

Social Studies Scope & Sequence

Grades Pre-K to 5

Social Studies – Pre-K

Guidelines	Time, Continuity, and Change (Integrate with 'Geography')	Connections and Conflict (Integrate with Society & Identity)	Geography (Integrate with Time, Continuity and Change)	Culture	Society and Identity (Integrate with Connections & Conflict)	Government	Production, Distribution, and Consumption	Science, Technology, and Society
Big Idea		<i>Communication: Words help us to express ourselves and communicate with others.</i>	<i>Our weather changes over time. [Yearlong unit]</i>	<i>Cities, towns & neighborhoods have places where people live, meet and work</i>	<i>All about me. Every day I learn who I am and what I can do.</i>	<i>Not covered this year</i>	<i>Not covered this year</i>	<i>Tools can be used to help us with physical and mental tasks</i>
Essential Questions		How would we communicate without words? How does sign language work? Why should we talk to each other? Why do we have books?	In what ways does our weather change? What are the changes in our weather over 10 months? How does the weather affect our daily lives?	Why do most people live in cities and towns? Why do some people live in the countryside? Why do we live in houses? Where do people meet? Where do people work?	What are our different feelings? What are our needs and wants? How do I stay safe?			What is a tool? Which animals use tools? What do different tools do? Which tools do we use every day?
Prompts to create understandings		<ul style="list-style-type: none"> •How words affect people •Words that help; words that hurt •How authors use words to express themselves 	<ul style="list-style-type: none"> • Weather affects how we live. • There are similarities and differences in seasons. 	<ul style="list-style-type: none"> • Identifying features of a neighborhood • How we can represent the features of a neighborhood using a symbol system • People need goods and services to live. 	<ul style="list-style-type: none"> • My feelings, likes and dislikes • Myself as part of my family and community • Things I can do • Things I shouldn't do 			<ul style="list-style-type: none"> • What kinds of tools help us complete physical or mental tasks • How tools help us complete a physical or mental task
Standards	Standard 1 Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	Standard 2 Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	Standard 3 Students will understand the interactions and relationship between human societies and their physical environment.	Standard 4 Students will understand cultural and intellectual developments and interactions among societies.	Standard 5 Students will understand social systems and structures and how these influence individual.	Standard 6 Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	Standard 7 Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	Standard 8 Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

Social Studies - KG

Guidelines	Time, Continuity and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution, and Consumption	Science, Technology, and Society
Big Idea	<i>Looking at changes in ourselves allows us to reflect on our personal transitions. [Yearlong unit]</i>		<i>Learning about the place in which we live helps us know the world.</i>		<i>Friendship connects us with others.</i>	<i>Our classroom rules keep us happy, safe and working well.</i>	<i>People and workers, their jobs and tools.</i>	
Essential Questions	What is meant by “the past?” How is the past different from the present? Why is knowing about the past important? How is knowledge about the past preserved?	What is conflict? What is cooperation? Why do groups of people have conflict? Why do groups of people cooperate? How can people work together?	How can location be explained? What makes one place different from another place? Why does someone’s physical environment matter? How can you explain where a place is located?	What is culture? How is it possible to distinguish between two cultures? How does someone know how to behave, even when that person is not told how to? How do different groups of people living in one place influence a culture?	How are individuals affected by different social systems? How do different cultures affect people differently? What institutions have the greatest impact on people? Why do people from different cultures sometimes seem different? What is the difference between “tolerance” and “acceptance”?	What is power? How is power gained, justified, and used? How do competing interests influence how power is distributed? How does government affect people’s lives? What are the more important responsibilities that people have toward their government?	Why do people buy what they do? Why cannot people buy whatever they want? What kinds of products are made locally? What kinds are made in other places? How does trade work?	What is the difference between a tool and a technique? What does the word technology mean? Does technology help people? Is technology always good? How do new technologies change the way people live? How they think?
Prompts to create understandings	<ul style="list-style-type: none"> Changes in our lives Changes over the school year in ourselves Where we are going in the future 		<ul style="list-style-type: none"> People and places create a community How people and places help us How we connect with our community 		<ul style="list-style-type: none"> What a friend is Fair and peaceful ways of sharing, communicating and working together How we can cooperate to solve a problem 	<ul style="list-style-type: none"> Why we have rules of behavior What essential agreements are How to develop a class Code of Conduct 	<ul style="list-style-type: none"> People in the community have jobs that help the community to thrive For different jobs some tools are the same and some are different 	
Enduring Understandings (KG through Grade 5)	<ul style="list-style-type: none"> The past is a broad term referring to events that happened or people who lived before now. The past cannot be changed. Knowing about the past helps us to understand the present better. The past is preserved in many ways, including in stories and in tales of folk heroes. 	<ul style="list-style-type: none"> Conflict is when people disagree and they become angry or aggressive. Cooperation is when people work together. Conflict occurs for many reasons, but essentially because people have different wants and needs. Cooperation is when people agree that they have a common goal and they work together toward that goal. People can work together in many ways 	<ul style="list-style-type: none"> People depend on their physical environment. Different physical environments influence different cultures in distinct ways. People adapt their physical environments in different ways. Maps and globes and geographical techniques help people to understand better their physical environment. Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity. 	<ul style="list-style-type: none"> Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. Culture and a belief system (religion) are closely related. Culture satisfies basic human needs, such as a sense of belonging. Peoples’ actions influence their culture; someone’s culture influences their actions. 	<ul style="list-style-type: none"> Every person can be described in terms of different categories such as ethnicity, gender, and class. Race, ethnicity, gender, and class influence someone’s perceptions of and reactions to the world. In a society, various institutions shape and reinforce social structures and patterns. “Socialization” is a process that teaches people how their society is structured. 	<ul style="list-style-type: none"> Every person has certain rights within and responsibilities to broader society. Governments are major sources of power within a society. Governments have different forms; all have leaders and judicial systems and most have legislatures. Governments help provide stability within a country by establishing laws and by resolving conflicts. 	<ul style="list-style-type: none"> People have wants and needs, which differ. People have limited resources and must make decisions about what to produce or buy. People engage in different economic activities and trade to acquire goods and services they do not produce themselves. Trade can be local or extend around the world. 	<ul style="list-style-type: none"> A tool is a material object used to make a job easier whereas a technique is a process to make a job easier. Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences. Science is a field of knowledge that allows humans to understand the physical world.

Standards	Standard 1 Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	Standard 2 Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	Standard 3 Students will understand the interactions and relationship between human societies and their physical environment.	Standard 4 Students will understand cultural and intellectual developments and interactions among societies.	Standard 5 Students will understand social systems and structures and how these influence individual.	Standard 6 Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	Standard 7 Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	Standard 8 Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
Benchmarks (by the end of Grade 2)	<ul style="list-style-type: none"> Identify stories about past events, people, places or situations. Differentiate between people, places, and events in the past, present and future. Relate stories about past events, people, places, or situations to help our understanding of the past and present. 	<ul style="list-style-type: none"> Give examples of conflict and cooperation among individuals and groups. Identify and describe factors that contribute to cooperation and factors that may cause conflict. Identify that some ways of dealing with disagreements work better than others. 	<ul style="list-style-type: none"> Describe ways in which people depend on the physical environment. Explain the concept of location. Use maps and graphs, tables, and diagrams to read and display geographic information. Locate and distinguish between landforms. Describe the influence of landforms and geographic features on human population and cultures. Differentiate between ways in which people from different cultures think about and adapt to the physical environment. 	<ul style="list-style-type: none"> Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation. Compare and contrast social environments in different cultures. Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures. 	<ul style="list-style-type: none"> Identify connections between who they are as a person and their place in the world. Distinguish themselves as individuals from others. Recognize that individual people are part of a group. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior. Explain why people live in social groups (e.g. families, communities, and nation). Identify roles and behaviors that people demonstrate when in group situations. Identify opportunities for choice in personal identity. 	<ul style="list-style-type: none"> Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher). Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. Identify qualities that leaders need in order to meet their responsibilities. Describe the impact of families and schools on their lives. Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. Explain reasons for the importance of leadership and service. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.). Describe the impact of religious institutions, government agencies, and civic groups on their lives. 	<ul style="list-style-type: none"> Distinguish between needs and wants. Describe roles resources play in our daily lives. Describe how we depend upon people with specialized jobs. Distinguish between goods and services. Explain why people make choices about how to satisfy wants and needs. Identify institutions that are part of economic systems. Describe how goods and services can be exchanged. 	<ul style="list-style-type: none"> Distinguish between "tool" and "technique." Describe examples in which tools and techniques have changed the lives of people. Identify reasons and requirements for making tools and developing techniques.

Social Studies – Grade 1

Guidelines	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution, and Consumption	Science, Technology, and Society
Big Idea	<i>Knowledge of one's family history helps people understand themselves</i>	<i>Being aware of our environment keeps us safe and healthy.</i>	<i>Our lives have similarities and differences to life in the past. The Earth is made up of different geographic forms that affect how people live.</i>		<i>Being a good citizen. There are essential characteristics of a good citizen</i>		<i>How communities are organised affects the way they function.</i>	<i>Not covered this year</i>
Essential Questions	What is meant by “the past?” How is the past different from the present? Why is knowing about the past important? How is knowledge about the past preserved?	What is conflict? What is cooperation? Why do groups of people have conflict? Why do groups of people cooperate? How can people work together?	How can location be explained? What makes one place different from another place? Why does someone's physical environment matter? How can you explain where a place is located?	What is culture? How is it possible to distinguish between two cultures? How does someone know how to behave, even when that person is not told how to? How do different groups of people living in one place influence a culture?	How are individuals affected by different social systems? How do different cultures affect people differently? What institutions have the greatest impact on people? Why do people from different cultures sometimes seem different? What is the difference between “tolerance” and “acceptance”?	What is power? How is power gained, justified, and used? How do competing interests influence how power is distributed? How does government affect people's lives? What are the more important responsibilities that people have toward their government?	Why do people buy what they do? Why cannot people buy whatever they want? What kinds of products are made locally? What kinds are made in other places? How does trade work?	What is the difference between a tool and a technique? What does the word technology mean? Does technology help people? Is technology always good? How do new technologies change the way people live? How they think?
Prompts to create understandings	<ul style="list-style-type: none"> The origins of my ancestors Recording my family's history in writing/photographs Ways of recording my autobiography 	<ul style="list-style-type: none"> Having an awareness of our surroundings How we use our senses to keep us stay safe and healthy Being responsible for our safety and the safety of others 	<ul style="list-style-type: none"> How we learn about life in the past Connections exist between life in the past and our current lives Changes that have occurred in our daily lives since life in the past Different forms of land and water Different types of homes for different people Similarities/differences between urban and rural life Purpose of maps and globes 	<ul style="list-style-type: none"> Why we need rules and laws Qualities of a good citizen Comparison of groups in other communities and cultures 	<ul style="list-style-type: none"> How our neighborhood is organized Needs and importance of different businesses and service buildings in a neighborhood Similarities and differences between how neighborhoods and villages/cities are organized 			
Enduring Understandings (KG through Grade 5)	<ul style="list-style-type: none"> The past is a broad term referring to events that happened or people who lived before now. The past cannot be changed. Knowing about the past helps us to understand the present better. The past is preserved in many ways, including in stories and in tales of folk heroes. 	<ul style="list-style-type: none"> Conflict is when people disagree and they become angry or aggressive. Cooperation is when people work together. Conflict occurs for many reasons, but essentially because people have different wants and needs. Cooperation is when people agree that they have a common goal and they work together toward that goal. People can work together in many ways 	<ul style="list-style-type: none"> People depend on their physical environment. Different physical environments influence different cultures in distinct ways. People adapt their physical environments in different ways. Maps and globes and geographical techniques help people to understand better their physical environment. Regions typically refer to areas of the globe with common physical characteristics and 	<ul style="list-style-type: none"> Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. Culture and a belief system (religion) are closely related. Culture satisfies basic human needs, such as a sense of belonging. Peoples' actions influence their culture; someone's culture influences their actions. 	<ul style="list-style-type: none"> Every person can be described in terms of different categories such as ethnicity, gender, and class. Race, ethnicity, gender, and class influence someone's perceptions of and reactions to the world. In a society, various institutions shape and reinforce social structures and patterns. “Socialization” is a process that teaches people how their society is structured. 	<ul style="list-style-type: none"> Every person has certain rights within and responsibilities to broader society. Governments are major sources of power within a society. Governments have different forms; all have leaders and judicial systems and most have legislatures. Governments help provide stability within a country by establishing laws and by resolving conflicts. 	<ul style="list-style-type: none"> People have wants and needs, which differ. People have limited resources and must make decisions about what to produce or buy. People engage in different economic activities and trade to acquire goods and services they do not produce themselves. Trade can be local or extend around the world. 	<ul style="list-style-type: none"> A tool is a material object used to make a job easier whereas a technique is a process to make a job easier. Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences. Science is a field of knowledge that allows humans to understand the physical world.

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Benchmarks (by the end of Grade 2)	<ul style="list-style-type: none"> Identify stories about past events, people, places or situations. Differentiate between people, places, and events in the past, present and future. Relate stories about past events, people, places, or situations to help our understanding of the past and present. 	<ul style="list-style-type: none"> Give examples of conflict and cooperation among individuals and groups. Identify and describe factors that contribute to cooperation and factors that may cause conflict. Identify that some ways of dealing with disagreements work better than others. 	<ul style="list-style-type: none"> Describe ways in which people depend on the physical environment. Explain the concept of location. Use maps and graphs, tables, and diagrams to read and display geographic information. Locate and distinguish between landforms. Describe the influence of landforms and geographic features on human population and cultures. Differentiate between ways in which people from different cultures think about and adapt to the physical environment. 	<ul style="list-style-type: none"> Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation. Compare and contrast social environments in different cultures. Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures. 	<ul style="list-style-type: none"> Identify connections between who they are as a person and their place in the world. Distinguish themselves as individuals from others. Recognize that individual people are part of a group. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior. Explain why people live in social groups (e.g. families, communities, and nation). Identify roles and behaviors that people demonstrate when in group situations. Identify opportunities for choice in personal identity. 	<ul style="list-style-type: none"> Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher). Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. Identify qualities that leaders need in order to meet their responsibilities. Describe the impact of families and schools on their lives. Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. Explain reasons for the importance of leadership and service. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.). Describe the impact of religious institutions, government agencies, and civic groups on their lives. 	<ul style="list-style-type: none"> Distinguish between needs and wants. Describe roles resources play in our daily lives. Describe how we depend upon people with specialized jobs. Distinguish between goods and services. Explain why people make choices about how to satisfy wants and needs. Identify institutions that are part of economic systems. Describe how goods and services can be exchanged. 	<ul style="list-style-type: none"> Distinguish between "tool" and "technique." Describe examples in which tools and techniques have changed the lives of people. Identify reasons and requirements for making tools and developing techniques.

Social Studies – Grade 2

Guidelines	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution, and Consumption	Science, Technology, and Society
Big Idea	<i>Migration patterns are directly related to people's needs and wants and have changed over time.</i>			<i>Celebrations and traditions and stories are an important part of cultural identity.</i>		<i>Forming a classroom community. Governments have structure and organisation</i>	<i>Finance. Money is a modern form of economic transactions</i>	
Essential Questions	What is meant by “the past?” How is the past different from the present? Why is knowing about the past important? How is knowledge about the past preserved?	What is conflict? What is cooperation? Why do groups of people have conflict? Why do groups of people cooperate? How can people work together?	How can location be explained? What makes one place different from another place? Why does someone's physical environment matter? How can you explain where a place is located?	What is culture? How is it possible to distinguish between two cultures? How does someone know how to behave, even when that person is not told how to? How do different groups of people living in one place influence a culture?	How are individuals affected by different social systems? How do different cultures affect people differently? What institutions have the greatest impact on people? Why do people from different cultures sometimes seem different? What is the difference between “tolerance” and “acceptance”?	What is power? How is power gained, justified, and used? How do competing interests influence how power is distributed? How does government affect people's lives? What are the more important responsibilities that people have toward their government?	Why do people buy what they do? Why cannot people buy whatever they want? What kinds of products are made locally? What kinds are made in other places? How does trade work?	What is the difference between a tool and a technique? What does the word technology mean? Does technology help people? Is technology always good? How do new technologies change the way people live? How they think?
Prompts to create understandings	<ul style="list-style-type: none"> Why we migrate The impact of migration Evidence of migration on modern day 			<ul style="list-style-type: none"> What makes culture How beliefs and values are related to our identity How and why people celebrate Similarities and differences of traditions across cultures What are the elements of a story How we can express stories in different forms Why we share stories Fact and fictional stories that reflect the past How family stories depict our heritage 		<ul style="list-style-type: none"> How our school government system works The importance of policies and procedures How to develop policies and procedures at the classroom level 	<ul style="list-style-type: none"> The concept of bartering Why money came into existence The changes in money over time How money affects our lives 	
Enduring Understandings (KG through Grade 5)	<ul style="list-style-type: none"> The past is a broad term referring to events that happened or people who lived before now. The past cannot be changed. Knowing about the past helps us to understand the present better. The past is preserved in many ways, including in stories and in tales of folk heroes. 	<ul style="list-style-type: none"> Conflict is when people disagree and they become angry or aggressive. Cooperation is when people work together. Conflict occurs for many reasons, but essentially because people have different wants and needs. Cooperation is when people agree that they have a common goal and they work together toward that goal. People can work 	<ul style="list-style-type: none"> People depend on their physical environment. Different physical environments influence different cultures in distinct ways. People adapt their physical environments in different ways. Maps and globes and geographical techniques help people to understand better their physical environment. Regions typically refer to areas of the globe with common physical characteristics and which are in near 	<ul style="list-style-type: none"> Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. Culture and a belief system (religion) are closely related. Culture satisfies basic human needs, such as a sense of belonging. Peoples' actions influence their culture; someone's culture influences their actions. 	<ul style="list-style-type: none"> Every person can be described in terms of different categories such as ethnicity, gender, and class. Race, ethnicity, gender, and class influence someone's perceptions of and reactions to the world. In a society, various institutions shape and reinforce social structures and patterns. “Socialization” is a process that 	<ul style="list-style-type: none"> Every person has certain rights within and responsibilities to broader society. Governments are major sources of power within a society. Governments have different forms; all have leaders and judicial systems and most have legislatures. Governments help provide stability within a country by establishing laws and by resolving conflicts. 	<ul style="list-style-type: none"> People have wants and needs, which differ. People have limited resources and must make decisions about what to produce or buy. People engage in different economic activities and trade to acquire goods and services they do not produce themselves. Trade can be local or extend around the world. 	<ul style="list-style-type: none"> A tool is a material object used to make a job easier whereas a technique is a process to make a job easier. Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences. Science is a field of knowledge that allows humans to understand the physical world.

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Benchmarks (by the end of Grade 2)	<ul style="list-style-type: none"> Identify stories about past events, people, places or situations. Differentiate between people, places, and events in the past, present and future. Relate stories about past events, people, places, or situations to help our understanding of the past and present. 	<ul style="list-style-type: none"> Give examples of conflict and cooperation among individuals and groups. Identify and describe factors that contribute to cooperation and factors that may cause conflict. Identify that some ways of dealing with disagreements work better than others. 	<ul style="list-style-type: none"> Describe ways in which people depend on the physical environment. Explain the concept of location. Use maps and graphs, tables, and diagrams to read and display geographic information. Locate and distinguish between landforms. Describe the influence of landforms and geographic features on human population and cultures. Differentiate between ways in which people from different cultures think about and adapt to the physical environment. 	<ul style="list-style-type: none"> Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation. Compare and contrast social environments in different cultures. Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures. 	<ul style="list-style-type: none"> Identify connections between who they are as a person and their place in the world. Distinguish themselves as individuals from others. Recognize that individual people are part of a group. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior. Explain why people live in social groups (e.g. families, communities, and nation). Identify roles and behaviors that people demonstrate when in group situations. Identify opportunities for choice in personal identity. 	<ul style="list-style-type: none"> Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher). Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. Identify qualities that leaders need in order to meet their responsibilities. Describe the impact of families and schools on their lives. Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. Explain reasons for the importance of leadership and service. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.). Describe the impact of religious institutions, government agencies, and civic groups on their lives. 	<ul style="list-style-type: none"> Distinguish between needs and wants. Describe roles resources play in our daily lives. Describe how we depend upon people with specialized jobs. Distinguish between goods and services. Explain why people make choices about how to satisfy wants and needs. Identify institutions that are part of economic systems. Describe how goods and services can be exchanged. 	<ul style="list-style-type: none"> Distinguish between "tool" and "technique." Describe examples in which tools and techniques have changed the lives of people. Identify reasons and requirements for making tools and developing techniques.

Social Studies – Grade 3

Guidelines	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution, and Consumption	Science, Technology, and Society
Big Idea	<i>How we communicate has changed over time.</i>	<i>We all have the power to make a difference in and to the world through our actions.</i>	<i>Maps are visual representations of various locations.</i>	<i>Phoenicians, carriers of civilisation. Our cultural heritage allows us to celebrate who we are and shapes our vision of the future.</i>	<i>We all have rights and responsibilities.</i>		<i>Market places depend on producing goods and supplying services that can be exchanged.</i>	
Essential Questions	What is meant by “the past?” How is the past different from the present? Why is knowing about the past important? How is knowledge about the past preserved?	What is conflict? What is cooperation? Why do groups of people have conflict? Why do groups of people cooperate? How can people work together?	How can location be explained? What makes one place different from another place? Why does someone’s physical environment matter? How can you explain where a place is located?	What is culture? How is it possible to distinguish between two cultures? How does someone know how to behave, even when that person is not told how to? How do different groups of people living in one place influence a culture?	How are individuals affected by different social systems? How do different cultures affect people differently? What institutions have the greatest impact on people? Why do people from different cultures sometimes seem different? What is the difference between “tolerance” and “acceptance”?	What is power? How is power gained, justified, and used? How do competing interests influence how power is distributed? How does government affect people’s lives? What are the more important responsibilities that people have toward their government?	Why do people buy what they do? Why cannot people buy whatever they want? What kinds of products are made locally? What kinds are made in other places? How does trade work?	What is the difference between a tool and a technique? What does the word technology mean? Does technology help people? Is technology always good? How do new technologies change the way people live? How they think?
Prompts to create understandings	<ul style="list-style-type: none"> Communication can be achieved over distance using different methods. Communication helps us to survive and thrive. Communication empowers us. The message intended is often not the message understood. 	<ul style="list-style-type: none"> There are reactive and proactive actions. Actions can rarely be undone. We always have choices with our actions. Our actions affect those around us. It is wise to consider our choices before acting. 	<ul style="list-style-type: none"> Navigational tools Types of exploration Reasons for exploration 	<ul style="list-style-type: none"> Who the Phoenicians were Their inventions and their contributions to future civilisations. 	<ul style="list-style-type: none"> What it means for people to have rights What our responsibilities are to ourselves and others How rights vary depending on the situation 	<ul style="list-style-type: none"> How goods and services are exchanged in various marketplaces The ethics of the marketplace How global movement and communication affect the availability of goods and services 		
Enduring Understandings (KG through Grade 5)	<ul style="list-style-type: none"> The past is a broad term referring to events that happened or people who lived before now. The past cannot be changed. Knowing about the past helps us to understand the present better. The past is preserved in many ways, including in stories and in tales of folk heroes. 	<ul style="list-style-type: none"> Conflict is when people disagree and they become angry or aggressive. Cooperation is when people work together. Conflict occurs for many reasons, but essentially because people have different wants and needs. Cooperation is when people agree that they have a common goal and they work together toward that goal. People can work together in many ways 	<ul style="list-style-type: none"> People depend on their physical environment. Different physical environments influence different cultures in distinct ways. People adapt their physical environments in different ways. Maps and globes and geographical techniques help people to understand better their physical environment. Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity. 	<ul style="list-style-type: none"> Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. Culture and a belief system (religion) are closely related. Culture satisfies basic human needs, such as a sense of belonging. Peoples’ actions influence their culture; someone’s culture influences their actions. 	<ul style="list-style-type: none"> Every person can be described in terms of different categories such as ethnicity, gender, and class. Race, ethnicity, gender, and class influence someone’s perceptions of and reactions to the world. In a society, various institutions shape and reinforce social structures and patterns. “Socialization” is a process that teaches people how their society is structured. 	<ul style="list-style-type: none"> Every person has certain rights within and responsibilities to broader society. Governments are major sources of power within a society. Governments have different forms; all have leaders and judicial systems and most have legislatures. Governments help provide stability within a country by establishing laws and by resolving conflicts. 	<ul style="list-style-type: none"> People have wants and needs, which differ. People have limited resources and must make decisions about what to produce or buy. People engage in different economic activities and trade to acquire goods and services they do not produce themselves. Trade can be local or extend around the world. 	<ul style="list-style-type: none"> A tool is a material object used to make a job easier whereas a technique is a process to make a job easier. Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences. Science is a field of knowledge that allows humans to understand the physical world.
Standards	Standard 1 Students will understand patterns of	Standard 2 Students will understand causes and	Standard 3 Students will understand the interactions	Standard 4 Students will understand cultural and	Standard 5 Students will understand social	Standard 6 Students will understand why societies	Standard 7 Students will understand fundamental	Standard 8 Students will understand how

	change and continuity, relationships between people and events through time, and various interpretations of these relationships.	effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	and relationship between human societies and their physical environment.	intellectual developments and interactions among societies.	systems and structures and how these influence individual.	create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	economic principles and ways in which economies are shaped by geographic and human factors.	societies have influenced and been influenced by scientific developments and technological developments.
Benchmarks (by the end of Grade 5)	<ul style="list-style-type: none"> • Explain why people in different times and places view the world differently. • Describe changes in society (e.g., political, social, cultural). • Identify cause and effect relationships in history. • Identify and use primary and secondary sources to examine the past and present. 	<ul style="list-style-type: none"> • Describe how wants and needs have implications beyond the self. • Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture. • Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations). 	<ul style="list-style-type: none"> • Explain and use the elements of maps and globes. • Apply appropriate resources and geographic tools to generate and interpret information about the earth. • Apply concepts such as location, distance, direction, scale, movement and region. • Describe ways that the earth's physical and human-made features have changed over time. • Describe factors that influence locations of human populations and human migration. • Describe and explain various types and patterns of settlement and land use. • Identify why particular locations are used for certain activities. • Define regions by their human and physical characteristics. 	<ul style="list-style-type: none"> • Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.). • Compare and contrast the ways that different cultures meet human needs and concerns. • Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures. • Describe how cultural contributions from various groups have formed a national identity. • Explain the elements of culture (language, norms, values, beliefs, etc.). • Define the elements of a belief system (creed, code of behavior, rituals, community). • Examine the principle tenets of one major world religion. • Describe advantages and disadvantages associated with cultural diversity. • Examine cultural diffusion. 	<ul style="list-style-type: none"> • Describe how families influence the individual. • Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world. • Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members. • Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual. • Identify and describe ways that ethnicity and cultures influence people's daily lives. • Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities. • Describe socialization and opportunities for choice in personal identity. • Examine the difference between "acceptance" and "tolerance". 	<ul style="list-style-type: none"> • Identify issues involving rights, roles and responsibilities of individuals in relation to broader society. • Describe how political institutions meet needs and wants of individuals and society. • Identify community leaders, local and national government officials, and world leaders. • Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship). • Describe the organization and major responsibilities of the various levels of governments. • Explain what citizenship is. • Identify and describe means by which citizens can monitor, evaluate and influence actions of their government. • Describe the roles of laws, courts of law, and judges. • Compare and contrast major political systems. • Explain different strategies to resolve conflict. 	<ul style="list-style-type: none"> • Describe characteristics, locations, uses, and management of renewable and non-renewable resources. • Distinguish among human, natural, and capital resources. • Describe how changes in transportation and communication have affected trade and economic activities. • Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services. • Describe how trade affects the way people earn their living in regions of the world. • Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies. • Describe primary causes of world trade. 	<ul style="list-style-type: none"> • Explain the difference between science and technology. • Examine ways in which tools and techniques make certain tasks easier. • Describe ways that tools and techniques can have both positive and negative effects. • Describe changes in scientific knowledge and technology that have affected your host country. • Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.

Social Studies – Grade 4

Guidelines	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity (Integrate with Science 'Life Sciences')	Government	Production, Distribution, and Consumption	Science, Technology, and Society
Big Idea	<i>Beliefs, rituals and celebrations have evolved over time.</i>		<i>Navigation techniques and aids have changed over time</i>	<i>In a community, people share a responsibility toward a common purpose.</i>	<i>Personal well-being is dependent on a complex balance of interconnected factors.</i>	<i>Democracy. People can influence decisions that affect them.</i>	<i>There is a relationship between place of production and place of consumption</i>	
Essential Questions	What is meant by “the past?” How is the past different from the present? Why is knowing about the past important? How is knowledge about the past preserved?	What is conflict? What is cooperation? Why do groups of people have conflict? Why do groups of people cooperate? How can people work together?	How can location be explained? What makes one place different from another place? Why does someone’s physical environment matter? How can you explain where a place is located?	What is culture? How is it possible to distinguish between two cultures? How does someone know how to behave, even when that person is not told how to? How do different groups of people living in one place influence a culture?	How are individuals affected by different social systems? How do different cultures affect people differently? What institutions have the greatest impact on people? Why do people from different cultures sometimes seem different? What is the difference between “tolerance” and “acceptance”?	What is power? How is power gained, justified, and used? How do competing interests influence how power is distributed? How does government affect people’s lives? What are the more important responsibilities that people have toward their government?	Why do people buy what they do? Why cannot people buy whatever they want? What kinds of products are made locally? What kinds are made in other places? How does trade work?	What is the difference between a tool and a technique? What does the word technology mean? Does technology help people? Is technology always good? How do new technologies change the way people live? How they think?
Prompts to create understandings	<ul style="list-style-type: none"> Compare/contrast life in the past with life in the present. The history of different religions What is the same and what is different between religions How holidays have grown out of past events A comparison of different family rituals and celebrations 	<ul style="list-style-type: none"> How early travelers found their way How modern travelers find their way How space travelers find their way 	<ul style="list-style-type: none"> Purpose of a community Interconnectedness of people in a community Importance of a shared vision or common purpose 	<ul style="list-style-type: none"> The concept of well-being Factors that contribute to well-being Personal issues facing well-being 	<ul style="list-style-type: none"> The concept of policy The concept of popular vote The power of mass opinion Appropriate ways to voice disapproval 	<ul style="list-style-type: none"> The means and cost of transportation of goods The interrelationship of developing and developed economies The impact of work conditions on production and consumption 		
Enduring Understandings (KG through Grade 5)	<ul style="list-style-type: none"> The past is a broad term referring to events that happened or people who lived before now. The past cannot be changed. Knowing about the past helps us to understand the present better. The past is preserved in many ways, including in stories and in tales of folk heroes. 	<ul style="list-style-type: none"> Conflict is when people disagree and they become angry or aggressive. Cooperation is when people work together. Conflict occurs for many reasons, but essentially because people have different wants and needs. Cooperation is when people agree that they have a common goal and they work together toward that goal. People can work together in many ways 	<ul style="list-style-type: none"> People depend on their physical environment. Different physical environments influence different cultures in distinct ways. People adapt their physical environments in different ways. Maps and globes and geographical techniques help people to understand better their physical environment. Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity. 	<ul style="list-style-type: none"> Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. Culture and a belief system (religion) are closely related. Culture satisfies basic human needs, such as a sense of belonging. Peoples’ actions influence their culture; someone’s culture influences their actions. 	<ul style="list-style-type: none"> Every person can be described in terms of different categories such as ethnicity, gender, and class. Race, ethnicity, gender, and class influence someone’s perceptions of and reactions to the world. In a society, various institutions shape and reinforce social structures and patterns. “Socialization” is a process that teaches people how their society is structured. 	<ul style="list-style-type: none"> Every person has certain rights within and responsibilities to broader society. Governments are major sources of power within a society. Governments have different forms; all have leaders and judicial systems and most have legislatures. Governments help provide stability within a country by establishing laws and by resolving conflicts. 	<ul style="list-style-type: none"> People have wants and needs, which differ. People have limited resources and must make decisions about what to produce or buy. People engage in different economic activities and trade to acquire goods and services they do not produce themselves. Trade can be local or extend around the world. 	<ul style="list-style-type: none"> A tool is a material object used to make a job easier whereas a technique is a process to make a job easier. Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences. Science is a field of knowledge that allows humans to understand the physical world.
Standards	Standard 1 Students will understand patterns of change and continuity, relationships between people and events through	Standard 2 Students will understand causes and effects of interaction among societies, including trade, systems of international	Standard 3 Students will understand the interactions and relationship between human societies and their	Standard 4 Students will understand cultural and intellectual developments and interactions among societies.	Standard 5 Students will understand social systems and structures and how these influence individual.	Standard 6 Students will understand why societies create and adopt systems of governance and how they address human	Standard 7 Students will understand fundamental economic principles and ways in which economies are	Standard 8 Students will understand how societies have influenced and been influenced by

	time, and various interpretations of these relationships.	exchange, war, and diplomacy.	physical environment.			needs, rights, responsibilities and citizenship.	shaped by geographic and human factors.	scientific developments and technological developments.
Benchmarks (by the end of Grade 5)	<ul style="list-style-type: none"> • Explain why people in different times and places view the world differently. • Describe changes in society (e.g., political, social, cultural). • Identify cause and effect relationships in history. • Identify and use primary and secondary sources to examine the past and present. 	<ul style="list-style-type: none"> • Describe how wants and needs have implications beyond the self. • Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture. • Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations). 	<ul style="list-style-type: none"> • Explain and use the elements of maps and globes. • Apply appropriate resources and geographic tools to generate and interpret information about the earth. • Apply concepts such as location, distance, direction, scale, movement and region. • Describe ways that the earth's physical and human-made features have changed over time. • Describe factors that influence locations of human populations and human migration. • Describe and explain various types and patterns of settlement and land use. • Identify why particular locations are used for certain activities. • Define regions by their human and physical characteristics. 	<ul style="list-style-type: none"> • Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.). • Compare and contrast the ways that different cultures meet human needs and concerns. • Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures. • Describe how cultural contributions from various groups have formed a national identity. • Explain the elements of culture (language, norms, values, beliefs, etc.). • Define the elements of a belief system (creed, code of behavior, rituals, community). • Examine the principle tenets of one major world religion. • Describe advantages and disadvantages associated with cultural diversity. • Examine cultural diffusion. 	<ul style="list-style-type: none"> • Describe how families influence the individual. • Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world. • Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members. • Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual. • Identify and describe ways that ethnicity and cultures influence people's daily lives. • Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities. • Describe socialization and opportunities for choice in personal identity. • Examine the difference between "acceptance" and "tolerance". 	<ul style="list-style-type: none"> • Identify issues involving rights, roles and responsibilities of individuals in relation to broader society. • Describe how political institutions meet needs and wants of individuals and society. • Identify community leaders, local and national government officials, and world leaders. • Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship). • Describe the organization and major responsibilities of the various levels of governments. • Explain what citizenship is. • Identify and describe means by which citizens can monitor, evaluate and influence actions of their government. • Describe the roles of laws, courts of law, and judges. • Compare and contrast major political systems. • Explain different strategies to resolve conflict. 	<ul style="list-style-type: none"> • Describe characteristics, locations, uses, and management of renewable and non-renewable resources. • Distinguish among human, natural, and capital resources. • Describe how changes in transportation and communication have affected trade and economic activities. • Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services. • Describe how trade affects the way people earn their living in regions of the world. • Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies. • Describe primary causes of world trade. 	<ul style="list-style-type: none"> • Explain the difference between science and technology. • Examine ways in which tools and techniques make certain tasks easier. • Describe ways that tools and techniques can have both positive and negative effects. • Describe changes in scientific knowledge and technology that have affected your host country. • Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.

Social Studies – Grade 5

Guidelines	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution, and Consumption	Science, Technology, and Society
Big Idea	<i>Past civilizations shape present day systems and technologies</i>	<i>Revolution as a tool for change.</i>	<i>People form, change, and adapt their communities due to their unique geographical surroundings.</i>		<i>The growth cycle impacts on our physical, mental, social and emotional life.</i>	<i>The type of government a country has affects the quality of life of its citizens</i>	<i>Free markets are self-regulating</i>	<i>Exploration leads to discovery</i>
Essential Questions	What is meant by “the past?” How is the past different from the present? Why is knowing about the past important? How is knowledge about the past preserved?	What is conflict? What is cooperation? Why do groups of people have conflict? Why do groups of people cooperate? How can people work together?	How can location be explained? What makes one place different from another place? Why does someone’s physical environment matter? How can you explain where a place is located?	What is culture? How is it possible to distinguish between two cultures? How does someone know how to behave, even when that person is not told how to? How do different groups of people living in one place influence a culture?	How are individuals affected by different social systems? How do different cultures affect people differently? What institutions have the greatest impact on people? Why do people from different cultures sometimes seem different? What is the difference between “tolerance” and “acceptance”?	What is power? How is power gained, justified, and used? How do competing interests influence how power is distributed? How does government affect people’s lives? What are the more important responsibilities that people have toward their government?	Why do people buy what they do? Why cannot people buy whatever they want? What kinds of products are made locally? What kinds are made in other places? How does trade work?	What is the difference between a tool and a technique? What does the word technology mean? Does technology help people? Is technology always good? How do new technologies change the way people live? How they think?
Prompts to create understandings	<ul style="list-style-type: none"> Aspects of past civilizations that have survived Reasons these systems and technologies developed Why modern societies continue to use adaptations of these systems and technologies Implications for the future 	<ul style="list-style-type: none"> Comparison of revolutions in other places and times How change occurs after a revolution Case study: The American Revolution 	<ul style="list-style-type: none"> How geography shapes and reshapes communities Ways people connect their environment and lifestyle 	<ul style="list-style-type: none"> Stages of growth and development Social and emotional pressure of puberty Physical changes during adolescence Transitioning to Middle School 	<ul style="list-style-type: none"> The different models of government the effect of different levels of transparency in government The role of the media in politics 	<ul style="list-style-type: none"> How competition works The balance between quality and cost How a free market economy affects standards of living 	<ul style="list-style-type: none"> Forms of exploration Contributions of influential explorers What we learn through exploration and discoveries 	
Enduring Understandings (KG through Grade 5)	<ul style="list-style-type: none"> The past is a broad term referring to events that happened or people who lived before now. The past cannot be changed. Knowing about the past helps us to understand the present better. The past is preserved in many ways, including in stories and in tales of folk heroes. 	<ul style="list-style-type: none"> Conflict is when people disagree and they become angry or aggressive. Cooperation is when people work together. Conflict occurs for many reasons, but essentially because people have different wants and needs. Cooperation is when people agree that they have a common goal and they work together toward that goal. People can work together in many ways 	<ul style="list-style-type: none"> People depend on their physical environment. Different physical environments influence different cultures in distinct ways. People adapt their physical environments in different ways. Maps and globes and geographical techniques help people to understand better their physical environment. Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity. 	<ul style="list-style-type: none"> Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. Culture and a belief system (religion) are closely related. Culture satisfies basic human needs, such as a sense of belonging. Peoples’ actions influence their culture; someone’s culture influences their actions. 	<ul style="list-style-type: none"> Every person can be described in terms of different categories such as ethnicity, gender, and class. Race, ethnicity, gender, and class influence someone’s perceptions of and reactions to the world. In a society, various institutions shape and reinforce social structures and patterns. “Socialization” is a process that teaches people how their society is structured. 	<ul style="list-style-type: none"> Every person has certain rights within and responsibilities to broader society. Governments are major sources of power within a society. Governments have different forms; all have leaders and judicial systems and most have legislatures. Governments help provide stability within a country by establishing laws and by resolving conflicts. 	<ul style="list-style-type: none"> People have wants and needs, which differ. People have limited resources and must make decisions about what to produce or buy. People engage in different economic activities and trade to acquire goods and services they do not produce themselves. Trade can be local or extend around the world. 	<ul style="list-style-type: none"> A tool is a material object used to make a job easier whereas a technique is a process to make a job easier. Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences. Science is a field of knowledge that allows humans to understand the physical world.
Standards	Standard 1 Students will understand patterns of	Standard 2 Students will understand causes and	Standard 3 Students will understand the interactions	Standard 4 Students will understand cultural and	Standard 5 Students will understand social systems	Standard 6 Students will understand why societies	Standard 7 Students will understand	Standard 8 Students will

	change and continuity, relationships between people and events through time, and various interpretations of these relationships.	effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	and relationship between human societies and their physical environment.	intellectual developments and interactions among societies.	and structures and how these influence individual.	create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	fundamental economic principles and ways in which economies are shaped by geographic and human factors.	understand how societies have influenced and been influenced by scientific developments and technological developments.
Benchmarks (by the end of Grade 5)	<ul style="list-style-type: none"> • Explain why people in different times and places view the world differently. • Describe changes in society (e.g., political, social, cultural). • Identify cause and effect relationships in history. • Identify and use primary and secondary sources to examine the past and present. 	<ul style="list-style-type: none"> • Describe how wants and needs have implications beyond the self. • Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture. • Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations). 	<ul style="list-style-type: none"> • Explain and use the elements of maps and globes. • Apply appropriate resources and geographic tools to generate and interpret information about the 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contributions from various groups have formed a national identity. • Explain the elements of culture (language, norms, values, beliefs, etc.). • Define the elements of a belief system (creed, code of behavior, rituals, community). • Examine the principle tenets of one major world religion. • Describe advantages and disadvantages associated with cultural diversity. • Examine cultural diffusion. 	<ul style="list-style-type: none"> • Describe how families influence the individual. • Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world. • Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members. • Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual. • Identify and describe ways that ethnicity and cultures influence people's daily lives. • Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities. • Describe socialization and opportunities for choice in personal identity. • Examine the difference between "acceptance" and "tolerance". 	<ul style="list-style-type: none"> • Identify issues involving rights, roles and responsibilities of individuals in relation to broader society. • Describe how political institutions meet needs and wants of individuals and society. • Identify community leaders, local and national government officials, and world leaders. • Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship). • Describe the organization and major responsibilities of the various levels of governments. • Explain what citizenship is. • Identify and describe means by which citizens can monitor, evaluate and influence actions of their government. • Describe the roles of laws, courts of law, and judges. • Compare and contrast major political systems. • Explain different strategies to resolve conflict. 	<ul style="list-style-type: none"> • Describe characteristics, locations, uses, and management of renewable and non-renewable resources. • Distinguish among human, natural, and capital resources. • Describe how changes in transportation and communication have affected trade and economic activities. • Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services. • Describe how trade affects the way people earn their living in regions of the world. • Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies. • Describe primary causes of world trade. 	<ul style="list-style-type: none"> • Explain the difference between science and technology. • Examine ways in which tools and techniques make certain tasks easier. • Describe ways that tools and techniques can have both positive and negative effects. • Describe changes in scientific knowledge and technology that have affected your host country. • Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.