



ISoP PYP
Social Studies
Scope and Sequence

The knowledge component of social studies in the PYP is arranged into five strands:

Social studies strands	
Human systems and economic activities	The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.
Social organization and culture	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.
Continuity and change through time	The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.
Human and natural environments	The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.
Resources and the environment	The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

(PYP social studies scope and sequence, 2008)

Social studies skills

- a. **Formulate and ask questions about the past, the future, places and society** (for example, students will express wonderings, show curiosity or ask questions about a person or event of personal significance; express wonderings, show curiosity or ask questions about the natural and physical environment; ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society; formulate questions and identify problems that will enable them to make links between prior learning, new situations and further actions; formulate questions that promote the transfer of knowledge and make connections across their learning).
- b. **Use and analyse evidence from a variety of historical, geographical and societal sources** (for example, students will draw information from, and respond to, stories about the past from geographical and societal sources; access a broad range of first- and second-hand sources of information such as people, maps, surveys, direct observation, books, museums and libraries; identify appropriate information and communication technology (ICT) tools and sources of information to support research; predict future events by analysing reasons for events in the past and present).
- c. **Orientate in relation to place and time** (for example, students will explore and share instances of change and continuity in personal lives, family and local histories; investigate directions and distances within the local environment; distinguish between past, present and future time; explore similarities and differences between the past and the present; sequence events, routines, personal histories in chronological order; interpret place and time using tools such as maps and timelines).
- d. **Identify roles, rights and responsibilities in society** (for example, students will define own roles and responsibilities within the family, class or school; compare children's and adults' roles, rights and responsibilities in society; reflect on the rights and responsibilities of children in other societies and make comparisons; examine how the rights of a person directly affect their responsibilities; investigate how services and systems influence societal rights and responsibilities; examine the responsibility of people towards the environment; reflect on opportunities to contribute actively to the community at a range of levels, from local to global).
- e. **Assess the accuracy, validity and possible bias of sources** (for example, students will examine and interpret simple evidence such as artifacts; compare the validity of statements from a variety of different sources; distinguish between fact and opinion; piece together evidence to explain, report or persuade; analyse and synthesize information; make predictions in order to test understanding; develop a critical perspective regarding information and the reliability of sources).

Overall expectations in social studies: 3–5 year olds

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (K1) Who we are</p> <p>Central idea Everyday I learn about who I am, my responsibilities to myself, my school and my friends.</p> <p>Key concepts reflection, responsibility, function</p> <p>Related concepts behaviour, justice, rights, communication</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● Reflecting on who we are ● Ways in which we take care of ourselves ● The role of rules we follow at school ● Ways in which we interact with one another 	<p>Social studies strands Human systems and economic activities Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify the difference between family and friends, home and school ● Understand that children have responsibilities at school and at home ● Recognize that schools and classrooms have rules for all to follow ● Know that rules are important ● Understand that rules and routines keep people safe and healthy ● Know that children can help to create classroom rules ● Demonstrate ability to apply existing rules and routines to work and play with others ● Identify ways of being a good friend ● Share toys and resources with others ● Respect their own and others belongings ● Reflect on opportunities to contribute actively to the school community ● Recognize own talents and show appreciation towards the talents of other class members

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (K1) How the world works</p> <p>Central idea Weather affects us every day.</p> <p>Key concepts connection, change, function</p> <p>Related concepts cycles, adaptation, pattern, system, measurement</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● Ways people act in different weather conditions ● Natural cycles (weather patterns and seasons) affect the weather ● Tools we use to observe and measure weather 	<p>Social studies strands Human and natural environments Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and societies Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources 	<p>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify how humans make choices regarding clothing and activities according to the weather ● Make connections between the weather and how to protect himself/herself. ● Identify extreme weather and how it affects people's lives. ● Describe the natural features of local and other environments

Science

Overall expectations in social studies: 5-7 year olds

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

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (K2) Who we are</p> <p>Central idea: Family relationships contribute to shaping our identity.</p> <p>Key concepts: form, responsibility, perspective</p> <p>Related concepts: roles, rights, communication, interdependence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● How we describe families ● Roles and responsibilities within a family ● How families influence who we are 	<p>Social studies strands Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify family members ● Understand that families can have a variety of structures ● Identify different jobs and responsibilities of family members ● Explain that families have diverse cultures and customs ● Compare the similarities and differences between families (number of family members, languages spoken, routines, hobbies, etc) ● Reflect on how we should treat our family members ● Understand that all families have a history and traditions ● Talk about different ways to document family history. Understand that ways of recording may change over time (letters, paintings, photographs, family tree, voice recording, videotapes, digital pictures and videos) ● Reflect on ways in which family traditions and beliefs are passed from generation to generation ● Understand that families affect people's development and shape their identity

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (K2) Where we are in place and time</p> <p>Central idea Homes reflect cultural influences and local conditions.</p> <p>Key concepts: form, function, causation</p> <p>Related concepts: settlements, locality, diversity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● What constitutes a home ● How homes reflect local culture and conditions ● Factors that determine where people live 	<p>Social studies strands Social organization and culture Human and natural environments</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Express his/her understanding of what a home is ● Understand that homes can be different ● See connection between homes and their locations ● Identify factors that influence the way different homes look like (e.g. climate, landforms, population, culture, people's needs, etc.) ● Research and compare different homes (within their culture and among other cultures) and try to explain how they reflect people's needs (e.g. homes on wheels, homes on stilts, homes in a city, homes in a village, homes with offices, gardens, etc.)

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (K2) Sharing the Planet</p> <p>Central idea: Plants sustain life on Earth and play a role in our lives.</p> <p>Key concepts: responsibility, function, connection</p> <p>Related concepts: preservation, growth, plants, interdependence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Caring for plants ● Products we use from plants ● How plants contribute to life on Earth 	<p>Social studies strands Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and societies Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources 	<p>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify the different roles plants play in people’s lives (e.g. for food, clean air, cosmetics, clothing, medicine, etc.) ● Observe and explore the sustainability of plants for specific functions ● Take responsibility of caring for plants

Science

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (K2) How we express ourselves</p> <p>Central idea Songs and nursery rhymes influence our development.</p> <p>Key concepts: connection, change, function</p> <p>Related concepts: similarities, differences, growth, communication</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Songs and rhymes around the world • How songs and rhymes help us develop • Expressing ourselves through songs and nursery rhymes 	<p>Social studies strands Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Oriente 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>The student will be able to:</p> <ul style="list-style-type: none"> • Express a positive attitude towards songs and rhymes of many cultures • Explore how songs and rhymes represent different places and people who live there • Explore how songs and rhymes are used to express ourselves • Practise the ability to play and work with other children • Experiment with languages by teaching others, learning and acting out songs and rhymes of different cultures

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (K2) How we organize ourselves</p> <p>Central idea Community helpers play different roles in a society.</p> <p>Key concepts: connection, function, responsibility</p> <p>Related concepts: community, interdependence, roles, communication</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● The ways community helpers are connected to people’s needs ● How community helpers interact with one another ● How we look for help from community helpers 	<p>Social studies strands Human systems and economic activities Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Recognize that people are members of a local community ● Recognize that communities meet people’s needs ● Identify different jobs people have in a community ● Explain how different community members are connected to people’s needs ● Understand that community workers work with one another (interconnectedness) ● Make connections between different jobs in a community and how they support one another ● Recognize that communities develop new needs and new jobs ● Explain how community members can help in emergencies ● Explain how to look for help from community members

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 1) Who we are</p> <p>Central idea People create communities where they feel a sense of belonging.</p> <p>Key concepts: reflection, perspective, connection</p> <p>Related concepts: belonging, community, teamwork, safety, roles, family</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Ways of belonging to different groups and how our needs are being addressed ● How people are connected to places they live in ● How people contribute to effective communities 	<p>Social studies strands Human systems and economic activities Social organization and culture Human and natural environments</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Explain that people are citizens of different communities: local organizations, city, nation and the world ● Recognize that local communities have unique features and special purpose buildings (homes, schools, offices, places of worship, etc) ● Know that citizens are members of their own community ● Recognize that community members are united by symbols of citizenship (e.g. logos, flags, costumes, special events, etc.) ● Identify the president of Poland and the school principal; talk about the reasons why communities have leaders ● Recognize that members of local communities, cities, nations and the global world community have rights and responsibilities ● Reflect on the purpose of rules and laws in a community (e.g. to protect people’s rights and their safety) ● Explain that responsible citizens respect others, behave honestly, obey rules and share resources ● Reflect on reasons why people need communities ● Reflect on ways in which communities affect people’s development and identity

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 1) Where we are in place and time</p> <p>Central idea Our host country has its own unique features and heritage.</p> <p>Key concepts: form, perspective, connection</p> <p>Related concepts: heritage, culture, geography, traditions, animals, plants</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Variability of physical features of Poland ● Plants and animals in Poland ● How people pass on the heritage in a country 	<p>Social studies strands Human systems and economic activities Social organization and culture Continuity and change through time Human and natural resources</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify and explain what country he/she comes from ● Ask geographic questions about where places are located ● Explain that maps provide different types of information ● Show Poland on a map ● Identify some physical features of Poland, such as, landforms (lowland, highland, mountains), main rivers, climate ● Recognize most common animals of Poland ● Recognize most common trees of Poland ● Identify the capital of Poland ● Recognize the national symbols: national colors, coat of arms and the flag ● Sing the first part of the national anthem of Poland ● Ask questions about national symbols of other cultures ● Retell chosen legends of the host country; ● Make attempts to assess the accuracy and validity of national legends ● Talk about different artifacts and actions that help people pass on their heritage (stories, legends, photographs, costumes, dance, traditions, souvenirs, etc)

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 1) Sharing the planet</p> <p>Central idea We have the responsibility to take care of our environment.</p> <p>Key concepts: causation, reflection, responsibility</p> <p>Related concepts: ecology, pollution, resources, recycling, choice</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Limited natural resources How we can reduce waste, reuse and recycle different materials Our personal choices affect the environment 	<p>Social studies strands Resources and the environment Human and natural environments</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> Explain the difference between limited and unlimited Discuss what is meant by a “limited natural resource” Analyse ways in which humans use the natural environment; Identify or generate a question or problem to be explored in relation to humans’ impact on the environment; Create a list of practices that could be used to maintain natural resources (at home, at school, in the local community) Identify the different ways people dispose of waste Carry out waste surveys (at home or/and at school) Explain the 3 Rs principle (reduce, reuse, recycle) Brainstorm ways in which we can reduce the amount of waste Brainstorm ways in which we can reuse different things (waste paper, old clothes, jars, pots, old books, etc.) Explain the connection between our actions and the natural environment Reflect on his/her responsibilities towards the natural world Take responsible actions with regards to personal waste and the environment

Overall expectations in social studies: 7-9 year olds

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

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 2) Where we are in place and time</p> <p>Central idea Human migration influences individuals and societies.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: impact, cultural identity, change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Reasons why people migrate ● Advantages and disadvantages of human migration ● Effects of migration on communities, cultures and individuals 	<p>Social studies strands Social organization and culture Continuity and change through time Human and natural environments</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Talk about his/her place of birth and its distinctive features ● Understand that different life circumstances (family breakups, love, work, political situation, war, etc) affect people’s lives ● Identify reasons why people migrate (push and pull factors) ● Explore different types of migration ● Analyze ways that people adapt when they move from one place to another ● Identify the effects (long-term and short-term) of migration on individuals and societies ● Debate on the advantages and disadvantages of human migration ● Compare and contrast two or more different human migrations. ● Recognize and discuss real life migration examples of our times

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 2) How the world works</p> <p>Central idea People change states of matter for different purposes.</p> <p>Key concepts function, change, causation</p> <p>Related concepts properties, transformation, impact</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● Behaviour of materials ● Changing properties of materials ● Reasons why we change matter 	<p>Social studies strands 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 societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Assess the benefits and challenges of changing materials to suit people's needs and wants.

Science

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 2) How we organize ourselves</p> <p>Central idea All communities develop rules that help them work.</p> <p>Key concepts: function, connection, causation</p> <p>Related concepts: role, relationship, consequences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● The purpose of rules ● The influence rules have on our life ● Consequences when rules are not followed 	<p>Social studies strands Social organization and culture Continuity and change through time Human systems and economic activities</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and societies Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources 	<p>The student will be able to:</p> <ul style="list-style-type: none"> ● Reflect on the purpose of rules in a community (family, class, workplace, local community, society, etc) ● Identify examples of rules people need to follow in different communities ● Reflect on the influence of rules on people’s lives ● Explain the consequences of not following the rules in a particular community ● Work in a group to establish a shared vision of the class and develop the rules that will contribute to effective class community.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 2) Sharing the planet</p> <p>Central idea The decisions people make can affect habitats and inhabitants.</p> <p>Key concepts: form, change, responsibility</p> <p>Related concepts: properties, adaptation, impact, ecology, resources, recycling</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The diversity of habitats and inhabitants • Living things and their needs within the habitat • Human impact on natural habitats 	<p>Social studies strands Human and natural environment Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and societies Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Recognize how living things rely on, use, adapt and care for natural habitats • Explain that humans have an impact on the natural environment • Identify dangers caused by humans in natural habitats (e.g. climate changes caused by humans, pollution, disposition of waste, deforestation, etc) • Understand and explain the short-term and long-term effects of humans' actions on the natural habitats and their inhabitants • Recognize that people make choices based on their understanding and awareness; promote responsible actions and caring for the environment

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 3) Where we are in place and time</p> <p>Central idea Learning about previous generations helps us understand the relationship between the past and the present.</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: culture, context, process, consequences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How people find out about the past • Significant events that had an impact on the present • How aspects of the past still influence us today 	<p>Social studies strands Continuity and change through time Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> • Discover different kinds of artifacts that help us learn about the past • Describe how artifacts are evidence of cultural identity • Understand chronology of events • Measure and represent history using timelines • Generate questions to gather information about significant historical events • Reflect on the relationship between the past and the present.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 3) How we express ourselves</p> <p>Central idea People discover and express culture through celebrations and traditions.</p> <p>Key concepts: form, function, perspective</p> <p>Related concepts: culture, values, similarities, differences, beliefs</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● What constitutes a culture ● Significance of customs and traditions ● Similarities and differences between various celebrations 	<p>Social studies strands 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 societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify and describe the components of culture ● Recognize his or her family and culture celebrations ● Identify the reasons why people celebrate (e.g.culture, entertainment, religion) ● Explain how rituals and traditions contribute to cultural identity ● Research how people celebrate (music, rituals, costumes, food, etc) using a variety of sources ● Reflect on how people cultivate their traditions ● Compare and contrast celebrations observed worldwide ● Create charts and graphs in order to interpret collected data ● Suggest new celebrations to be included in the school calendar

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 3) How we organize ourselves</p> <p>Central idea Cities develop in order to adjust to people’s needs.</p> <p>Key concepts: perspective, causation, change</p> <p>Related concepts: adaptation, transformation, systems, opinion</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Needs of people living in a city ● Systems in a city that serve people’s needs ● Development of cities over the years 	<p>Social studies strands Social organization and culture Human systems and economic activities Continuity and change through time</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify world directions, major Polish and world cities ● Read and create map keys, know the continents and countries and their capital cities ● Understand how and why people construct systems in cities ● Comprehend the ways in which people, communities and societies interact with each other ● Understand that different people have different needs ● Explain the connection between people’s needs and the development of a city ● Know the past, understand its influences on the present and its implications for the future.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 3) Sharing the planet</p> <p>Central idea Reaching resolutions of conflict affects quality of human life.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: diversity, human rights, communication, self</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● Causes of conflict ● Strategies used to resolve conflicts ● Consequences of resolutions 	<p>Social studies strands Social organization and culture Human systems and economic activities Continuity and change through time</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Brainstorm examples of conflict (local and global) ● Classify conflicts into categories (e.g. interpersonal, intrapersonal, group vs group, human vs. nature, etc.) ● Identify the causes and consequences of conflicts ● Practise techniques of mediation and negotiation within the class and/or school community ● Evaluate effectiveness of real-life conflict management (for example, research and analyse a global conflict situation) ● Reflect on his or her own strategies in dealing with situations of personal conflict describe the connection between human needs and wants and technological development

Overall expectations in social studies : 9-12 year olds

Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 4) Where we are in place and time</p> <p>Central idea Ideas and achievements of ancient civilizations still exist in the modern world.</p> <p>Key concepts: function, connection, perspective</p> <p>Related concepts: impact, innovation, relationship, progress</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● Characteristics of civilizations and societies ● The ways in which ancient civilizations influence our culture ● Implications for the future 	<p>Social studies strands Human systems and economic activities 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 societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Explain how people find out about the past ● Discover different kinds of artifacts that help us learn about the past ● Explain what archeology is ● Give examples of archaeologists' findings in various countries ● Understand chronology of events ● Measure and represent history using timelines, B.C / C.E, eras, millennia, centuries ● Locate Egypt, Greece, Rome, Mesopotamia, China, Indus Valley, Aztecs, Incas, Mayans on a map of ancient civilizations ● Talk about different kinds of clocks and calendars, use Roman numerals ● Compare and contrast the ancient civilizations: <ul style="list-style-type: none"> - Belief systems and religions, views of the afterlife - Myths and legends - Geographic factors (deltas, deserts, rivers, plains, islands, mountains) - Daily life - Culture (art, music, architecture, language) - Economic systems (use of land and resources, job specializations, etc) - Social hierarchy ● Analyse information about past technological and societal achievements ● Assess which aspects of past civilizations have had the most impact on the present day ● Predict societal and technological changes in the future

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 4) How the world works</p> <p>Central idea We generate and use energy in different ways and it has an impact on the environment.</p> <p>Key concepts function, change, causation</p> <p>Related concepts chemical and physical changes, conservation of energy, forms of energy, transformation of energy</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different types and uses of energy • The storage and transformation of energy • The impact of energy on the environment and society 	<p>Social studies strands Human and natural environment Resources and the environment</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> • Explain the impact of energy on society and the environment - both positive and negative • Explore the availability of renewable and non-renewable forms of energy locally and globally • Take action to improve the sustainable use and conservation of energy at home and at school • Discuss the ways in which the local and global community could be improved in (relation to the sustainable use of energy).

Science

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 4) How we express ourselves</p> <p>Central idea Media is a tool which influences our perception of the world.</p> <p>Key concepts: change, causation, responsibility</p> <p>Related concepts: communication, critical analysis, manipulation, impact</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● Transformation of media use to meet the needs of a society ● The impact of media on our life ● Responsible use of media 	<p>Social studies strands Social organization and culture Human systems and economic activities</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Recognize the various forms of media and their purposes ● Discuss ways in which individuals, groups and societies use media to interact with one another ● Explain how media responds to the needs of people (individuals and societies) ● Reflect on the ways in which social media influence people’s perception of the world ● Examine the purpose of advertising ● Explore the influence of color, humor, fonts, music, words, symbols, etc. ● Experiment with creating advertisements to promote a product, service or idea ● Explain what it means to be a responsible media user ● Take actions to promote the responsible use of media

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 4) How we organize ourselves</p> <p>Central idea Societies need various organizations that serve different purposes.</p> <p>Key concepts: causation, function, reflection</p> <p>Related concepts: cooperation, citizenship, communication, roles</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Types of local and international organizations and reasons why they were created • Structures and function of particular organizations • Factors that make an organization successful 	<p>Social studies strands Human systems and economic activities Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> • Explain the reasons why people create organizations • Brainstorm local and global issues different organizations are involved in • Discuss systems and tools people use to organize themselves • Recognize that members of organizations have rights and responsibilities • Brainstorm possible challenges faced by organizations • Reflect on the ways in which people connect locally and globally • Take action to support the chosen organization(s)

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 4) Sharing the planet</p> <p>Central idea Children worldwide have different access to education so that their future opportunities vary.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: education, justice, amenities, diversity, poverty geographical diversity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● Factors that determine access to education ● Possible future outcomes of different educational backgrounds ● Actions taken to provide equal educational opportunities 	<p>Social studies strands Human systems and economic activities Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> ● Explore children’s rights, roles and responsibilities ● Brainstorm and discuss different factors that determine access to education ● Reflect on the relation between children’s education and their future ● Using a variety of sources, analyse different educational systems and alternative education ● Find out about the ways in which societies try to provide children with equal educational opportunities ● Suggest more actions to overcome barriers to students’ equal participation.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 5) Where we are in place and time</p> <p>Central idea Exploration leads to discoveries, opportunities and new understandings.</p> <p>Key concepts causation, change, reflection</p> <p>Related concepts colonialism, human rights, progress, innovation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reasons for exploration • How exploration has evolved over time • The consequences of exploration 	<p>Social studies strands Continuity and change through time Social organisation and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and societies</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>The student will be able to:</p> <ul style="list-style-type: none"> • Identify the reasons why people feel compelled to explore the unknown • Investigate the impact of exploration on people in the past, present and future • Analyse how available technology influences people's abilities to navigate • Demonstrate an understanding of methods of navigation (for example: stars, compasses, satellites) • Explore how cultures may have certain expectations of how to act and dress, and the ways this may differ according to private and public contexts

Science

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 5) How the world works</p> <p>Central idea Understanding of scientific knowledge is constantly evolving and has an impact on people’s lives.</p> <p>Key concepts change, causation, responsibility</p> <p>Related concepts transformation, technological advances, mechanics</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What leads to advances in scientific knowledge and understanding • The role of technology in scientific understanding • The effects of scientific advances on people and the environment 	<p>Social studies strands Continuity and change through time Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and societies Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • predict societal and technological changes in the future • analyse information about past technological advances and societal systems • reflect on the influence of technology throughout history • identify and describe examples in which technology has changed the lives of people • describe the connection between human needs and wants and technological development • explain the relevance of various inventions in relation to the time period in which they were developed • reflect on the role of technology in student’s own life

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 5) Who we are</p> <p>Central idea Systems that define beliefs and values offer explanations about the world around us and what it means to be human.</p> <p>Key concepts: form, perspective, causation</p> <p>Related concepts: structure, responsibility, roles, conflict, traditions</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Similarities and differences between belief systems • How beliefs and values contribute to the formation and actions of communities • The impact of spiritual traditions on society 	<p>Social studies strands Social organization and culture Continuity and change through time</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and societies Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand the concepts of: belief, religion, value, morality and ethics, monotheism and polytheism • Investigate various belief systems, e.g. tribal beliefs, various religions: Christianity, Judaism, Islam, Buddhism, Jainism, and more, as well as reference to ethics, atheists. Tell the difference and recognize similarities between them • explore a variety of signs and symbols and interpret their messages • identify the cultural and historical context in which signs and symbols develop • distinguish between personal beliefs and belief systems • reflect upon how beliefs affect individuals and societies • recognize how beliefs and rituals contribute to cultural identity

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 5) How we organize ourselves</p> <p>Central idea Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: consumption, profit, interdependence, supply and demand, analysis, value</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The role of supply and demand • The distribution of goods and services • Our responsibility as consumers 	<p>Social studies strands 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 societies</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>The student will be able to:</p> <ul style="list-style-type: none"> • Examine the impact of particular technologies on sustainability • explain how human activities (global, local and personal) can have positive or adverse effects on local and other environments (for example: agriculture, industry). • analyse how individuals' and communities' needs and/or wants are met • evaluate the equity of different economic systems and marketplaces • describe different ways of goods' production • develop criteria for ethical practices regarding products and services • explain how supply and demand are affected by population and the availability of resources • give examples of how our everyday choices as consumers influence the environment and other people

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme (Grade 5) Sharing the planet</p> <p>Central idea Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p>Key concepts: causation, connection, responsibility</p> <p>Related concepts: balance, biodiversity, interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Interdependence within ecosystems, biomes and environment • How human interaction with the environment can affect the balance of systems • The consequences of imbalance within ecosystems 	<p>Social studies strands 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 societies</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>The student will be able to:</p> <ul style="list-style-type: none"> • explain how human activities can have positive or negative effects on local and other environments