

Social studies scope and sequence

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Primary Years Programme

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Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales CF23 8GL
United Kingdom
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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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Social studies in the Primary Years Programme

Beliefs and values in social studies

Social studies education aims to enable students to participate in a changing society as informed, confident, and responsible citizens.

Social Studies in the New Zealand Curriculum, Ministry of Education (1997)

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities.

The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions. In support of the IB mission statement, the social studies component of the PYP curriculum will encourage students to “understand that other people, with their differences, can also be right”. Therefore, there is a strong emphasis on the reduction of prejudice and discrimination within the classroom, the school, the community and the world.

The IB learner profile is integral to learning and teaching social studies in the PYP because it represents the qualities of effective learners and internationally minded students. The learner profile, together with the other elements of the programme—knowledge, concepts, skills and action—informs planning and teaching in social studies.

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. Evidence of student learning will be apparent in their willingness and ability to take action in order to make a difference in the world.

Effective social studies practice

In the PYP, a wide variety of strategies and learning experiences can be used to teach social studies, but the philosophy and pedagogy of the PYP should inform all planning and teaching of the subject. Decisions about content in social studies will be dependent on the school’s location, context and curriculum requirements. Through relating content to significant and universal concepts common to all societies, times and places, the social studies component of the curriculum becomes international. Social studies learning and teaching takes place within the programme of inquiry.

Guided inquiry is the way in which students learn best, and the starting point should always be students’ prior and current understanding. Teachers work with colleagues to plan authentic learning experiences that address the central idea and inquiry points of the unit. This collaboration enhances the transdisciplinary nature of the units. Resources are selected on the basis of the multiple perspectives that they present.

Learning that allows for a variety of learning needs and language levels is planned, encouraging students to ask and answer their own questions. Through their interaction with the resources and dialogue with each other, students consider different points of view, develop skills and attitudes, and gain knowledge and conceptual understanding. Students apply skills and concepts in new contexts, and transfer new skills and concepts to familiar contexts.

The social studies component of the curriculum provides opportunities for students to:

- learn how to ask compelling and relevant questions that can be researched
- gain a secure understanding of their own identity and their place in the world
- develop an understanding of other cultural groups and an appreciation of other ideas and beliefs
- gain knowledge that is of genuine importance in understanding the human condition through the exploration of themes that have significance for all students in all cultures
- gain conceptual understanding through participating in learning experiences that foster sensitivity, creativity and initiative, including socially responsible action
- gain a sense of time and place in relation to their own experience and the experience of other people
- gain an understanding of humankind's role in, and dependence on, the natural and constructed world, and learn to apply this knowledge in responsible ways.

As a result of their learning, students share with each other and take action. Students and teachers develop and define clear criteria with which the process and product will be assessed.

A PYP teacher's personal knowledge of social studies is of key importance. What teachers themselves understand shapes which resources they choose, what learning experiences they design and how effectively they teach. The teacher's own interest in, and development of, the subject is maintained through regular professional development, reading of professional journals and, especially, through regular contact with colleagues who share their commitment to teaching social studies through inquiry. Commercially available resources for teaching social studies are carefully evaluated to ensure that they meet the needs of the teacher and the students, and the requirements of the programme.

The role of social studies in the programme of inquiry

It is recognized that learning and teaching 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.

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 learning and teaching 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.

Schools that have local and/or national curriculum requirements in social studies should articulate how best this predetermined knowledge (or skills) can be incorporated into their programme of inquiry to the fullest possible extent.

If successful learning in social studies has taken place, students should be able to select key ideas and significant understanding from the data acquired for a unit of inquiry. They should be able to frame genuine, open-ended questions worthy of sustained research. As they conduct their inquiries, they should be able to provide accurate information and valid explanations. They should be able to identify the possible causes of an issue, choose a solution, and determine appropriate action to be taken. A willingness and ability to take action demonstrates evidence of learning. Through these processes, students should develop the habits and attitudes of successful lifelong learners.

How social studies practices are changing

Guided inquiry is the main approach to learning and teaching social studies in the PYP. However, it is recognized that many educational innovations (or, more accurately, educational reworkings) suffer from the advocacy of a narrow, exclusive approach. The PYP represents an approach to teaching that is broad and inclusive in that it provides a context within which a wide variety of teaching strategies and styles can be accommodated, provided that they are driven by a spirit of inquiry and a clear sense of purpose.

As an aid to reflection, the following set of subject-specific examples of effective practice has been produced. It is believed that these examples are worthy of consideration by anyone committed to continuous improvement.

How are social studies practices changing?	
Increased emphasis on:	Decreased emphasis on:
a coherent, articulated school-wide programme of inquiry, based on agreed significant and relevant contents	topics chosen by individual teachers; favourite topics; topics that have always been done in the grade level or that are well resourced
using multiple sources and presenting multiple perspectives (global, social, cultural and gender)	relying on single sources and presenting narrow perspectives (national, religious, political, stereotypical)
planning units of inquiry that lend themselves to transdisciplinary investigations across the areas of the curriculum	planning units based on single disciplines such as history, geography or society
planning units that build in local, multicultural and global dimensions	planning units that focus on Western civilization and the developed world
using a variety of primary social studies sources and documentation (people, artifacts, field trips, surveys and interviews) as well as sources such as media and technology	textbooks and worksheets as the predominant resources in social studies
factual information as a vehicle to conceptual development within units of inquiry that focus on students constructing meaning, and expanding and deepening their knowledge and understanding of the world	factual information (such as dates and names of people or countries) as an end in itself
supporting students to be responsible and to take action in our world today.	teaching about responsibility and the need for action in our world today.

Knowledge and skills in social studies

In the PYP, social studies is essentially about people: how they think, feel and act; how they interact with others; their beliefs, aspirations and pleasures; the problems they have to face; how and where they live (or lived); how they interact with their environment; the work they do; and how they organize themselves.

All curriculum areas provide an opportunity to utilize the approaches to learning. The social studies component of the curriculum also provides opportunities for students to:

- 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.

Social studies scope and sequence aims to provide information for the whole school community about the learning that is going on in social studies through the transdisciplinary programme of inquiry. All curriculum areas provide an opportunity to utilize the approaches to learning. 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 do not have fixed boundaries; many areas will necessarily overlap with each other and with other subjects such as mathematics, arts, and personal, social and physical education (PSPE). Students should be made aware of the inevitable links to other areas of the curriculum in order to understand the interconnected nature of the subjects, both with one another and with the transdisciplinary themes.

Social studies strands

What do we want students to know?

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.

Related concepts: communications, conflict, cooperation, education, employment, freedom, governments, justice, legislation, production, transportation, truth.

Social organization and culture

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

Related concepts: artifacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions.

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.

Related concepts: chronology, civilizations, conflict, discovery, exploration, history, innovation, migration, progress, revolution.

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.

Related concepts: amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, settlements.

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.

Related concepts: conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth.

Related concepts: While the key concepts have been identified, related concepts could provide further links to the transdisciplinary programme of inquiry or further understanding of the subject. Here, examples of some possible related concepts have been provided for each of the strands. Schools may choose to develop their own related concepts.

Key concepts in the PYP: What do we want students to understand about social studies?

Central to the philosophy of the PYP is the principle that guided inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Hence in the PYP there is also a commitment to a **concept-driven curriculum** as a means of supporting that inquiry. There are clusters of ideas that can usefully be grouped under a set of overarching concepts, each of which has major significance within and across subjects, regardless of time or place.

These key concepts are one of the elements of the PYP framework. It is accepted that these are not, in any sense, the only concepts worth exploring. Taken together they form a powerful curriculum component that drives the teacher- and/or student-constructed inquiries that lie at the heart of the PYP curriculum.

When viewed as a set of questions, the concepts form a research tool that is manageable, open-ended and more readily accessible to students. It is these questions, used flexibly by teachers and students when planning an inquiry-based unit, that shape that unit, giving it direction and purpose.

The following table explains each concept from both the generic perspective and the social studies perspective.

Concept	Generic perspective	Social studies perspective
Form What is it like?	Everything has a form with recognizable features that can be observed, identified, described and categorized.	The recognizable features of individuals, groups, historical periods and environments.
Function How does it work?	Everything has a purpose, a role or a way of behaving that can be investigated.	The workings of the events, systems and relationships in societies and the natural world.
Causation Why is it like it is?	Things do not just happen. There are causal relationships at work, and actions have consequences.	The causes and effects of human and natural events.

Concept	Generic perspective	Social studies perspective
Change How is it changing?	Change is the process of movement from one state to another. It is universal and inevitable.	The nature of human, societal and environmental change over time.
Connection How is it connected to other things?	We live in a world of interacting systems in which the actions of any individual element affect others.	The interactions that affect humans and the environment; the ways in which our past, present and future are all connected.
Perspective What are the points of view?	Knowledge is moderated by perspectives. Different perspectives lead to different interpretations, understandings and findings. Perspectives may be individual, group, cultural or disciplinary.	The ways in which humans connect knowledge and experience that lead to diverse understanding.
Responsibility What is our responsibility?	People make choices based on their understandings, and the actions they take as a result do make a difference.	People's individual and collective responsibility towards themselves, groups and the environment.

Examples of questions that illustrate the key concepts

The following table provides sample teacher/student questions that illustrate the key concepts, and that may help to structure or frame an inquiry. These examples demonstrate broad, open-ended questioning—requiring investigation, discussion, and a full and considered response—that is essential in an inquiry-led programme.

Concept	Sample teacher/student questions
Form What is it like?	<ul style="list-style-type: none"> • What kinds of work did people do? • What are the main occupations of people living in the town? • What is the landscape like?
Function How does it work?	<ul style="list-style-type: none"> • What rules of behaviour did people adopt? • How have people adapted to living here? • How do people celebrate? • What happens to waste?
Causation Why is it like it is?	<ul style="list-style-type: none"> • What motivated individuals or groups to act the way they did? • What caused certain cultures to disappear? • Why did people settle here? • In what ways have conflict and its resolution shaped the society?

Concept	Sample teacher/student questions
<p>Change How is it changing?</p>	<ul style="list-style-type: none"> • Why did things change the way they did? • In what ways does the built environment result from the natural environment? • What is the role of technology in shaping the society? • How has technology modified the natural environment? • What societal factors cause growth, migration or resource management?
<p>Connection How is it connected to other things?</p>	<ul style="list-style-type: none"> • What, if any, connections exist between society then and society today? • When a connection between two or more peoples existed, how equitable and just was it? • How have natural disasters affected the lives of people? • What kinds of beliefs, values and attitudes encourage connections with other peoples?
<p>Perspective What are the points of view?</p>	<ul style="list-style-type: none"> • How do people decide on who they want as a leader? • Might this opinion be biased? Why? • Why do people have different points of view about preserving the environment? • What might my lifestyle be if I lived in another culture?
<p>Responsibility What is our responsibility?</p>	<ul style="list-style-type: none"> • Why should we care about the past? • How can we act to prevent further damage to the natural environment? • What does it mean to be a world citizen? • What rights should all children have throughout the world? • How is conflict resolved?

Overall expectations in social studies

Social studies scope and sequence identifies the expectations considered appropriate in the PYP. It does this by looking at the central ideas presented in the sample programme of inquiry published in *Developing a transdisciplinary programme of inquiry* (2008) and identifying the overall understandings being developed within each age range.

These expectations (outlined here) are not a requirement of the programme. However, schools need to be mindful of practice C1.23 in the *IB Programme standards and practices* (2005) that states “If the school adapts, or develops, its own scope and sequence documents for each PYP subject, the level of overall expectation regarding student achievement expressed in these documents at least matches that expressed in the PYP scope and sequence documents.” To arrive at such a judgment, and given that the overall expectations in *Social studies scope and sequence* are presented as broad generalities, it is recommended that schools undertake a careful consideration of their own scope and sequence document in order to identify the overall expectations in social studies for their students.

Developing a school's social studies 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 learning and teaching 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 technology 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 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 *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.

This 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 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*.

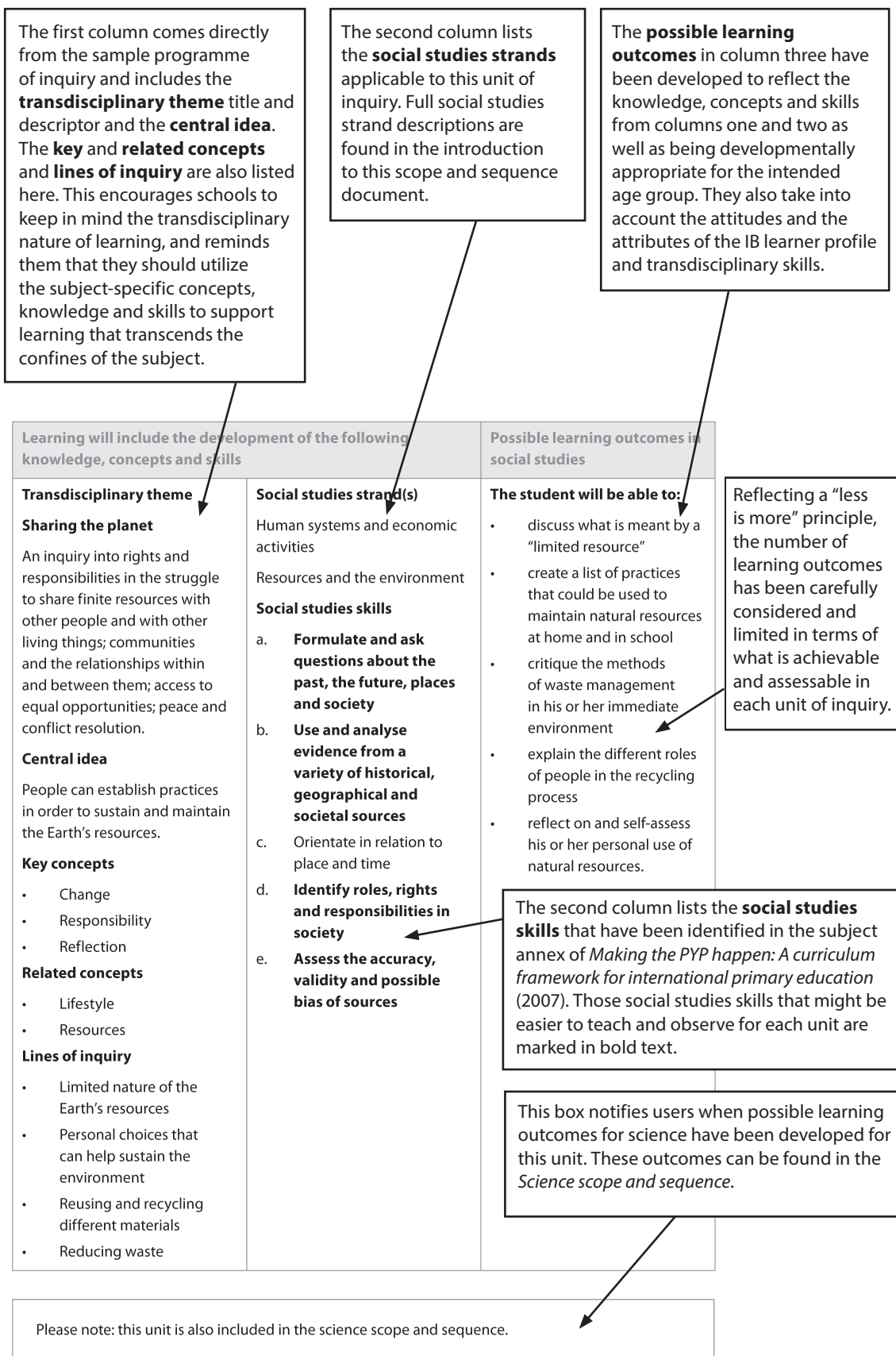


Figure 1
An explanation of the Social studies scope and sequence content

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 have 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 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 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: 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"> 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 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"> 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"> • 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: 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: 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"> 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 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"> 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 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"> 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 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"> 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"> • 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.