Social Studies Overall Expectations Phase 2 (5-7 years old – grade 1,2)

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

Source: *IB Primary Years Programme- Social Studies scope and sequence, 2008*

A student will …		Grade 1	Grade 2
SOCIETY			
The study of how and why people create, sustain and develop structures and systems in local, national and global societies. **Strand sub-objectives** Related Concepts	Organizing Societies	1. **Human Systems and Economic Activities** – cooperation ☐ be conscious of systems by which people organize themselves ☐ investigate the process of food production from farm to table ☐ identify the different stages of food production and people involved **2. Social Organization and Culture-** family, identity, network, roles ☐ gain an increasing awareness of him/herself in relation to the various groups to which we belong	1. **Human Systems and Economic Activities** – cooperation, employment, production ☐ outline different systems of trade ☐ describe how people meet their basic needs through trade systems 2. **Social Organization and Culture-** family, identity, network, roles ☐ 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 ☐ investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people
	Developing Societies	**3. Continuity and change through time-**innovation, progress ☐ investigate ways that technology has changed over time ☐ investigate how technology changes the way that people live	**2. Social Organization and Culture-** communication, conflict, networks, rights, roles ☐ practice applying rules and routines to work and play
	Individuals in society	**2. Social Organization and Culture-** communication, roles ☐ practice applying rules and routines to work and play	**2. Social Organization and Culture-** communication, roles ☐ identify different roles and responsibilities in communities they are part of ☐ explore ways in which people work effectively together

A student will …		Grade 1	Grade 2
CULTURE			
The study of people, communities, relationships between people and their attitudes. **Strand sub-objectives** Related Concepts	**Changing cultures**	**3. Continuity and Change Through Time –** chronology, discovery, history, innovation, progress ☐ gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people ☐ discover ways that technology has changed during their parents and grandparents times and how this influences communication ☐ extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways ☐ reflect on changes that moving from one place to another causes ☐ outline some of the challenges that living in new places can bring from their own and others perspectives	
	Understanding cultures	**2. Social Organization and Culture-** diversity, family, identity, networks, prejudice, religion, rights, roles ☐ describe an compare personal beliefs and values ☐ recognize social expectations and collective understandings	**2. Social Organization and Culture-** communication, diversity, family, identity, traditions ☐ explain how culture can be expressed by traditional tales ☐ investigate traditional ways of telling stories
	Influencing cultures	**2. Social Organization and Culture-** diversity, family, identity, networks, prejudice, religion, rights, roles ☐ identify contributions of different members of a community ☐ share own perspective on beliefs and values ☐ explore how technology has changed from multiple perspectives – family, place, time	**4. Human and natural environments-** amenities, borders, dependence, geography, impact, landscape, settlements ☐ 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.
ENVIRONMENT			
The study of human needs, experience and behavior in relation to physical, economic and social environments. **Strand sub-objectives** Related Concepts	**Systems in environments**		
	Impacting environments	**3. Continuity and Change Through Time –** discovery, history, innovation, progress ☐ become increasingly aware of how advances in technology affect individuals and the environment ☐ investigate how technology changes the way that people live	**3. Continuity and Change Through Time –** chronology, discovery, history, innovation, progress ☐ broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment ☐ list some of the technologies involved with different trading systems and how these have changed over the time and the impact that they have had on these trade systems

A student will …		Grade 1	Grade 2
		4. Human and Natural Environments- dependence, impact, population, settlements ☐ recognize why some animals are endangered	**4. Human and Natural Environments**- dependence, impact, landscape, locality, ownership ☐ explore the relationship between valuing the environment and protecting it ☐ describe different natural resources, their uses, how they are obtained and the impact that this can have on the environment
	Using environments	**4. Human and Natural Environments**- dependence, impact ☐ start to develop an understanding of people's relationship with the environment	**4. Human and Natural Environments**- dependence, geography, impact, landscape, locality, population, regions, settlements ☐ increase their awareness of how people influence, and are influenced by, the places in their environment ☐ 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

GLOBAL INTERACTIONS

| *The study of how people interact by recognizing, understanding and manage differences in societies, cultures and environments.*

Strand sub-objectives
Related Concepts | **Raising awareness** | **4. Human and Natural Environments**- dependence, impact, geography, impact, landscape, lifestyle, locality
☐ explore ways in which human actions have an impact on animal survival
☐ critique the methods of waste management in his or her immediate environment
☐ describe the natural features of local and global environments
☐ analyze ways in which humans use the natural environment
☐ identify or generate a question or problem to be explored in relation to human impact on the local, natural environment | **5. Resources and the Environment**- conservation, consumption, ecology, interdependence, pollution, poverty, sustainability, wealth
☐ investigate how choices that people and societies make are affected by the resources that are available to them and how this can be different from place to place
☐ identify practices that could be used to maintain natural resources
☐ critique the methods of waste management in his or her immediate environment |
| | **Sustainability** | **4. Human and Natural Environments**- dependence, impact
☐ explain humans role in the conservation of animals
☐ reflect on and self-assess personal and family practice of 5 R's (reuse, reduce, recycle, refuse, repair)

5. Resources and the environment –conservation, consumption, interdependence, lifestyle, pollution, sustainability
☐ discuss ways to take care of the Earth's natural resources
☐ critique the methods of waste management in own environment
☐ describe the roles and responsibilities of people in the recycling process
☐ plan for action to increase awareness of the 5R's (recycle, re-use, reduce, refuse, repair) in own community | **5. Resources and the Environments**- conservation, consumption, ecology, interdependence, pollution, sustainability
☐ explain the different roles and responsibilities of people in the 3R's (reuse, reduce and recycle)
☐ reflect on and self-assess personal use of natural resources |

Social Studies Overall Expectations Phase 3 (7-9 years old – grade 3,4)

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

Source: *IB Primary Years Programme- Social Studies scope and sequence, 2008*

A student will …		Grade 3	Grade 4
SOCIETY		KNOWLEDGE AND UNDERSTANDING	
The study of how and why people create, sustain and develop structures and systems in local, national and global societies. **Strand sub-objectives** Related Concepts	**Organizing Societies**	**1. Human Systems and Economic Activities-** communication, conflict, cooperation, employment, freedom ☐ investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people ☐ investigate what systems support a city and describe how they work together to support the people living in them	**1. Human Systems and Economic Activities-** authority, communication, conflict, cooperation, employment, freedom ☐ make connections between different services in the community ☐ compare availability of services in at least two different communities ☐ identify roles and responsibilities within an organization
	Developing Societies	1. **Human Systems and Economic Activities-** communication, cooperation, employment, freedom ☐ recognize how cities have developed over time and explain some of the reasons for this development **2. Social Organization and Culture-** authority, communication, citizenship, diversity, networks, rights, roles ☐ recognize the interdependency of city systems and their function within local and national communities ☐ explore how the systems in cities are connected to one another and how cities and countries are connected	1. **Human Systems and Economic Activities-** communication, cooperation, employment, freedom ☐ gather data (for example, survey) in order to identify current and future needs to support the community **2. Social Organization and Culture-** communication, networks, rights, roles ☐ apply his or her knowledge to plan services for the local community ☐ investigate how organizations develop successfully

	Individuals in society	**2. Social Organization and Culture-** authority, communication, citizenship, diversity, networks, rights, roles	**2. Social Organization and Culture-** authority, communication, citizenship, conflict, diversity, networks, rights, roles
		☐ explore the role of individuals in different city systems that directly affect their lives	☐ extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities

CULTURE

The study of people, communities, relationships between people and their attitudes. **Strand sub-objectives** Related Concepts	**Changing cultures**	**3. Continuity and Change Through Time –** chronology, discovery, history, innovation, progress ☐ extend the understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways ☐ compare and contrast similar aspects of modern and ancient civilizations and the way that they have changed over time ☐ investigate how people learn about the past and consider the different kinds of sources and their accuracy ☐ compare and contrast similar aspects of modern and ancient civilizations, why they have changed over time and what this can tell us about that place or cultures	**3. Continuity and Change Through Time –** chronology, conflict, discovery, history, innovation, progress, revolution ☐ 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 ☐ recall some of the reasons that people and organizations have had for creating positive change
	Understanding cultures	**3. Continuity and Change Through Time –** chronology, discovery, history, innovation, progress ☐ compare and contrast similar aspects of modern and ancient civilizations, why they have changed over time and what this can tell us about that place or cultures	**3. Continuity and Change Through Time –** conflict ☐ describe challenges in life that people face and how they deal with this in various ways
	Influencing cultures	**3. Continuity and Change Through Time –** chronology, discovery, history, innovation, progress ☐ outline how past civilizations have influenced life today using examples	**1. Social Organization and Culture-** communication, diversity, identity ☐ identify and describe role models in the society that made a difference in people's lives ☐ identify a need for action within the local or global community and plan to take action

ENVIRONMENT

The study of human needs, experience and behavior in relation to physical, economic and social environments. **Strand sub-objectives**	**Systems in environments**	**4. Human and Natural Environments-** amenities, borders, dependence, population, regions, settlements ☐ explain the difference and the connections between urban and rural areas	**1. Human Systems and Economic Activities-** authority, communication, conflict, cooperation, employment, freedom ☐ understand the interdependency of systems and their function within local and national communities ☐ identify the services and the users of these services in the local community **3. Continuity and Change Through Time –** chronology, discovery, exploration, history, innovation, progress ☐ describe human discoveries about the universe

| Related Concepts | Impacting environments | **3. Continuity and Change Through Time** – history, innovation, progress, revolution
☐ broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment

4. Human and Natural Environments- dependence, impact, population, settlements
☐ describe how human activities impact the environment and investigate some of the things that they can do to reduce their impact on the environment | **3. Continuity and Change Through Time** – chronology, discovery, history, innovation, progress
☐ investigate the impact of exploration of the universe on people in the past, present and future
☐ analyse how available technology influences people's abilities to navigate |
| | Using environments | **5. Resources and the Environment**- conservation, consumption, ecology, interdependence, pollution, poverty, sustainability, wealth
☐ outline how people use resources | **4. Human and Natural Environments**- dependence
☐ demonstrate understanding of methods of navigation (i.e. stars, compasses, satellites) |

GLOBAL INTERACTIONS

| *The study of how people interact by recognizing, understanding and manage differences in societies, cultures and environments.* | Raising awareness | **4. Human and Natural Environments**- dependence, impact

☐ increase their awareness of how people influence, and are influenced by, the places in their environment
☐ 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 | **3. Continuity and Change Through Time** – chronology, discovery, history, innovation, progress
☐ identify reasons why people feel compelled to explore the unknown

4. Human and Natural Environments- dependence, impact
☐ increase their awareness of how people influence, and are influenced by, the places in their environment |
| **Strand sub-objectives**
Related Concepts | Sustainability | **4. Human and Natural Environments**- dependence, impact
☐ explore the relationship between valuing the environment and protecting it | **5. Resources and the Environments**- interdependence, pollution, sustainability
☐ explore the interdependence relationship between people and the universe
☐ develop an action plan to protect the universe |

Social Studies Overall Expectations Phase 4 (9-12 years old – grade 5)

o 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
o Students will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities
o Students will understand the interdependency of systems and their function within local and national communities
o Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes

o Students will deepen their awareness of how people influence, and are influenced by, places in the environment
o Students 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
o 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
o Students will gain an understanding of how and why people manage resources
o Students 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.

Source: *IB Primary Years Programme- Social Studies scope and sequence, 2008*

A student will …		Grade 5
The study of how and why people create, sustain and develop structures and systems in local, national and global societies. **Strand sub-objectives** Related Concepts	**Organizing Societies**	**1. Human Systems and Economic Activities-** communication, conflict, cooperation, employment, freedom ☐ investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people
	Developing Societies	**3. Continuity and Change Through Time –** chronology, discovery, history, innovation, progress, revolution ☐ 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 ☐ predict societal and technological changes in the future
	Individuals in society	**2. Social Organization and Culture-** communication, conflict, diversity, networks, rights, roles ☐ practise techniques of mediation and negotiation within the class and/or school community ☐ reflect on his or her own strategies in dealing with situations of personal conflict ☐ reflect on the role of technology in his or her own life
The study of people, communities, relationships between people and their attitudes. **Strand sub-objectives**	**Changing cultures**	**3. Continuity and Change Through Time –** chronology, discovery, history, innovation, progress, revolution ☐ describe how exploration brings change to people and places
	Understanding cultures	2. **Social Organization and Culture-** communication, conflict, diversity, networks, rights, roles ☐ 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)

Related Concepts		☐ deepen understanding of conflict from different perspectives
		
		3. Continuity and Change Through Time – chronology, discovery, history, innovation, progress, revolution
		   3. explain some of the reasons for exploration
		   4. recognise some of the different perspectives that different groups could have on the effects of exploration

	Influencing cultures	**2. Social Organization and Culture**- diversity, family, identity, networks, prejudice, religion, rights, roles ☐ deepen their awareness of how people influence, and are influenced by, places in the environment ☐ investigate effective ways how people live and work together in the society
The study of human needs, experience and behavior in relation to physical, economic and social environments. **Strand sub-objectives** Related Concepts	**Systems in environments**	**3. Continuity and Change Through Time** –discovery, innovation, progress, revolution ☐ analyse information about technological advances and systems ☐ analyse how available technology influences people's abilities to navigate
	Impacting environments	**3. Continuity and Change Through Time** – discovery, history, innovation, progress, revolution ☐ identify and describe examples in which technology has changed the lives of people ☐ investigate the impact of exploration on people in the past, present and future
	Using environments	
The study of how people interact by recognizing, understanding and manage differences in societies, cultures and environments. **Strand sub-objectives** Related Concepts	**Raising awareness**	**2. Social Organization and Culture**- diversity, family, identity, networks, prejudice, religion, rights, roles ☐ gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes **3. Continuity and Change Through Time** – chronology, discovery, history, innovation, progress ☐ identify reasons why people feel compelled to explore the unknown **4. Human and Natural Environments**- dependence, impact ☐ 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

	Sustainability	**4. Human and Natural Environments**- dependence, impact ☐ examine the impact of particular technologies on sustainability

Social Studies Key Concepts

Form: What is it like?	The recognizable features of individuals, groups, historical periods and environments.	**Connection:** How is it connected to other things?	The interactions that affect humans and the environment; the ways in which our past, present and future are all connected.
Function: How does it work?	The workings of the events, systems and relationships in societies and the natural world.	**Perspective:** What are the points of view?	The ways in which humans connect knowledge and experience that lead to diverse understanding.
Causation: Why is it like it is?	The causes and effects of human and natural events.	**Responsibility:** What is our responsibility?	People's individual and collective responsibility towards themselves, groups and the environment.
Change: How is it changing?	The nature of human, societal and environmental change over time.	**Reflection:** How do we know?	The learning from this inquiry, and ways in which the learner can apply their new understanding.

Strand	1. Human Systems and Economic Activities	2. Social Organization and Culture	3. Continuity and Change Through Time	4. Human and Natural Environments
Description	*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.*
Related Concepts	artifacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions.	chronology, civilizations, conflict, discovery, exploration, history, innovation, migration, progress, revolution.	amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, settlements.	conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth.

Adapted from: *Making the PYP happen: A curriculum framework for international primary education p103-111; 2008*

	Phase 2 Grade 1-2	Phase 3 Grade 3-4	Phase 4 Grade 5
Formulate and ask questions about the past, the future, places and society	Students will ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society	Students will formulate questions and identify problems that will enable them to make links between prior learning, new situations and further actions	Students will formulate questions that promote the transfer of knowledge and make connections across their learning

Use and analyse evidence from a variety of historical, geographical and societal sources	Students will access a broad range of first- and second-hand sources of information such as people, maps, surveys, direct observation, books, museums and libraries	Students will identify appropriate information and communication technology (ICT) tools and sources of information to support research	Students will predict future events by analyzing reasons for events in the past and present	**Social Studies Skills – Approaches to Learning (ATL's)**
Orientate in relation to place and time	Students will investigate directions and distances within the local environment; distinguish between past, present and future time	Students will explore similarities and differences between the past and the present; sequence events, routines, personal histories in chronological order	Students will interpret place and time using tools such as maps and timelines	
Identify roles, rights and responsibilities in society	Students will compare children's and adults' roles, rights and responsibilities in society	Students will examine how the rights of a person directly affect their responsibilities; examine the responsibility of people towards the environment	Students will reflect on the rights and responsibilities of children in other societies and make comparisons; reflect on opportunities to contribute actively to the community at a range of levels, from local to global	**Adapted from:** *Making the PYP happen: A curriculum framework for international primary education, p106; 2008*
Assess the accuracy, validity and possible bias of sources	Students will examine and interpret simple evidence such as artifacts distinguish between fact and opinion	Students will make predictions in order to test understanding and compare the validity of statements from a variety of different sources	Students will piece together evidence to explain, report or persuade; analyze and synthesize information; develop a critical perspective regarding information and the reliability of sources	