008) provides the context and the content for the PYP social studies scope and sequence. The subject-specific knowledge and skills identified in the subject area annex of *Making the PYP happen: A curriculum framework for international primary education* (2007) are also reflected in this document.

The scope and sequence document contains the following.

For each age range:

- overall expectations by age range.

For each unit selected from the PYP sample programme of inquiry:

- transdisciplinary theme
- central idea
- key concepts and related concepts
- lines of inquiry.

Specific reference to subject area knowledge and skills:

- knowledge strands for social studies
- subject-specific skills for social studies
- possible learning outcomes for each unit of inquiry
- cross-reference to science scope and sequence document (where appropriate).

At the start of each age range, the **overall expectations** provide broad, summative descriptions of what a PYP student could have achieved in social studies by the end of each age range. The **possible learning outcomes** in the tables that follow are an extension of these overall expectations and relate directly to the units of inquiry from the PYP sample programme of inquiry. Verbs such as “analyse”, “describe” or “identify” are used at the start of each possible learning outcome in order to focus the planning, teaching and assessment on what is demonstrable and observable, and to place the focus on the conceptual understanding of a particular central idea.

The annotated diagram (figure 1) explains the content of the social studies scope and sequence.

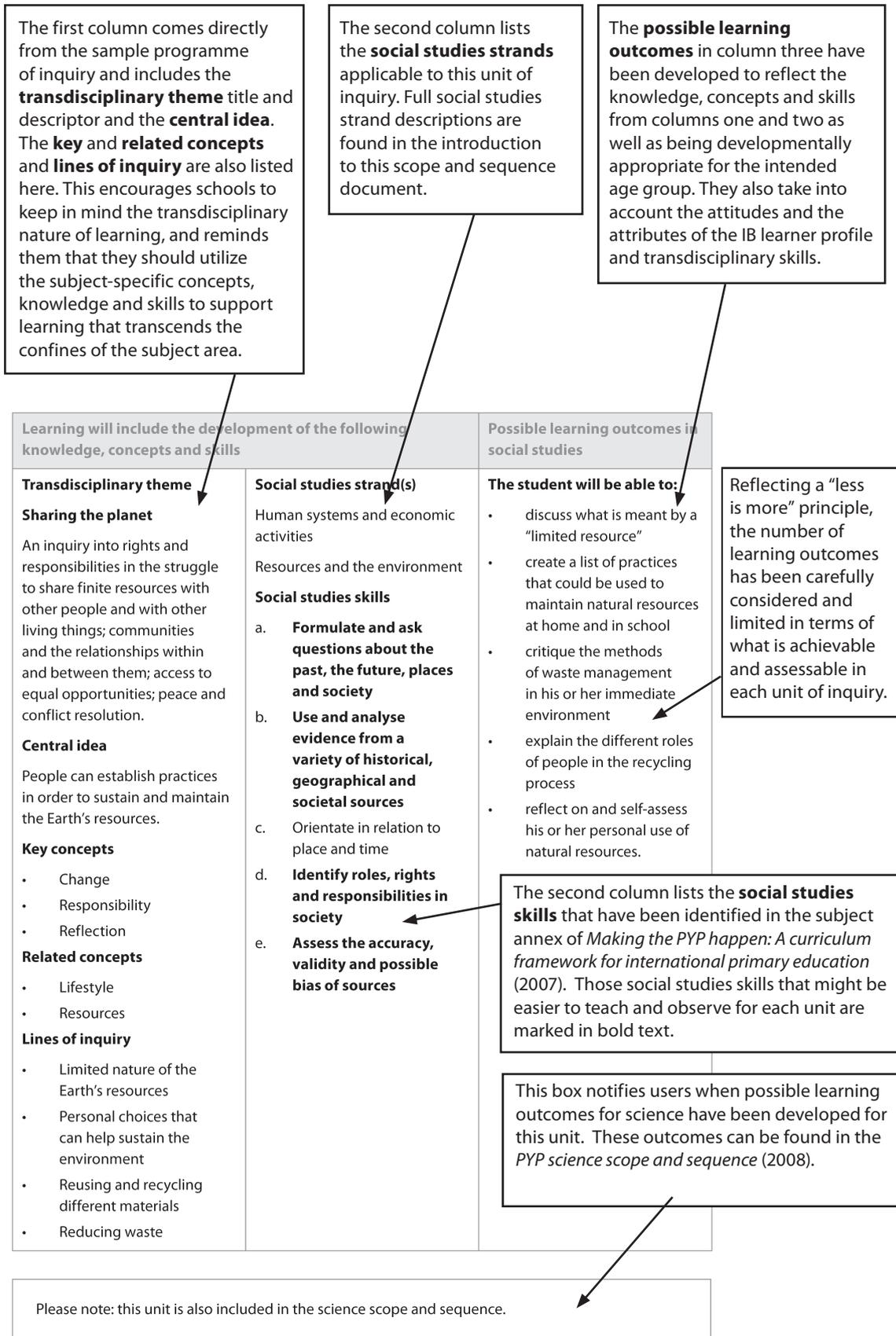


Figure 1
An explanation of the social studies scope and sequence content

Overall expectations in social studies: 3–5 years

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Social studies scope and sequence: 3–5 years

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|--|
| <p>Transdisciplinary theme</p> <p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea</p> <p>Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Change <p>Related concepts</p> <ul style="list-style-type: none"> • Development (growth) • Family <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Ways of documenting personal history • Personal change from birth to present: self and family • Reflecting on past experience | <p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Continuity and change through time</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Oriente in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify changes he or she has undergone from birth to present (for example, discuss with classmates what changes their families have undergone in their lifetimes) • use primary sources (such as parents and grandparents) to identify reasons for documenting personal history • talk about the different ways in which family history can be documented • place events from his or her life in chronological order (for example, using personal photos). |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|---|---|
| <p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea</p> <p>Communities function more effectively when rules and routines are shared with all members.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Responsibility • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Community • Systems <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Various communities we belong to • Purpose of rules and routines • Reaching agreement | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Social organization and culture</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of) • talk about the reasons that rules are necessary in the various communities to which he or she belongs • suggest some suitable rules and routines for the class • demonstrate ability to apply existing rules and routines to work and play with others. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|---|---|
| <p>Transdisciplinary theme</p> <p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea</p> <p>Journeys create change and can lead to new opportunities.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Change <p>Related concept</p> <ul style="list-style-type: none"> • Choice <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Types of journeys people make • Choices and decisions involved in making a journey • Changes experienced because of a journey | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Continuity and change through time</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • reflect on a journey he or she has taken and what was learned from it • represent some of the journeys he or she has made (for example, through drawing or role play) • identify the chronological steps necessary in making a journey • determine types of questions that are useful in planning and making a journey. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|---|
| <p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea</p> <p>People use a variety of skills and strategies that contribute to their role in a community of learners.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Citizenship • Independence <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Being part of a community of learners • Skills, strategies and attitudes • Making contributions to a community | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Social organization and culture</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • demonstrate a positive attitude towards learning • exhibit skills and strategies for organizing his or her time and belongings • recognize how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others). |

Overall expectations in social studies for 5–7 years

Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Social studies scope and sequence: 5–7 years

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|--|---|---|
| <p>Transdisciplinary theme</p> <p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea</p> <p>Communities are enriched by their members and the different perspectives they bring.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Change • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Continuity • Diversity <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What a community is • People within a community • The personal stories of community members | <p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Continuity and change through time</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • describe and compare the various communities to which he or she belongs • explain how communities have natural and constructed features • recognize the components of a local community • identify the contributions of different members of a community • create and share his or her own story about being a community member. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|--|--|---|
| <p>Transdisciplinary theme</p> <p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central idea</p> <p>People recognize important events through celebrations and traditions.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Beliefs • Culture • Values <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What traditions are • How and why people celebrate • Similarities and differences between various celebrations | <p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Continuity and change through time</p> <p>Social studies skills</p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • explain why a particular celebration is important in his or her own life • suggest reasons for various celebrations • identify and compare traditions and celebrations observed by others in the class • use a variety of sources to gain information about celebrations from both a historical and a cultural perspective • create graphs and charts to organize and interpret information. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|---|--|
| <p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea</p> <p>Transportation systems are directly related to the needs of a community.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Connection <p>Related concept</p> <ul style="list-style-type: none"> • Systems <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Specific purposes of different transportation systems • Factors that affect the kinds of systems that can be developed • Relationship between transportation systems and the environment | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Continuity and change through time</p> <p>Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • explore how systems influence lifestyle and community • compare transportation systems within the local community to those in other communities • explain how and why changes in transport have occurred over time • examine the impact of technological advances in transport on the environment. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|---|
| <p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>People interact with, use and value the natural environment in different ways.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Responsibility • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Conservation • Interdependence • Order <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Local natural environment • Human use of the local environment • Actions that benefit or harm the local environment | <p>Social studies strand(s)</p> <p>Human and natural environments</p> <p>Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • describe the natural features of local and other environments • analyse ways in which humans use the natural environment (for example, recreation, settlements) • identify or generate a question or problem to be explored in relation to human impact on the local, natural environment. |

Please note: this unit is also included in the science scope and sequence.

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|--|
| <p>Transdisciplinary theme</p> <p>Who we are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p> <p>Central idea</p> <p>Homes reflect personal identity and local culture.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Connection • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Creativity • Diversity <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The concept of home • Different types of homes • Circumstances that determine where people live | <p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Human and natural environments</p> <p>Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • express his or her understanding of what a home is • research and compare homes in different cultures • identify factors that influence where people live and what their homes are like • present the type of home that reflects who he or she is. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|--|---|--|
| <p>Transdisciplinary theme</p> <p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea</p> <p>Public areas strengthen communities and provide people with opportunities to connect.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Connection <p>Related concepts</p> <ul style="list-style-type: none"> • Cooperation • Ownership <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different public areas and their functions • How public areas develop • How these places differ from our homes | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Social organization and culture</p> <p>Human and natural environments</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify and describe the functions of various public places in the community • demonstrate how various public places serve the needs of people in a community • compare and contrast the functions of public and private places. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|---|---|
| <p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea</p> <p>Systems need to be in place to maintain organization in communities.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Connection • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Interdependence • Organization • Systems <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The concept of organization • Different systems of organization that we use personally • Different systems of organization in our community • Collection, storage and use of information for organization | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify ways to organize himself or herself on a daily basis • plan and create a system of organization (for example, for his or her desk, classroom, school) • suggest improvements to organizational systems already in place in his or her home or school. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|---|
| <p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>People can establish practices in order to sustain and maintain the Earth’s resources.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Change • Responsibility • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Lifestyle • Resources <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Limited nature of the Earth’s resources • Personal choices that can help sustain the environment • Reusing and recycling different materials • Reducing waste | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • discuss what is meant by a “limited resource” • create a list of practices that could be used to maintain natural resources at home and in school • critique the methods of waste management in his or her immediate environment • explain the different roles of people in the recycling process • reflect on and self-assess his or her personal use of natural resources. |

Please note: this unit is also included in the science scope and sequence.

Overall expectations in social studies for 7–9 years

Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Social studies scope and sequence: 7–9 years

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|--|---|--|
| <p>Transdisciplinary theme</p> <p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea</p> <p>The development of global perspectives is supported through understanding our place in the world in relation to others.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Connection • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Context • Location • Orientation <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How we represent place • Representations of place through time • The relationship of our location to other parts of the world | <p>Social studies strand(s)</p> <p>Continuity and change through time</p> <p>Human and natural environments</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • locate on a globe or map his or her place in the world, and its relationship to various other places • use a variety of resources and tools to gather and process information about various regions and different ways of representing the world • explain how people’s perceptions and representations of place have changed over time • explore the evidence that helps people learn about places and their inhabitants. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|--|
| <p>Transdisciplinary theme</p> <p>How the world works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central idea</p> <p>The design of buildings and structures is dependent upon the environment and available materials.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Connection • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Structure • Sustainability • Transformation <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Considerations to take into account when building a structure • How building impacts on the environment • Indigenous architecture | <p>Social studies strand(s)</p> <p>Human and natural environments</p> <p>Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • compare the design of structures in various locations in relation to the natural environment • identify geographical and environmental factors that influence the design of structures in various locations • critique the impact of a structure on the natural environment • explain people's responsibilities regarding the use of resources from the environment. |

Please note: this unit is also included in the science scope and sequence.

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|--|
| <p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea</p> <p>In a workplace people share responsibility towards a common purpose.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Causation • Connection <p>Related concepts</p> <ul style="list-style-type: none"> • Cooperation • Employment <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Purpose of a workplace • Interconnectedness of people in a workplace • Importance of a shared vision or common purpose | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Human and natural environments</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify responsibilities people have in different workplaces • explain the purpose of rules and responsibilities in a workplace • construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships within a workplace • work in a group to establish a shared vision and purpose for the class. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|--|
| <p>Transdisciplinary theme</p> <p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea</p> <p>Family histories provide an insight into cultural and personal identity.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Change • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Chronology • History • Tradition <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Family ancestry • Artifacts, heirlooms or rituals that have meaning in a family • Similarities and differences between generations within a family | <p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Continuity and change through time</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • explore how families influence the individual • describe how artifacts, heirlooms and rituals are evidence of cultural identity • represent people, events and places chronologically • compare and contrast current family experiences with those of a previous generation. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|---|
| <p>Transdisciplinary theme</p> <p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central idea</p> <p>A variety of signs and symbols facilitates local and global communication.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Connection <p>Related concepts</p> <ul style="list-style-type: none"> • Culture • Media • Pattern <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Signs and symbols • Reasons for the development of communication systems • Specialized systems of communication | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Social organization and culture</p> <p>Social studies skills</p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • explore a variety of signs and symbols and interpret their messages • identify the cultural and historical context in which signs and symbols develop • describe the impact of communications technology on everyday communication • demonstrate how non-verbal communication allows people to transcend language barriers. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|---|
| <p>Transdisciplinary theme</p> <p>How the world works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central idea</p> <p>Human survival is connected to understanding the continual changing nature of the Earth.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Change • Connection <p>Related concepts</p> <ul style="list-style-type: none"> • Erosion • Geology • Tectonic plates • Movement <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How the different components of the Earth are interrelated • How the Earth has changed and is continuing to change • Why the Earth changes • Human response to the Earth's changes | <p>Social studies strand(s)</p> <p>Continuity and change through time</p> <p>Human and natural environments</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify the evidence that the Earth has changed (for example, land formations in local environment) • use a variety of primary and secondary sources to investigate the ways that humans respond to the Earth's changes (for example, relocation of population; strengthening defences; redesigning buildings) • explore scientific and technological developments that help people understand and respond to the changing Earth. |

Please note: this unit is also included in the science scope and sequence.

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|--|
| <p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.</p> <p>Central idea</p> <p>Communities provide interconnected services designed to meet people’s needs.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Causation • Connection <p>Related concept</p> <ul style="list-style-type: none"> • Networks <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reasons people live in the local community • Services needed to support a community • Planning services for a community | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify the services and the users of these services in the local community • compare availability of services in two or more different communities • analyse the reasons for different services in place in a community • make connections between different services in the community • gather data (for example, survey) in order to identify current and future needs to support the community • apply his or her knowledge to plan services for the local community. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|--|--|---|
| <p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>Water is essential to life, and is a limited resource for many people.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Conservation • Equity • Processes <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Sources of water and how water is used • What happens to water after we have used it • Distribution and availability of usable water • Responsibilities regarding water | <p>Social studies strand(s)</p> <p>Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • explain why fresh water is a limited resource • describe the relationships between the location of water and population distribution • analyse systems of water storage and usage, both natural and human-made • identify water issues and propose strategies for responsible, equitable water use. |

Please note: this unit is also included in the science scope and sequence.

Overall expectations in social studies for 9–12 years

Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Social studies scope and sequence: 9–12 years

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|--|---|---|
| <p>Transdisciplinary theme</p> <p>Who we are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p> <p>Central idea</p> <p>What we believe is a part of who we are.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Perspective • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Diversity • Perception <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What we believe • How beliefs influence the way we behave • The impact of religion and spiritual traditions on society | <p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Continuity and change through time</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • distinguish between personal beliefs and belief systems • identify the source of beliefs • reflect upon how beliefs affect the individual and society. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|---|---|
| <p>Transdisciplinary theme</p> <p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea</p> <p>Human migration is a response to challenges, risks and opportunities.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Change • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Population • Settlement <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The reasons why people migrate • Migration throughout history • Effects of migration on communities, cultures and individuals | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Continuity and change through time</p> <p>Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify reasons why people migrate • analyse ways that people adapt when they move from one place to another • identify the long-term and short-term effects of migration • assess settlement patterns and population distribution in selected regions, areas or countries • compare and contrast two or more different human migrations. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|---|--|
| <p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea</p> <p>Marketplaces depend on the ability to produce goods and supply services that can be exchanged.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Connection <p>Related concepts</p> <ul style="list-style-type: none"> • Interdependence • Supply and demand <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Medium of exchange in various marketplaces • Ethics of the marketplace • How and in what ways we depend on people in other places • How global movement and communication affect the availability of goods and services | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • analyse how individuals' and communities' needs and/or wants are met • evaluate the equity of different economic systems and marketplaces • develop criteria for ethical practices regarding products and services • explain how supply and demand are affected by population and the availability of resources. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|---|
| <p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>Children worldwide face a variety of challenges and risks.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Equality • Rights <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Challenges and risks that children face • How children respond to challenges and risks • Ways in which individuals, organizations and nations work to protect children from risk | <p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Social studies skills</p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • explore issues relating to children’s rights, roles and responsibilities in relation to his or her own and other cultures • analyse a variety of sources that describes the risks and challenges that children face • describe how organizations and individuals meet the needs and wants of children • suggest ways in which an individual can overcome adversity. |

Please note: this unit is also included in the science scope and sequence.

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|--|---|--|
| <p>Transdisciplinary theme</p> <p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea</p> <p>Past civilizations shape present day systems and technologies.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Change • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Continuity • Progress • Technology <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Aspects of past civilizations that have survived • Reasons these systems and technologies developed • Why modern societies continue to use adaptations of these systems and technologies • Implications for the future | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Social organization and culture</p> <p>Continuity and change through time</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • analyse information about past technological advances and societal systems • assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources • predict societal and technological changes in the future. |

Please note: this unit is also included in the science scope and sequence.

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|--|
| <p>Transdisciplinary theme</p> <p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central idea</p> <p>Rituals, traditions and artifacts provide a window into the beliefs and values of cultures.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Perspective • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Beliefs • Diversity <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What constitutes a culture • Significance of rituals and traditions • How artifacts symbolize beliefs and values | <p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Social studies skills</p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify and describe the components of culture • recognize how rituals and traditions contribute to cultural identity • interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifacts • reflect on the influence of the arts and technology throughout history in the representation of culture. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|--|
| <p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea</p> <p>Governmental systems and decisions can promote or deny equal opportunities and social justice.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Equality • Government or governance <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Types of governance • Principles of human rights and social justice • The effect of institutional behaviours and attitudes on social justice | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Social organization and culture</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • recognize the elements of major political systems (for example, monarchy, democracy, dictatorship) • examine how the rights of a person in a particular society directly affect their responsibilities • identify and describe means by which citizens can monitor and influence actions of their governments and vice versa • explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals, groups and society. |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|--|
| <p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Connection • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Balance • Biodiversity • Interdependence <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Interdependence within ecosystems, biomes and environments • Ways in which organisms are interconnected in nature • How human interaction with the environment can affect the balance of systems | <p>Social studies strand(s)</p> <p>Human and natural environments</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry). |

Please note: this unit is also included in the science scope and sequence.

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|--|--|---|
| <p>Transdisciplinary theme</p> <p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea</p> <p>Exploration leads to discovery and develops new understandings.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Perspective • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Consequences • Discovery • Geography <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reasons for exploration (historical and personal) • Feelings and attitudes associated with exploration • What we learn through exploration • Methods of navigation | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Continuity and change through time</p> <p>Human and natural environments</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify the reasons why people feel compelled to explore the unknown • investigate the impact of exploration on people in the past, present and future • analyse how available technology influences people’s abilities to navigate • demonstrate an understanding of methods of navigation (for example, stars, compasses, satellites). |

Please note: this unit is also included in the science scope and sequence.

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|---|--|--|
| <p>Transdisciplinary theme</p> <p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central idea</p> <p>People’s outward appearance can lead to perceptions and misconceptions.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Perspective • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Creativity • Diversity • Stereotypes <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Personal adornments, clothing and identity • Reasons for what people wear • Impact of first impressions • Countering misconceptions | <p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify and describe ways that family, groups and community influence personal choices • explore how cultures may have certain expectations of how to act and dress, and the ways this may differ according to private and public contexts • describe advantages and disadvantages of cultural and individual diversity • reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability). |

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|--|--|---|
| <p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea</p> <p>Technology impacts on the world of work and leisure.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Change • Connection • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Communication • Systems • Ethics <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Technology and inventions of the home, workplace and leisure activities • Circumstances that lead to the development of important inventions and their impact • How technology supports/ impacts sustainability | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Continuity and change through time</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • identify and describe examples in which technology has changed the lives of people • examine the impact of particular technologies on sustainability • describe the connection between human needs and wants and technological development • explain the relevance of various inventions in relation to the time period in which they were developed • reflect on the role of technology in his or her own life. |

Please note: this unit is also included in the science scope and sequence.

| Learning will include the development of the following knowledge, concepts and skills | | Possible learning outcomes in social studies |
|--|---|---|
| <p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Perspective • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Conflict • Diversity • Justice <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Causes of conflict • Conflict resolution and management • Living and working together peacefully | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources | <p>The student will be able to:</p> <ul style="list-style-type: none"> • practise techniques of mediation and negotiation within the class and/or school community • document examples of conflict (local and global) and identify the causes and consequences • evaluate effectiveness of real-life conflict management (for example, research and analyse a global conflict situation) • reflect on his or her own strategies in dealing with situations of personal conflict. |