

RIS Social Studies Scope and Sequence

The social studies component is characterized by concepts and skills rather than by content. However, we will ensure that a breadth and balance of social studies content is covered through the units of inquiry. The knowledge component of social studies in the PYP is arranged in five strands: resources and the environment, human and natural environments, continuity and change through time, social organization and culture and human systems and economic activities.

Description of the Social studies strands:

Human systems and economic activities	Social organization and culture	Continuity and change through time	Human and natural environments	Resources and the environment
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.	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.	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.	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.	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.

The Social Studies skills we aim to develop are:

a. **Formulate and ask questions about the past, the future, places and society** (for example, students will express wonderings, show curiosity or ask questions about a person or event of personal significance; express wonderings, show curiosity or ask questions about the natural and physical environment; ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society; formulate questions and identify problems that will enable them to make links between prior learning, new situations and further actions; formulate questions that promote the transfer of knowledge and make connections across their learning).

b. Use and analyse evidence from a variety of historical, geographical and societal sources

(for example, students will draw information from, and respond to, stories about the past from geographical and societal sources; access a broad range of first- and second-hand sources of information such as people, maps, surveys, direct observation, books, museums and libraries; identify appropriate information and communication technology (ICT) tools and sources of information to support research; predict future events by analysing reasons for events in the past and present).

c. Orientate in relation to place and time (for example, students will explore and share instances of change and continuity in personal lives, family and local histories; investigate directions and distances within the local environment; distinguish between past, present and future time; explore similarities and differences between the past and the present; sequence events, routines, personal histories in chronological order; interpret place and time using tools such as maps and timelines).

d. Identify roles, rights and responsibilities in society (for example, students will define own roles and responsibilities within the family, class or school; compare children's and adults' roles, rights and responsibilities in society; reflect on the rights and responsibilities of children in other societies and make comparisons; examine how the rights of a person directly affect their responsibilities; investigate how services and systems influence societal rights and responsibilities; examine the responsibility of people towards the environment; reflect on opportunities to contribute actively to the community at a range of levels, from local to global).

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

This scope and sequence document contains the following:

For each age group:

- Overall expectations by age range.

For each unit selected from our programme of inquiry:

- Transdisciplinary theme
- Central idea
- Key concepts and related concepts
- Lines of inquiry.

Specific reference to subject area knowledge and skills:

- Knowledge strands for social studies
- Subject-specific skills for social studies
- Possible learning outcomes for each unit of inquiry
- Cross-reference to science scope and sequence document (where appropriate).

Overall expectations in Social Studies

Overall expectations: 3-5 years (KG bold, TR underlined)

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practice 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.

Overall expectations: 5-7 years (Y1 bold, Y2 underlined)

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.

Overall expectations: 7-9 years (Y3 bold, Y4 underlined)

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.

Overall expectations: 9-12 years (Y5 bold, Y6 underlined)

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.

KINDERGARTEN (3-4 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>How the world works 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 earth's natural cycles influence the activity of living things.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Connection • Change <p>Related concepts</p> <ul style="list-style-type: none"> • Cycles • Interaction • Pattern <p>Lines of inquiry</p> <p>Natural cycles (eg Night and day, seasons, weather patterns)</p> <p>The actions people take in response to Earth's natural cycles</p> <p>Patterns of behaviour in living things related to Earth's natural cycles</p>	<p>Social studies strand(s)</p> <p>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.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Share their experiences of the changes of the environment • Dress to suit the seasons through role play • Draw pictures that show an understanding of each season; • Observe the features of the local environment that are affected by seasonal cycles (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.); • Identify ways in which weather affects daily routines, such as dress, activities, etc.; • Compare and identify activities (living things) related to natural cycles (eg day and night, seasons...)
This unit is also included in the science scope and sequence		

KINDERGARTEN (3-4 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Who we are</p> <p>An inquiry into the nature of self, beliefs and values; <i>personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures</i>; rights and responsibilities; what it means to be humans.</p> <p>Central idea</p> <p>Family relationships contribute to shaping our identity.</p> <p>Key concepts</p> <ul style="list-style-type: none"> Form Responsibility Reflection <p>Related concepts</p> <ul style="list-style-type: none"> Similarities and differences Belonging Roles <p>Lines of inquiry</p> <p>Diversity of families</p> <p>Responsibilities within the family</p> <p>How families influence who we become</p>	<p>Social studies strand(s)</p> <p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify the important people that they consider as members of their family and extended family understand that families can be similar and different from their own Identify the different roles of members of a family unit. Identify themselves in relation to others (for example, family, peers, gender) describe some physical and personal characteristics talk about similarities and differences between themselves and others

KINDERGARTEN (3-4 years)		
Learning will include the development of the following knowledge and concepts		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>Through play we express our feelings and ideas and come to new understandings</p> <p>Key concepts</p> <ul style="list-style-type: none"> • function • connection • perspective <p>Related concepts</p> <ul style="list-style-type: none"> • imagination • creativity • communication <p>Lines of inquiry</p> <p>Communicating through play</p> <p>Imaginative use of materials</p> <p>The role of toys in play</p>	<p>Social studies strand(s)</p> <p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Explore how they play together • Talk about the rules to follow when playing • Identify the different roles they have in a play situation • Use different materials and toys to play • Plan for the play situation • Talk about the story or the ideas behind the play situation

KINDERGARTEN (3-4 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Sharing the planet</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 sea provides sea creatures with what they need to live.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Form Function Responsibility <p>Science concepts:</p> <ul style="list-style-type: none"> Habitat Preservation <p>Lines of inquiry:</p> <p>What lives in the sea</p> <p>What sea creatures need to survive</p> <p>How our actions affect sea life</p>	<p>Social studies strand(s)</p> <p>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.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify items which are un/ safe for the sea. Take responsibility for keeping their environment clean. Identify what the sea creatures need to survive in their environment. Recognize a variety of sea creatures. Compare and sort creatures by land or sea.
This unit is also included in the science scope and sequence		

TRANSITION (4-5 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>How we organize ourselves 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 play different roles in the communities to which they belong.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Responsibility • Function <p>Related concepts</p> <ul style="list-style-type: none"> • Community • Rules • Interaction <p>Lines of inquiry</p> <p>Various communities we belong to</p> <p>Roles of people who are part of our communities</p> <p>How communities are organized</p>	<p>Social studies strand(s)</p> <p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other. Human systems and economic activities: The study of how and why people construct organizations and systems; the way in which people connect locally and globally; the distribution of power and authority.</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>Students will be able to</p> <ul style="list-style-type: none"> • Identify the communities he or she belongs to (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 • Demonstrate the ability to apply existing rules and routines to work and play with others • Identify and understand the roles and responsibilities of individuals in a community.

TRANSITION (4-5 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Who we are</p> <p>An inquiry into the nature of 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 humantic.</p> <p>Central idea</p> <p>People's relationships with each other can have an impact on well-being.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Connection • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • cooperation, , • balance • friendship <p>Lines of inquiry</p> <p>How we develop relationships</p> <p>How relationships affect us</p> <p>Roles and behaviours within relationships</p>	<p>Social studies strand(s)</p> <p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Identify and describe attributes of a good friend and understand why it is important. • Talk about and contribute to making the class agreement code of behavior and demonstrate the ability to adhere to this code. • Collaborate and work co-operatively in group projects.

YEAR 1 (5-6 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Who we are</p> <p>An inquiry into the nature of 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 Our choices affects us and our community</p> <p>.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Reflection • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Identity • Similarities and differences <p>Lines of inquiry</p> <p>How to work as an individual, and together as a class, a school, and a community</p> <p>Choices that help us learn</p> <p>The differences between ourselves and others: expressing personal abilities and interests</p>	<p>Social studies strand(s)</p> <p>Social organisation and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> • describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences (PSE) • describe how personal growth has resulted in new skills and abilities (compare & contrast samples of work from beginning of the year and in March to show growth) • express hopes and goals : talk about their strengths using evidence and identify one area where they could improve • demonstrate a positive belief in their abilities and believe they can reach their goals by persevering
This unit is also included in the science scope and sequence		

YEAR 1 (5-6 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Where we are in place and time 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>We build a home to satisfy our needs.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Connection • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Culture • Needs • Ownership • Locality <p>Lines of inquiry What my needs are</p> <p>How my home meet our needs</p> <p>My home in my neighborhood</p>	<p>Social studies strand(s) Social organisation and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other. 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.</p> <p>Continuity and change through time – the study of relationships between people and events through time; the past, it's influences on the present and its implications for the future: people who have shapes the future through their actions.</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>Students will be able to</p> <ul style="list-style-type: none"> • express his or her understanding of what a home is and why we need one • identify family values and how it influences their behaviour • research and compare homes in different cultures • identify factors that influence where people live and what their homes are like

YEAR 1 (5-6 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>How we express ourselves 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>Celebrations and traditions are expressions of shared beliefs and values.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Perspective • Connection <p>Related concepts</p> <ul style="list-style-type: none"> • Beliefs • Values • Culture • Belonging <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Why people celebrate • Features of traditions and celebrations • Symbolic representations of celebrations and traditions 	<p>Social studies strand(s)</p> <p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Explain what a celebration is • Explore and talk about different celebrations and traditions. • Examine how and why people celebrate events. • Be aware that celebrations and traditions vary in each country. • Compare different celebrations.

YEAR 2 (6-7 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Where we are in place and time 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>Learning about previous generations helps us understand the relationship between the past and the present.</p> <p>Key concepts</p> <ul style="list-style-type: none"> Form Function Causation <p>Related concepts</p> <ul style="list-style-type: none"> Chronology Time Continuity Heritage <p>Lines of inquiry</p> <p>Ways to find out about the past</p> <p>How aspects of the past still influence us today</p> <p>Why some behaviours and practices have changed or remained the same over time</p>	<p>Social studies strand(s)</p> <p>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. Social organization and culture The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> use primary sources (such as parents and grandparents) to identify the different ways in which family history can be documented compare and contrast current family experiences with those of a previous generation. Research and compare how the past has influenced present family traditions represent people, events and places chronologically Explain how and why family traditions have changed/developed or remained the same over time

YEAR 2 (6-7 years)		
Learning will include the development of the following knowledge and concepts		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 local environments in different ways.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Perspective • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • conservation, • development • interdependence <p>Lines of inquiry</p> <p>Natural and human-made elements of local environments</p> <p>How local environments addresses people's needs</p> <p>How natural spaces are valued in local environments</p>	<p>Social studies strand(s)</p> <p>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.</p> <p>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.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • describe the natural and human-made features of local and other environments • Investigate the various needs that local environments address • analyse ways in which humans use the natural environment (for example, recreation)

YEAR 2 (6-7 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>How We Organize Ourselves 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 Communities make efforts to create transportation systems that meet their needs</p> <p>Key concepts</p> <ul style="list-style-type: none"> Form Function Change <p>Related concepts</p> <ul style="list-style-type: none"> network, technology, sustainability <p>Lines of inquiry</p> <p>es of transportation systems</p> <p>ons involved in using transportation</p> <p>systems of transportation respond to changing needs</p>	<p>Social studies strand(s)</p> <p>Social studies strand(s): 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</p> <p>Social studies skills:</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> Identify ,describe and compare different transportation systems in their communities and others Explain the advantages and disadvantages of different transportation systems Examine the impact of technological advances in transport on the environment

YEAR 2 (6-7 years)		
Learning will include the development of the following knowledge and concepts		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; <i>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i></p> <p>Central idea</p> <p>People apply their understanding of forces and energy to invent and create.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Function • Causation <p>Related concepts</p> <ul style="list-style-type: none"> • ingenuity • technology • energy • forces <p>Lines of inquiry</p> <p>Inventions that impact people's lives</p> <p>How circumstances lead to the creation of important inventions</p> <p>How understanding forces and energy helps inventors</p>	<p>Social studies strand(s)</p> <p>Social studies strand(s): 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</p> <p>Social studies skills:</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • identify and describe examples in which inventions have changed the lives of people • describe the connection between human needs and wants and inventions • explain the relevance of various inventions in relation to the time period in which they were developed • reflect on the role of inventions in his or her own life.
This unit is also included in the science scope and sequence		

YEAR 3 (7-8 years)		
Learning will include the development of the following knowledge and concepts		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 an essential finite resource that we need to use responsibly.</p> <p>Key concepts</p> <p>Function Change Responsibility</p> <p>Related concepts</p> <ul style="list-style-type: none"> • Lifestyle • Resources • Renewable and Non-renewable sources • Systems (Water Cycle) <p>Lines of inquiry</p> <p>The sources and uses of water</p> <p>How the water cycle supports life on Earth</p> <p>The distribution and availability of usable water</p> <p>Our responsibility regarding water</p>	<p>Social studies strand(s)</p> <p>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.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Explain why fresh water is a limited resource • Location of water and population distribution • Systems of water storage and usage, both natural and human-made • Water issues and strategies for responsible, equitable water use
This unit is also included in the Science scope and sequence		

YEAR 3 (7-8 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>How the world works 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>Changes in the earth impacts people.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Change • Connection <p>Related concepts</p> <p>Geology Adaptation</p> <p>Lines of inquiry</p> <p>Why the Earth changes</p> <p>Natural disasters caused by Earth's changes</p> <p>How natural disasters impact people</p>	<p>Social studies strand(s)</p> <p>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.</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>Students will be able to</p> <ul style="list-style-type: none"> • Understand the impact of natural disasters on people and the built environment. • Describe the Earth's structure • Discuss geographical and environmental factors • Analyse evidence that the Earth has changed • Make the connection between the structure of the earth and natural disasters • Investigate the ways that humans respond • Discuss scientific and technological developments to respond to changes
This unit is also included in the Science scope and sequence		

YEAR 3 (7-8 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Where we are in place and time An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.</p> <p>Central idea</p> <p>Exploration can lead to discoveries, and new understandings.</p> <p>Key concepts</p> <p><i>Function –</i> <i>Causation –</i></p> <p><i>Change</i></p> <p>Related concepts</p> <ul style="list-style-type: none"> Exploration Discovery Geography <p>Lines of inquiry</p> <p>Methods and reasons for exploration (function)</p> <p>Consequences of exploration (causation)</p> <p>How exploration has changed over time (change)</p>	<p>Social studies strand(s)</p> <p>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.</p> <p>Human and Natural Environments</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> List why people explore Use historical evidence from a variety of sources Discuss the impact of exploration Give examples of how exploration has changed overtime Discuss implications for the future

YEAR 3 (7-8 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>How we organize ourselves 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 Money can impact people in a positive or negative way</p> <p>Key concepts Form – Function – Causation</p> <p>Related concepts: Exchange Budget Entrepreneurship</p> <p>Lines of inquiry The origin of money and why we need it (Form) Systems to earn, manage and spend money (Function) How money influences people (Causation)</p>	<p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Human systems and economic activities</p> <p>Resources and the environment</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p> <p>Social studies strand(s):</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Create a simple timeline of the History of money • Describe how we need money to supply of basic needs and services • Explain what budgeting is • Give examples of how money can have positive and negative effects

YEAR 3 (7-8 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Who we are 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 Role models inspire us and set examples for us to follow.</p> <p>Key concepts Connection – Perspective – Form–</p> <p>Lines of inquiry Characteristics of role models Past and present positive role models (different cultures, gender) Positive role models in our life</p>	<p>Social studies strand(s)</p> <p>Social organization and culture</p> <p>Human systems and economic activities</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p> <p>Social studies strand(s):</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • List the characteristics of role models • Define what a role model is • Identify role models in their life • Differentiate between a positive and negative role model • Describe how they see themselves as a positive role model
This unit is also included in the PSPE scope and sequence		

YEAR 3 (7-8 years)		
Learning will include the development of the following knowledge and concepts		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 communicate their beliefs, values, and cultures through dance and movement.</p> <p>Key concepts</p> <p>Lines of inquiry</p> <p>Different dance styles</p> <p>How forms of movement and creativity can demonstrate values and beliefs</p> <p>Dances from different cultures</p>	<p>Social studies strand(s)</p> <p>Social organization and culture The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>Social studies skills</p> <p>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> <p>Social studies strand(s)</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> Investigate different types of dances Compare and contrast different dances from different cultures Explain how dance communicates ideas within a culture Create and perform a dance sequence

YEAR 4 (8-9 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in science
<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 make choices to support the sustainability of the Earth's resources</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Connection • Change • responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Sustainability • Interdependence, • Impact <p>Lines of inquiry</p> <p>How humans impact the environment</p> <p>Changes occur because of human actions</p> <p>Making responsible choices</p>	<p>Science strand(s)</p> <p>Living things: The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.</p> <p>Science skills</p> <p>a. Observe carefully in order to gather data b. Use a variety of instruments and tools to measure data accurately c. Use scientific vocabulary to explain their observations and experiences d. Identify or generate a question or problem to be explored e. Plan and carry out systematic investigations, manipulating variables as necessary f. Make and test predictions g. Interpret and evaluate data gathered in order to draw conclusions h. Consider scientific models and applications of these models (including their limitations)</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Describe ways in which humans are dependent on natural habitats • Analyse the positive and negative impacts of human interactions with natural habitats • Evaluate ways of minimizing the negative impacts (e.g. use earth's resources responsibly)

YEAR 4 (8-9 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Where we are in place and time 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>Evidence of past civilizations can be used to make connections to present-day societies</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Change Connection <p>Related concepts</p> <ul style="list-style-type: none"> • History • Inference • Deduction <p>Lines of inquiry</p> <p>Characteristics of civilizations and societies</p> <p>Connections between past and present societies</p> <p>Processes involved in collecting, analysing and validating evidence</p>	<p>Social studies strand(s)</p> <p>Human systems 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</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Reflect on how different people have perspectives and how this effects their understanding of the past • Collect and use evidence to reconstruct an object or event • Be aware of the role that historical sources play when interpreting the past • To recognize that sources can be unreliable • Construct timelines of their personal histories using different pieces of evidence (birth certificates, airplane ticket stubs, photographs of holidays etc.) to help organize past events

YEAR 4 (8-9 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>How we organize ourselves 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 People have developed systems for producing and distributing food around the world.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Responsibility • Connection <p>Related concepts</p> <ul style="list-style-type: none"> • production, distribution, diet, wellbeing <p>Lines of inquiry</p> <p>Food production and distribution</p> <p>Varying diets around the world</p> <p>Diet and wellbeing</p>	<p>Social studies strand(s)</p> <p>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</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Distinguish the difference between needs and wants • Explain how supply and demand affect the price products • Explain what fair trade is • Demonstrate how a supply chain works • Justify purchases using ethical criteria (fair trade, recyclable, local product, need/want ...),

YEAR 4 (8-9 years)		
Learning will include the development of the following knowledge and concepts		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>Understanding others' beliefs and values can create a more open-minded and caring society.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Perspective • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • diversity, religion, culture, beliefs, values, behaviour <p>Lines of inquiry</p> <p>Our values and beliefs as individuals and a community.</p> <p>How our beliefs and values affect our behaviour</p> <p>Understanding and respecting others' beliefs and values</p>	<p>Social studies strand(s)</p> <p>Social organisation and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>Continuity and change through time</p> <p>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.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Identify the source of beliefs • Compare different belief systems • Recognize how traditions, rituals, celebrations contribute to the formation of communities • Reflect upon how beliefs affect the individual and society

YEAR 4 (8-9 years)		
Learning will include the development of the following knowledge and concepts		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>Throughout history, people have used art to tell stories that connect to their experiences</p> <p>Key concepts</p> <ul style="list-style-type: none"> Perspective Connection Change <p>Related concepts</p> <p>properties, experience, plot, emotion, character</p> <p>Lines of inquiry</p> <p>The ways stories can be told</p> <p>How to communicate a story effectively</p> <p>How our experiences connect us to stories</p>	<p>Social studies strand(s)</p> <p>Social organisation and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>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.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> Acknowledge that we all have different opinions and interpretations about art. Communicate how art is expressed in different formats Write an art piece that communicates ideas, opinions, emotions or a story. Present that piece of art to an audience. Demonstrate that art expresses various messages, ideas, emotions. Appreciate that as society, moral codes, technology changes so does Art.

YEAR 5 (9-10 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Where we are in place and time An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.</p> <p>Central idea Human migration is a response to dangers, challenges, and opportunities</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Perspective • Change <p>Related concepts</p> <ul style="list-style-type: none"> • Impact - Integration - Settlements <p>Lines of inquiry</p> <p>The different reasons for migration</p> <p>Different points of view about migration (host, migrant and those left behind)</p> <p>Migrations in history and the changes they brought</p>	<p>Social studies strand(s)</p> <p>Social organization and culture Continuity and change through time Human and natural environments</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Discuss challenges faced by migrants who settle in a new place • Relate the experience of migrants here today to movements of people in the past • Appreciate the need for mutual understanding, mediation, and patient compromise as people adjust • Know that migration can provide rich and positive cultural exchange

YEAR 5 (9-10 years)		
Learning will include the development of the following knowledge and concepts		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>We can use our creativity to express ideas and persuade others</p> <p>Key concepts</p> <ul style="list-style-type: none"> Perspective Function Reflection <p>Related concepts</p> <ul style="list-style-type: none"> Propaganda Persuasion Advertising Creativity <p>Lines of inquiry</p> <p>How arts make people think</p> <p>How to choose your arts to target an audience</p> <p>How we can persuade people for positive purposes</p>	<p>Social studies strand(s)</p> <p>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</p> <p>Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> Identify persuasive messages and point out some of the ways these work Use persuasive techniques for their own purposes Know that messages can persuade in subtle ways and may not always coincide with their own best interests

YEAR 5 (9-10 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Sharing the planet 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 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, • peace <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Causes and consequences of conflict • Conflict resolution and management • Living and working together peacefully 	<p>Social studies strand(s) Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other. 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 Continuity and change through time</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Identify the causes and consequences of conflict • Explain why they agree or disagree that we should live together peacefully • Explain/Show how we can resolve conflict in a peaceful way (including self-conflict and conflict between people)

YEAR 5 (9-10 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>How we organize ourselves 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 Digital technology can affect the way we live.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Connection • Causation • Function <p>Related concepts</p> <ul style="list-style-type: none"> • Networks • Access • Ethics • Platform <p>Lines of inquiry What digital technology is used for</p> <p>How digital technology affects us</p> <p>Our responsibility in virtual environments</p>	<p>Social studies strand(s)</p> <p>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</p> <p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Explain how technology helps us in our daily lives and compare today's lifestyles with those of the past • Understand that information on the net needs checking and may not always be reliable • Use the internet safely and responsibly to research, share and contribute

YEAR 6 (10-11 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Where we are in place and time An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.</p> <p>Central idea</p> <p>People's ideas and actions can cause us to think differently and change the course of history</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Change • Causation • Connection • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Actions • Ideas • Continuity • Progress • Validity <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Significant ideas, actions, events and people that have changed history • Ways that the world may continue to change in the future • Different perspectives of change 	<p>Social studies strand(s)</p> <p>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.</p> <p>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</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Analyse information about past ideas/actions/events • Assess which past ideas/actions/events have had the most impact on the present day, using evidence from a variety of sources • Predict societal and technological advances in the future based on the need for ideas and actions in relation to the current situation in the world

YEAR 6 (10-11 years)		
Learning will include the development of the following knowledge and concepts		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; <i>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i></p> <p>Central idea</p> <p>Scientific knowledge of the universe is always expanding</p> <p>Key concepts</p> <ul style="list-style-type: none"> Form Function Causation Connection <p>Related concepts</p> <ul style="list-style-type: none"> innovation evidence human needs <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How the scientific process works (Function) Changes in scientific knowledge (Change) How technology and science are connected (Connection) 	<p>Social studies strand(s)</p> <p>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</p> <p>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.</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> Investigate technology and science discovery developments over time Examine the impact of particular technologies and scientific discoveries on society and the environment Explain the circumstances behind inventions and the needs fulfilled by scientific discoveries Suggest areas for future technological advances
This unit is also included in the science scope and sequence		

YEAR 6 (10-11 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Sharing the planet 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> <p>Causation Connection Responsibility</p> <p>Related concepts</p> <ul style="list-style-type: none"> • Interdependence • Balance • Biodiversity <p>Lines of inquiry</p> <p>Ways in which ecosystems, biomes and environments are interdependent</p> <p>Our responsibility when interacting with the environment</p> <p>The consequences of imbalance within ecosystems</p>	<p>Social studies strand(s)</p> <p>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.</p> <p>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.</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Explain why biodiversity is important • Explain how human activities can have positive or adverse effects on local and other environments • Participate in joint action to support efforts that prevent further damage to the natural world
This unit is also included in the science scope and sequence		

YEAR 6 (10-11 years)		
Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Who We Are 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>Understanding our own and other people's identity can impact our relationships.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Perspective • Change • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Identity • Image • Status <p>Lines of inquiry</p> <p>How personal experiences influence our identity (connection)</p> <p>Understanding different cultures (perspective)</p> <p>How identity affects relationships(responsibility)</p>	<p>Social studies strand(s)</p> <p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other</p> <p>Social studies skills</p> <p>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>	<p>Students 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).

YEAR 6 (10-11 years)

Learning will include the development of the following knowledge and concepts		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>How we organize ourselves 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 Community planning, management and personal responsibility are crucial to people's quality of life in an urban environment</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Connection • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • City planning • Architecture • Economy <p>Lines of inquiry</p> <p>Urbanization and its consequences</p> <p>Systems for managing a city</p> <p>Planning for a healthy urban future</p>	<p>Social studies strand(s)</p> <p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other</p> <p>Social studies skills</p> <p>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>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Compare and contrast rural and urban environments • Explain the benefits and negative aspects of urbanization • Describe what systems are necessary to make a city work efficiently • Reflect on the importance of reducing the negative effects of urbanization in all areas.

