



Primary Years Program (PYP) Social Studies Scope and Sequence 5-7 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 Communities are enriched by their members and the different perspectives they bring.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Change • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Continuity • Diversity <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What a community is • People within a community • The personal stories of community members 	<p>Social organization and culture Continuity and change through time</p> <p>Social studies skills</p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<ul style="list-style-type: none"> • describe and compare the various communities to which he or she belongs • explain how communities have natural and constructed features • recognize the components of a local community • identify the contributions of different members of a community • create and share his or her own story about being a community member.
Learning will include the development of the following knowledge, concepts, and skills	Part 2	Possible learning outcomes in social studies
Transdisciplinary Theme	Social Studies strand(s)	The student will be able to:
<p>How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture,</p>	<p>Social organization and culture Continuity and change through time</p> <p>Social studies skills</p>	<ul style="list-style-type: none"> • explain why a particular celebration is important in his or her own life • suggest reasons for

<p>beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central idea People recognize important events through celebrations and traditions.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Beliefs • Culture • Values <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What traditions are • How and why people celebrate • Similarities and differences between various celebrations 	<p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>various celebrations</p> <ul style="list-style-type: none"> • identify and compare traditions and celebrations observed by others in the class • use a variety of sources to gain information about celebrations from both a historical and a cultural perspective • create graphs and charts to organize and interpret information.
<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>How we organize ourselves An inquiry into the interconnectedness of humanmade systems and communities; the structure and function of organizations; societal decisionmaking; economic activities and their impact on humankind and the environment.</p> <p>Central idea Transportation systems are directly related to the needs of a community.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Connection <p>Related concept</p> <ul style="list-style-type: none"> • Systems <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Specific purposes of different transportation systems • Factors that affect the kinds of systems that can be developed • Relationship between transportation systems and the environment 	<p>Human systems and economic activities Continuity and change through time Resources and the environment</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<ul style="list-style-type: none"> • explore how systems influence lifestyle and community • compare transportation systems within the local community to those in other communities • explain how and why changes in transport have occurred over time • examine the impact of technological advances in transport on the environment.
<p>Learning will include the</p>	<p>Part 4</p>	<p>Possible learning outcomes in</p>

development of the following knowledge, concepts, and skills		social studies
Transdisciplinary Theme	Social Studies strand(s)	The student will be able to:
<p>Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea People interact with, use and value the natural environment in different ways.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Causation • Responsibility • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Conservation • Interdependence • Order <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Local natural environment • Human use of the local environment • Actions that benefit or harm the local environment 	<p>Human and natural environments Resources and the environment</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<ul style="list-style-type: none"> • describe the natural features of local and other environments • analyse ways in which humans use the natural environment (for example, recreation, settlements) • identify or generate a question or problem to be explored in relation to human impact on the local, natural environment.
Learning will include the development of the following knowledge, concepts, and skills	Part 5	Possible learning outcomes in social studies
Transdisciplinary Theme	Social Studies strand(s)	The student will be able to:
<p>Who we are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p> <p>Central idea Homes reflect personal identity and local culture.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Form • Connection • Perspective <p>Related concepts</p> <ul style="list-style-type: none"> • Creativity 	<p>Social organization and culture Human and natural environments Resources and the environment</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy,</p>	<ul style="list-style-type: none"> • express his or her understanding of what a home is • research and compare homes in different cultures • identify factors that influence where people live and what their homes are like • present the type of home that reflects who he or she is.

<ul style="list-style-type: none"> • Diversity Lines of inquiry <ul style="list-style-type: none"> • The concept of home • Different types of homes • Circumstances that determine where people live 	validity and possible bias of sources	
Learning will include the development of the following knowledge, concepts, and skills	Part 6	Possible learning outcomes in social studies
Transdisciplinary Theme	Social Studies strand(s)	The student will be able to:
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. Central idea Public areas strengthen communities and provide people with opportunities to connect. Key concepts <ul style="list-style-type: none"> • Function • Connection Related concepts <ul style="list-style-type: none"> • Cooperation • Ownership Lines of inquiry <ul style="list-style-type: none"> • Different public areas and their functions • How public areas develop • How these places differ from our homes 	Human systems and economic activities Social organization and culture Human and natural environments Social studies skills a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources	<ul style="list-style-type: none"> • identify and describe the functions of various public places in the community • demonstrate how various public places serve the needs of people in a community • compare and contrast the functions of public and private places.
Learning will include the development of the following knowledge, concepts, and skills	Part 7	Possible learning outcomes in social studies
Transdisciplinary Theme	Social Studies strand(s)	The student will be able to:
How we organize ourselves An inquiry into the interconnectedness of humanmade systems and communities; the structure and function of organizations; societal decisionmaking; economic activities and their impact on humankind and the environment.	Human systems and economic activities Social studies skills a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources	<ul style="list-style-type: none"> • identify ways to organize himself or herself on a daily basis • plan and create a system of organization (for example, for his or her desk, classroom, school) • suggest improvements to organizational systems already in place in his or her home or school.

<p>Central idea Systems need to be in place to maintain organization in communities.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Connection • Responsibility <p>Related concepts</p> <ul style="list-style-type: none"> • Interdependence • Organization • Systems <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The concept of organization • Different systems of organization that we use personally • Different systems of organization in our community • Collection, storage and use of information for organization 	<p>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>Learning will include the development of the following knowledge, concepts, and skills</p>	<p>Part 8</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>Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea People can establish practices in order to sustain and maintain the Earth's resources.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Change • Responsibility • Reflection <p>Related concepts</p> <ul style="list-style-type: none"> • Lifestyle • Resources <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Limited nature of the Earth's resources • Personal choices that can help sustain the environment • Reusing and recycling different materials • Reducing waste 	<p>Human systems and economic activities Resources and the environment</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<ul style="list-style-type: none"> • discuss what is meant by a "limited resource" • create a list of practices that could be used to maintain natural resources at home and in school • critique the methods of waste management in his or her immediate environment • explain the different roles of people in the recycling process • reflect on and self-assess his or her personal use of natural resources.

