



Primary Years Program(PYP) Social Studies Scope and Sequence 3-5 years

Learning will include the development of the following knowledge, concepts, and skills	Part 1	Possible learning outcomes in social studies
Transdisciplinary Theme	Social Studies strand(s)	The student will be able to:
<p>Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Change <p>Related concepts</p> <ul style="list-style-type: none"> • Development (growth) • Family <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Ways of documenting personal history • Personal change from birth to present: self and family • Reflecting on past experience 	<p>Social organization and culture Continuity and change through time</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<ul style="list-style-type: none"> • identify changes he or she has undergone from birth to present (for example, discuss with classmates what changes their families have undergone in their lifetimes) • use primary sources (such as parents and grandparents) to identify reasons for documenting personal history • talk about the different ways in which family history can be documented • place events from his or her life in chronological order (for example, using personal photos).
Learning will include the development of the following knowledge, concepts, and skills	Part 2	Possible learning outcomes in social studies
Transdisciplinary Theme	Social Studies strand(s)	The student will be able to:
<p>How we organize ourselves An inquiry into the interconnectedness of human made systems and communities;</p>	<p>Human systems and economic activities Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask</p>	<ul style="list-style-type: none"> • identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a

<p>the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea Communities function more effectively when rules and routines are shared with all members.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Responsibility • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Community • Systems <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Various communities we belong to • Purpose of rules and routines • Reaching agreement 	<p>questions about the past, the future, places and society</p> <p>b. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>part of)</p> <ul style="list-style-type: none"> • talk about the reasons that rules are necessary in the various communities to which he or she belongs • suggest some suitable rules and routines for the class • demonstrate ability to apply existing rules and routines to work and play with others.
<p>Learning will include the development of the following knowledge, concepts, and skills</p>	<p>Part 3</p>	<p>Possible learning outcomes in social studies</p>
<p>Transdisciplinary Theme</p>	<p>Social Studies strand(s)</p>	<p>The student will be able to:</p>
<p>Where we are in place and time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central idea Journeys create change and can lead to new opportunities.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Change <p>Related concept</p> <ul style="list-style-type: none"> • Choice <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Types of journeys people make • Choices and decisions involved in making a journey • Changes experienced because of a journey 	<p>Human systems and economic activities</p> <p>Continuity and change through time</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<ul style="list-style-type: none"> • reflect on a journey he or she has taken and what was learned from it • represent some of the journeys he or she has made (for example, through drawing or role play) • identify the chronological steps necessary in making a journey • determine types of questions that are useful in planning and making a journey.

Learning will include the development of the following knowledge, concepts, and skills	Part 4	Possible learning outcomes in social studies
Transdisciplinary Theme	Social Studies strand(s)	The student will be able to:
<p>How we organize ourselves An inquiry into the interconnectedness of human made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea People use a variety of skills and strategies that contribute to their role in a community of learners.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Citizenship • Independence <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Being part of a community of learners • Skills, strategies and attitudes • Making contributions to a community 	<p>Human systems and economic activities Social organization and culture</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyze evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources 	<ul style="list-style-type: none"> • demonstrate a positive attitude towards learning • exhibit skills and strategies for organizing his or her time and belongings • recognize how his or her choices and behaviors affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).