

Tema International School



Social Studies Benchmarks and Skills

Strand	By the end of K1 , learners will:	By the end of K2/3 learners will:	By the end of Grade One , learners will:	By the end of Grade Two , learners will:	By the end of Grade Three , learners will:	By the end of Grade Four , learners will:	By the end of Grade Five , learners will:	By the end of Grade Six , learners will:
<p>Human Systems and Economic Activities</p> <p><i>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.</i></p>	<p>How We organize Ourselves (A) identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>suggest some suitable rules and routines for the class</p> <p>talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>How We organize Ourselves (B)</p> <p>Who We Are (A) recognise how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).</p> <p>demonstrate a positive attitude towards learning</p>	<p>How We organize Ourselves explore how systems influence lifestyle and community demonstrate how various public places serve the needs of people in a community</p> <p>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. identify and describe the functions of various public places in the community exhibit skills and strategies for organizing his or her time and belongings identify the chronological steps necessary in making a journey represent some of the journeys he or she has made (for example, through drawing or role play) identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of) demonstrate ability to apply existing rules and routines to work and play with others</p> <p>How We organize Ourselves (A) determine types of questions that are useful in planning and making a journey</p> <p>reflect on a journey he or she has taken and what was learned from it</p> <p>How We organize Ourselves (B) demonstrate ability to</p>	<p>How We organize Ourselves Explain different stages taken for processing items we generally use. Trace the distribution channels for food and other products. identify sources of food stuff natural and processed.</p> <p>How we organise ourselves (A) Many products go through a process of change before they are used or consumed.</p> <p>identify sources of food stuff natural and processed.</p> <p>Explain different stages taken for processing items we generally use</p> <p>Trace the distribution channels for food and other products</p> <p>How we organise ourselves (B) An organization is a place where people share responsibilities towards a common purpose.</p> <p>identify and describe the functions of various public places in the community</p> <p>demonstrate how various public places serve the needs of people in a community</p> <p>suggest improvements to organizational systems already in place in his or her home or school.</p>	<p>How we organise ourselves: Identify which products do and do not go through a production process</p> <p>Describe the general steps involved in production of a product.</p> <p>Sharing the planet (B) People can make choices to support the sustainability of the Earth's resources</p> <p>create a list of practices that could be used to maintain natural resources at home and in school</p> <p>critique the methods of waste management in his or her immediate environment</p> <p>explain the different roles of people in the recycling process</p> <p>reflect on and self-assess his or her personal use of natural resources.</p> <p>discuss what is meant by a limited resource</p> <p>How we organise ourselves (B) Communities can provide interconnected services designed to meet people's needs</p> <p>explore how systems influence lifestyle and community</p> <p>examine the impact of technological advances in transport on the environment.</p>	<p>How we organise ourselves: Locate books using the dewey decimal system categories (ie. 100's, 200's).</p> <p>Identify different number systems that organise our daily lives (ie. calendars, schedules, clocks, timetables, metric system).</p> <p>Plan and implement a system of organization for him/herself.</p> <p>How We Organise Ourselves (A)</p> <ul style="list-style-type: none"> gather data (for example, survey) in order to identify current and future needs to support the community identify the services and the users of these services in the local community demonstrate how non-verbal communication allows people to transcend language barriers. explore a variety of signs and symbols and interpret their messages <p>How We Organise Ourselves(B)</p> <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 identify ways to organize himself or herself on a daily basis make connections 	<p>How we organise ourselves: Explore how authority and power are distributed within different types of teams/groups.</p> <p>How we organise ourselves (A)</p> <ul style="list-style-type: none"> identify responsibilities people have in different workplaces explain the purpose of rules and responsibilities in a workplace <p>How We Organise Ourselves (B)</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 examine the impact of technological advances in transport on the environment. evaluate the equity of different economic systems and marketplaces Identify and describe the elements of good governance Explain the purpose of governance 	<p>How we organise ourselves: Analyse how individuals' and communities' needs and/or wants are met.</p> <p>Explain how supply and demand are affected by population and the availability of resources.</p> <p>Describe the benefits and problems associated with trade.</p> <p>How We Organize Ourselves (A)</p> <ul style="list-style-type: none"> analyse how individuals and communities needs and/or wants are met evaluate the equity of different economic systems and marketplaces develop criteria for ethical practices regarding products and services explain how supply and demand are affected by population and the availability of resources. <p>Sharing The Planet (A)</p> <ul style="list-style-type: none"> examine how the rights of a person in a particular society directly affect their responsibilities reflect on his or her own strategies in dealing with situations of personal conflict. <p>Sharing The Planet (B)</p>	<p>How we organise ourselves: Examine how authority and power are distributed within different types of government systems.</p> <p>Identify and describe means by which citizens can influence actions of their government.</p> <p>How We Organise Ourselves (B)</p> <ul style="list-style-type: none"> identify and describe means by which citizens can monitor and influence actions of their governments and vice versa explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals, groups and society. practise techniques of mediation and negotiation within the class and/or school community Identify and describe the elements of good governance Explain the purpose of governance Make connections between good governance and productivity Compare different management styles Explore the strategies for starting a business

		<p>apply existing rules and routines to work and play with others.</p> <p>suggest some suitable rules and routines for the class</p> <p>talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>identify the difference between needs and wants</p> <p>Understand what makes a good citizen, why we have rules, and why we need to follow authority</p> <p>develop awareness that all children have basic needs and wants</p> <p>PHASE 2</p> <p>explore how systems influence lifestyle and community</p> <p>identify and describe the functions of various public places in the community</p> <p>demonstrate how various public places serve the needs of people in a community</p> <p>compare and contrast the functions of public and private places.</p> <p>identify ways to organize himself or herself on a daily basis</p> <p>Who We Are (A)</p> <p>identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>demonstrate ability to apply existing rules and routines to work and play</p>		<p>identify and describe the functions of various public places in the community</p> <p>demonstrate how various public places serve the needs of people in a community</p> <p>compare and contrast the functions of public and private places.</p> <p>plan and create a system of organization (for example, for his or her desk, classroom, school)</p> <p>suggest improvements to organizational systems already in place in his or her home or school.</p> <p>different roles people play in the production and distribution chain</p> <p>identify ways to organize himself or herself on a daily basis</p> <p>How we organise ourselves (A) People create organizations to share responsibility towards a common purpose</p> <p>explore how systems influence lifestyle and community</p> <p>identify and describe the functions of various public places in the community</p> <p>demonstrate how various public places serve the needs of people in a community</p> <p>compare and contrast the functions of public and private places.</p> <p>identify ways to organize himself or herself on a daily basis</p> <p>plan and create a system of organization (for example, for his or her desk, classroom,</p>	<p>between different services in the community</p> <ul style="list-style-type: none"> • identify the services and the users of these services in the local community • identify responsibilities people have in different workplaces <p>Where We Are In Place And Time (A)</p> <p>identify reasons why people migrate</p> <p>identify the long-term and short-term effects of migration</p> <p>compare and contrast two or more different human migrations.</p> <p>Explain what it means to migrate</p> <p>The consequences of migration on nations and communities.</p> <p>Where We Are In Place And Time (B)</p> <ul style="list-style-type: none"> • determine types of questions that are useful in planning and making a journey • represent some of the journeys he or she has made (for example, through drawing or role play) • reflect on a journey he or she has taken and what was learned from it • identify reasons why people migrate • identify the long-term and short-term effects 	<p>How We Express Ourselves (B)</p> <ul style="list-style-type: none"> • examine the impact of particular technologies on sustainability • analyse how individuals and communities needs and/or wants are met • develop criteria for ethical practices regarding products and services 	<ul style="list-style-type: none"> • practise techniques of mediation and negotiation within the class and/or school community • document examples of conflict (local and global) and identify the causes and consequences • evaluate effectiveness of real-life conflict management (for example, research and analyse a global conflict situation) • reflect on his or her own strategies in dealing with situations of personal conflict. <p>Where We Are In Place And Time (B)</p> <ul style="list-style-type: none"> • identify reasons why people migrate • analyse ways that people adapt when they move from one place to another • identify the long-term and short-term effects of migration • assess settlement patterns and population distribution in selected regions, areas or countries • compare and contrast two or more different human migrations. • Explain what it means to migrate • The consequences of migration on nations and communities. <p>How We Organise Ourselves (B)</p> <ul style="list-style-type: none"> • analyse how individuals and communities needs and/or wants are met • Identify and 	
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	<p>with others.</p> <p>suggest some suitable rules and routines for the class</p> <p>talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>Understand what makes a good citizen, why we have rules, and why we need to follow authority</p> <p>Who We Are (B)</p> <p>recognise how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).</p> <p>How We Express Ourselves (A)</p> <p>demonstrate a positive attitude towards learning</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>How We Express Ourselves (B)</p> <p>exhibit skills and strategies for organizing his or her time and belongings</p> <p>identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>suggest some suitable rules and routines for the class</p>		<p>school)</p> <p>suggest improvements to organizational systems already in place in his or her home or school.</p> <p>different roles people play in the production and distribution chain</p> <p>Explain different stages taken for processing items we generally use</p> <p>Trace the distribution channels for food and other products</p>	<ul style="list-style-type: none"> of migration assess settlement patterns and population distribution in selected regions, areas or countries <p>How We Organise Ourselves (B)</p> <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 identify ways to organize himself or herself on a daily basis make connections between different services in the community identify the services and the users of these services in the local community identify responsibilities people have in different workplaces <p>Explain how these number systems connect people locally and globally.</p>		<p>describe different types of industries</p> <ul style="list-style-type: none"> Analyse the reasons for different industries within the society. Identify the factors that influence industrialization Examine the effects of industrialization on the environment 	
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<p>Social Organization and Culture</p> <p><i>The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</i></p>	<p>Who we are (A) demonstrate a positive attitude towards learning</p> <p>suggest some suitable rules and routines for the class</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>How we express ourselves</p> <p>Identify places in the local community where we engage in play</p> <p>Identify people they like to play with and why</p> <p>Identify preferences in play</p> <p>Through play, explore the roles and responsibilities of members of the community</p> <p>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) place events from his or her life in chronological order (for example, using personal photos). suggest some suitable rules and routines for the class</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>demonstrate a positive attitude towards learning</p> <p>exhibit skills and strategies for organizing his or her time and belongings</p> <p>PHASE 2</p> <p>identify ways to organize himself or herself on a daily basis</p> <p>plan and create a system of organization (for example, for his or her desk, classroom, school)</p> <p>create and share his or her</p>	<p>Who we are: Identify which group(s) they belongs to</p> <p>Identify how they know they belong to a particular group</p> <p>Identify the communities they belong to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>Discuss their interactions with people and places</p> <p>Who We Are (A) talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>suggest some suitable rules and routines for the class</p> <p>recognise how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).</p> <p>demonstrate a positive attitude towards learning</p> <p>exhibit skills and strategies for organizing his or her time and belongings</p> <p>PHASE 2</p> <p>identify ways to organize himself or herself on a daily basis</p> <p>plan and create a system of organization (for example, for his or her desk, classroom, school)</p> <p>create and share his or her</p>	<p>Who we are: Describe some of their own roles, relationships, and responsibilities (e.g., as a student, member of a family, friend, member of the community)</p> <p>Discuss different types of families (nuclear, extended, step-families, adoptive and biological, same-sex, single-parent, etc.)</p> <p>Describe the types of roles and responsibilities that exist within their families.</p> <p>Who we are (B)</p> <p>Communities work together to establish rights and responsibilities</p> <p>talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>suggest some suitable rules and routines for the class</p> <p>demonstrate ability to apply existing rules and routines to work and play with others</p> <p>identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>Where we are in place and time (A)</p> <p>Environment, cultural influences and local needs determine the design of people's homes.</p>	<p>How we express ourselves: Explain why a particular celebration is important in his or her own life</p> <p>Suggest reasons for various celebrations</p> <p>Identify and compare celebrations observed by others in the class</p> <p>Where we are in place and time (A) A community response to significant events provides insights into the histories and value into the community</p> <p>explain why a particular celebration is important in his or her own life</p> <p>suggest reasons for various celebrations</p> <p>identify and compare traditions and celebrations observed by others in the class</p> <p>use a variety of sources to gain information about celebrations from both a historical and a cultural perspective</p> <p>describe and compare the various communities to which he or she belongs</p> <p>recognise the components of a local community</p> <p>identify the contributions of different members of a community</p> <p>create and share his or her own story about being a community member.</p> <p>demonstrate how various public places serve the needs</p>	<p>Who we are: Compare and contrast current family experiences with those of a previous generation.</p> <p>Identify countries of familial significance, and locate them on a globe and/or print, digital, or interactive map.</p> <p>Identify some ways in which heritage is passed on through familial events, stories, and artifacts.</p> <p>Create artefacts that show how family history impacts on individual identity.</p> <p>Make connections between personal features of identity</p> <p>How We Express Ourselves (A)</p> <ul style="list-style-type: none"> describe how artifacts, heirlooms and rituals are evidence of cultural identity demonstrate how non-verbal communication allows people to transcend language barriers. identify the cultural and historical context in which signs and symbols develop explore a variety of signs and symbols and interpret their messages <p>Who We Are (B)</p> <ul style="list-style-type: none"> analyse the need for role models in our lives examine the impact of role models in our life identify the factors 	<p>Who we are: Identify significant people from a variety of backgrounds (science, exploration, the arts, literature, politics, etc...) and nationalities</p> <p>Defend why certain individuals are considered significant</p> <p>Identify ways significant people affect how we think about ourselves, through different lens (race, culture, gender, religion, language, field of study, etc...)</p> <p>Explore the influences that shaped the life and work of a significant person.</p> <p>Who We Are (A)</p> <ul style="list-style-type: none"> distinguish between personal beliefs and belief systems identify the source of beliefs reflect upon how beliefs affect the individual and society. explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures recognise how rituals and traditions contribute to cultural identity identify and describe ways that family, groups and community influence personal choices explore how cultures may have certain 	<p>#How we express ourselves: Identify how advances in technology impact how people communicate.</p> <p>Explore the different ways in which we are influenced (peer pressure, family values, advertising, etc...).</p> <p>Discuss the different reasons for trying to influence people (advertising, propaganda, political issues, etc...).</p> <p>Discuss the impact persuasion has on them and others around the world.</p> <p>Who we are: Identify and describe ways that beliefs and values influence people's daily lives.</p> <p>Identify similarities and differences between the basic tenets, rituals and narratives of the major belief systems.</p> <p>Investigate how religious and secular cultures and belief systems sustain different ways of life and what is required for them to co-exist harmoniously.</p> <p>Explain the connection between identity and belief systems and values.</p> <p>How We Express Ourselves (A)</p> <ul style="list-style-type: none"> identify and describe the components of 	<p>How We Express Ourselves</p> <ul style="list-style-type: none"> distinguish between personal beliefs and belief systems identify the source of beliefs reflect upon how beliefs affect the individual and society. <p>How We Express Ourselves (B)</p> <ul style="list-style-type: none"> describe the impact of communications technology on everyday communication <p>Who We Are (A)</p> <ul style="list-style-type: none"> examine how the rights of a person in a particular society directly affect their responsibilities identify and describe means by which citizens can monitor and influence actions of their governments and vice versa <p>Who We Are (B)</p> <ul style="list-style-type: none"> reflect upon how beliefs affect the individual and society. explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures identify and describe the components of culture recognise how rituals and traditions

<p>suggest some suitable rules and routines for the class</p> <p>talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>How We Express Ourselves (A) use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</p> <p>share family celebrations and/or festivals</p> <p>How We Express Ourselves (B)</p> <p>suggest some suitable rules and routines for the class</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>demonstrate a positive attitude towards learning</p> <p>recognise how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).</p> <p>How We organize Ourselves (A)</p> <p>identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>How We Organise Ourselves (B) use primary sources (such as parents and grandparents) to identify reasons for documenting personal</p>	<p>own story about being a community member.</p> <p>Who We Are (B)</p> <p>identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>suggest some suitable rules and routines for the class</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>recognise how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).</p> <p>How We organize Ourselves (A)</p> <p>talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>How We Organise Ourselves (B)</p> <p>PHASE 2</p> <p>describe and compare the various communities to which he or she belongs</p> <p>create graphs and charts to organize and interpret information.</p>	<p>explain how communities have natural and constructed features</p> <p>express his or her understanding of what a home is</p> <p>research and compare homes in different cultures</p> <p>identify factors that influence where people live and what their homes are like</p> <p>recognise how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).</p>	<p>of people in a community</p> <p>compare and contrast the functions of public and private places.</p> <p>identify ways to organize himself or herself on a daily basis</p>	<p>that affect individual choices and actions</p> <ul style="list-style-type: none"> • identify the sources of beliefs and values • examine the effects of beliefs and values on the individual and society 	<p>expectations of how to act and dress, and the ways this may differ according to private and public contexts</p> <p>How We Express Ourselves (A)</p> <p>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</p> <p>reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability).</p> <p>identify and describe ways that family, groups and community influence personal choices</p> <p>How We Express Ourselves (B)</p> <ul style="list-style-type: none"> • describe the impact of communications technology on everyday communication • identify the cultural and historical context in which signs and symbols develop • describe how artifacts, heirlooms and rituals are evidence of cultural identity • demonstrate how non-verbal communication allows people to transcend language barriers. <p>Who We Are (A)</p> <ul style="list-style-type: none"> • distinguish between personal 	<p>culture</p> <ul style="list-style-type: none"> • recognise how rituals and traditions contribute to cultural identity • interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifacts • describe advantages and disadvantages of cultural and individual diversity • Explore different forms of art <p>Sharing The Planet (A)</p> <ul style="list-style-type: none"> • explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures • analyse a variety of sources that describes the risks and challenges that children face • describe how organizations and individuals meet the needs and wants of children • suggest ways in which an individual can overcome adversity. • examine how the rights of a person in a particular society directly affect their responsibilities • reflect on his or her own strategies in dealing with situations of personal conflict. 	<p>contribute to cultural identity</p> <ul style="list-style-type: none"> • interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifacts • reflect on the influence of the arts and technology throughout history in the representation of culture. • examine how the rights of a person in a particular society directly affect their responsibilities • 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 • describe advantages and disadvantages of cultural and individual diversity
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	<p>history</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>demonstrate a positive attitude towards learning</p> <p>recognise how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).</p> <p>identify a small family (i.e.nuclear - 'my family') and a big family (i.e.extended - 'our family') families by their members</p> <p>share family celebrations and/or festivals</p> <p>talk about the roles of members in a family</p> <p>Who We Are (B) identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>suggest some suitable rules and routines for the class</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>demonstrate a positive attitude towards learning</p> <p>Where We Are In Place and Time (B) use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</p> <p>talk about the different ways in which family history can be documented</p> <p>identify the communities he or she belongs to (for</p>	<p>identify and describe the functions of various public places in the community</p> <p>demonstrate how various public places serve the needs of people in a community</p> <p>compare and contrast the functions of public and private places.</p> <p>identify ways to organize himself or herself on a daily basis</p> <p>plan and create a system of organization (for example, for his or her desk, classroom, school)</p> <p>suggest improvements to organizational systems already in place in his or her home or school.</p> <p>create and share his or her own story about being a community member.</p> <p>identify the contributions of different members of a community</p> <p>How We Express Ourselves (A) suggest some suitable rules and routines for the class</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</p> <p>explain why a particular celebration is important in his or her own life</p>				<p>beliefs and belief systems</p> <ul style="list-style-type: none"> • identify the source of beliefs • reflect upon how beliefs affect the individual and society. • explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures • recognise how rituals and traditions contribute to cultural identity • identify and describe ways that family, groups and community influence personal choices • 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 <p>Where We Are In Place And Time (B)</p> <ul style="list-style-type: none"> • identify the cultural and historical context in which signs and symbols develop <p>Who We Are (B)</p> <ul style="list-style-type: none"> • distinguish between personal beliefs and belief systems • identify the source of beliefs • reflect upon how beliefs affect the individual and society. • identify and describe the components of culture 		
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	<p>example, draw and describe pictures of the various groups they form a part of)</p> <p>suggest some suitable rules and routines for the class</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>demonstrate a positive attitude towards learning</p> <p>recognise how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).</p>	<p>PHASE 2</p> <p>create graphs and charts to organize and interpret information.</p> <p>identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>demonstrate a positive attitude towards learning</p> <p>PHASE 2</p> <p>explain why a particular celebration is important in his or her own life</p> <p>create graphs and charts to organize and interpret information.</p> <p>How We Express Ourselves (B)</p> <p>use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</p> <p>place events from his or her life in chronological order (for example, using personal photos).</p> <p>talk about the reasons that rules are necessary in the various communities to which he or she belongs</p> <p>suggest some suitable rules and routines for the class</p> <p>demonstrate ability to apply existing rules and routines to work and play with others.</p> <p>demonstrate a positive attitude towards learning</p> <p>Where We Are In Place and Time (B)</p> <p>talk about the different ways in which family</p>				<ul style="list-style-type: none"> • recognise how rituals and traditions contribute to cultural identity • interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifacts • reflect on the influence of the arts and technology throughout history in the representation of culture. • 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 • describe advantages and disadvantages of cultural and individual diversity 		
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		history can be documented identify ways to organize himself or herself on a daily basis (Phase 2)							
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	<p>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) place events from his or her life in chronological order (for example, using personal photos). suggest some suitable rules and routines for the class</p> <p>demonstrate ability to apply existing rules and routines to work and play with others. demonstrate a positive attitude towards learning exhibit skills and strategies for organizing his or her time and belongings.</p>				(name, physical traits, personality traits, passions, experiences) and those of other family members.			<p>Who we are: Explore the way various cultures acknowledge puberty and aging.</p> <p>Examine changes in personal responsibility as people mature.</p>
<p>Continuity and Change Through Time</p> <p><i>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.</i></p>	<p>Who We Are (A) 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)</p> <p>use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</p> <p>place events from his or her life in chronological order (for example, using personal photos).</p>	<p>How the world works: Identify changes he or she has undergone from birth to present</p> <p>Use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</p> <p>Explore the different ways in which personal history can be documented</p> <p>How We Express Ourselves (A) use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</p> <p>How We Express Ourselves (B) use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</p> <p>reflect on a journey he or she has taken and what was learned from it</p> <p>determine types of questions that are useful in planning and making a journey</p>	<p>How we organise ourselves (B)</p> <p>An organization is a place where people share responsibilities towards a common purpose.</p> <p>identify the contributions of different members of a community</p> <p>create and share his or her own story about being a community member.</p> <p>Where we are in place and time (B)</p> <p>Exploration leads to discoveries and new understandings</p> <p>reflect on a journey he or she has taken and what was learned from it</p> <p>represent some of the journeys he or she has made (for example, through drawing or role play)</p> <p>Explore the concept of exploration</p> <p>Identify the reasons why</p>	<p>Where we are in place and time: Reflect on a journey he or she has taken and what was learned from it</p> <p>Describe some of the journeys he or she has made (for example, through writing, art, or role play)</p> <p>Identify the chronological steps necessary in making a journey</p> <p>How we express ourselves (A) Many factors determine how effective communication is to an audience.</p> <p>create graphs and charts to organize and interpret information.</p> <p>explore how systems influence lifestyle and community</p> <p>examine the impact of technological advances in transport on the environment.</p>	<p>How We Express Ourselves (B)</p> <ul style="list-style-type: none"> Compare past and modern tools used for communicating Explore local and international languages and how they influence communication Identify some barriers to communication and suggest ways to overcome them Effect of languages on development and understanding/ How languages promote developmental understanding among people. 	<p>Where We Are In Place And Time (A)</p> <ul style="list-style-type: none"> assess which aspects of past civilisations have had the most impact on the present day, using evidence from a variety of sources describe the connection between human needs and wants and technological development analyse information about past technological advances and societal systems predict societal and technological changes in the future. <p>Where We Are In Place And Time (B)</p> <ul style="list-style-type: none"> explain how people's perceptions and representations of place have changed over time describe how artifacts, heirlooms and rituals are evidence of cultural identity represent people, events and places chronologically 	<p>Where we are in place and time: Identify factors that lead to emigration (political, financial, social, forced, etc...)</p> <p>Identify reasons for immigration (need for skilled and unskilled labour, political allegiance, etc...)</p> <p>Identify the reasons people emigrated to Mauritius, past and present</p> <p>Examine positive and negative impact of immigration on societies, cultures, and individuals</p> <p>Examine positive and negative impact of emigration on societies, cultures, and individuals</p> <p>Debate people's right to emigrate</p>	<p>Who we are: Identify and represent key events in a person/author's life.</p> <p>Explain ways in which ethnicity, cultural experiences and upbringing impact on our narrative about ourselves.</p> <p>How We Express Ourselves (A)</p> <ul style="list-style-type: none"> explain how people's perceptions and representations of place have changed over time Explain the principles of information sharing Investigate the formation of perception. Analyse the impact of social media <p>How We Express Ourselves (B)</p> <ul style="list-style-type: none"> Compare past and modern tools used for communicating Identify some barriers to communication and suggest ways to overcome them

		<p>Who We Are (B) 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)</p> <p>Where We Are In Place and Time (B) use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</p> <p>talk about the different ways in which family history can be documented</p> <p>determine types of questions that are useful in planning and making a journey</p> <p>create and share his or her own story about being a community member.</p> <p>create graphs and charts to organize and interpret information.</p> <p>How We Organise Ourselves (B)</p> <p>reflect on a journey he or she has taken and what was learned from it</p> <p>PHASE 2</p> <p>explain how communities have natural and constructed features</p> <p>recognise the components of a local community</p> <p>describe and compare the various communities to which he or she belongs</p> <p>identify the contributions of different members of a community</p> <p>create and share his or her own story about being a community member.</p>	<p>people feel compelled to explore the unknown</p> <p>Examine stories of various explorers of land, ocean, space</p> <p>Evaluate the impact of exploration over time</p> <p>How we organise ourselves (A)</p> <p>Languages and other tools for communicating.</p> <p>Compare past and modern tools used for communicating</p> <p>Explore local and international languages and how they influence communication</p> <p>Identify some barriers to communication and suggest ways to overcome them</p> <p>Effect of languages on development and understanding/ How languages promote developmental understanding among people.</p>			<ul style="list-style-type: none"> compare and contrast current family experiences with those of a previous generation assess which aspects of past civilisations have had the most impact on the present day, using evidence from a variety of sources 		<ul style="list-style-type: none"> predict societal and technological changes in the future. examine the impact of particular technologies on sustainability describe the connection between human needs and wants and technological development reflect on the role of technology in his or her own life. <p>Where We Are In Place And Time (B)</p> <ul style="list-style-type: none"> reflect upon how beliefs affect the individual and society. identify reasons why people migrate analyse ways that people adapt when they move from one place to another identify the long-term and short-term effects of migration predict societal and technological changes in the future. analyse how available technology influences people's abilities to navigate identify and describe examples in which technology has changed the lives of people examine the impact of particular technologies on sustainability develop values and appreciate diversity through the attributes of the IB Learner Profile.
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						<p>How The World Works (A)</p> <ul style="list-style-type: none">• analyse information about past technological advances and societal systems• assess which aspects of past civilisations have had the most impact on the present day, using evidence from a variety of sources• predict societal and technological changes in the future.• 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• identify and describe examples in which technology has changed the lives of people• examine the impact of particular technologies on sustainability• 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 his or her own life.
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							<p>How We Express Ourselves (B)</p> <ul style="list-style-type: none"> • Explore different forms of art • Art as a means of communication • Identify ways art can influence people. • Individual actions that have impacted the world positively 	
<p>Human and Natural Environments</p> <p><i>The study of the distinctive features</i></p>		<p>How We organize ourselves</p> <p>Discuss natural environments that are important to the student and their features (beach: has sand, etc...)</p>	<p>Where we are in place and time (A)</p> <p>Environment, cultural influences and local needs determine the design of people's homes.</p> <p>present the type of home that reflects who he or she is.</p> <p>identify factors that influence where people live and what their homes are like</p> <p>research and compare homes in different cultures</p> <p>express his or her understanding of what a home is</p>	<p>Where we are in place and time (B)</p> <p>All places on Earth have special features that distinguish them from other places</p> <p>analyse ways in which humans use the natural environment (for example, recreation, settlements)</p> <p>describe the natural features of local and other environments</p> <p>compare and contrast the functions of public and private places.</p> <p>identify or generate a question or problem to be explored in relation to human impact on the local, natural environment.</p>	<p>How the world works:</p> <p>Describe how weather and climate conditions affect the activities of humans.</p> <p>Explain how humans have innovated to allow them to survive in different climates.</p> <p>How We Organise Ourselves (B)</p> <ul style="list-style-type: none"> • demonstrate how various public places serve the needs of people in a community • identify and describe the functions of various public places in the community 	<p>Sharing the planet:</p> <p>Identify human actions that impact on animals' habitats in Mauritius and another place.</p>	<p>Where we are in place and time:</p> <p>Explain that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest</p>	<p>Where we are in place and time:</p> <p>Identify ways of exploring.</p> <p>Identify reasons that motivated explorers</p>

<p><i>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.</i></p>		<p>Describe natural environments (for example, through writing, art, or role play)</p> <p>Identify and describe the functions of various public places in the community</p>				<p>Explain the consequences of human actions on animal habitats in Mauritius.</p> <p>Where we are in place and time: Explain the concept of location.</p> <p>Describe the natural and manmade features of local and other environments.</p> <p>Analyse ways in which humans use the natural environment (for example, recreation, settlement, resource collection).</p> <p>Describe the influence of landforms and geographic features on human population and cultures.</p> <p>Identify a variety of countries, continents, physical features, and bodies of water around the world.</p>	<p>Where We Are In Place And Time (A)</p> <ul style="list-style-type: none"> explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry). 	<p>(economic, political, curiosity).</p> <p>Identify the effect that an explorer's discoveries had on their culture, history, trade, etc...</p> <p>Explain how the contributions of an explorer influenced the present world.</p> <p>How the world works: Explain the impact of natural disasters on human communities.</p> <p>Demonstrate ways to prepare yourself and your family for a natural disaster (emergency plans and supplies, safe places to be, signs of a natural disasters).</p>
<p>Resources and the environment</p> <p><i>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.</i></p>	<p>Sharing the planet: Explore the relationship between humans and the ocean.</p>	<p>Sharing the planet: Explore the relationship between humans and animals in our environment.</p> <p>Explore our responsibility towards animals.</p> <p>How we express ourselves:</p> <p>Explore the relationship between nature and humans.</p> <p>Explore our responsibility towards nature.</p>	<p>Sharing the planet: Explore our responsibility towards plants.</p> <p>Identify products that are made from plants.</p> <p>Give reasons why plants are important to humans.</p> <p>Sharing the planet (B) Our personal choices can change our environment.</p> <p>explain the different roles of people in the recycling process</p> <p>reflect on and self-assess his or her personal use of natural resources.</p> <p>critique the methods of waste management in his or her immediate environment</p>	<p>Sharing the planet: Diagram the waste cycle.</p> <p>Examine what happens to waste that does not decompose.</p> <p>Analyze the effect of non-decomposable products on the environment (local and global).</p> <p>Identify alternatives to using products that do not decompose (reuse, reduce, recycle, refuse, rethink).</p> <p>Evaluate our responsibilities as global citizens to reduce waste.</p> <p>Recognize how decisions about the environment can adversely affect the</p>	<p>Sharing the planet: Analyse systems of fresh water storage and usage, both natural and human-made</p> <p>Identify freshwater issues and propose strategies for responsible, equitable water use</p> <p>Identify issues related to lack of fresh water (disease, drought, etc...)</p> <p>How the world works: Explain how simple machines impact on daily life.</p> <p>How We Express Ourselves (B)</p> <ul style="list-style-type: none"> describe the natural features of local and other environments analyse ways in which humans use 		<p>Sharing the Planet Explain why access to energy is essential for meeting our needs.</p> <p>Explain Maslow's hierarchy of needs and how it impacts on the competition for resources.</p> <p>Identify the amount of energy we use daily (environmental footprint).</p> <p>Analyse the advantages and disadvantages of using different forms of energy.</p> <p>How we organise ourselves: Distinguish among human, natural, and capital resources.</p>	<p>Sharing the Planet: Explain how human activities can have positive or adverse effects on local and other environments.</p> <p>Assess the benefits that human societies derive from biodiversity.</p> <p>Where We Are In Place And Time (A)</p> <ul style="list-style-type: none"> explain how supply and demand are affected by population and the availability of resources. analyse how individuals and communities needs and/or wants are met assess settlement patterns and population distribution in

			<p>create a list of practices that could be used to maintain natural resources at home and in school</p>		<p>the natural environment (for example, recreation, settlements)</p> <ul style="list-style-type: none"> • identify or generate a question or problem to be explored in relation to human impact on the local, natural environment. 		<p>How We Organise Ourselves (B)</p> <ul style="list-style-type: none"> • develop criteria for ethical practices regarding products and services <p>Where We Are In Place And Time (A)</p> <ul style="list-style-type: none"> • assess settlement patterns and population distribution in selected regions, areas or countries 	<p>selected regions, areas or countries</p> <ul style="list-style-type: none"> • identify reasons why people migrate • analyse ways that people adapt when they move from one place to another
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				<p>future quality of people's lives.</p> <p>Sharing the planet (B) Our daily lives create waste which may affect our environment.</p> <p>explain the different roles of people in the recycling process</p> <p>critique the methods of waste management in his or her immediate environment</p> <p>examine the impact of technological advances in transport on the environment.</p> <p>describe the natural features of local and other environments</p> <p>identify or generate a question or problem to be explored in relation to human impact on the local, natural environment.</p> <p>How we organise ourselves: Explain the importance of farms to humans.</p> <p>Identify the source materials of a variety of products.</p>	<p>Sharing The Planet (B)</p> <ul style="list-style-type: none"> • reflect on and self-assess his or her personal use of natural resources. • create a list of practices that could be used to maintain natural resources at home and in school • discuss what is meant by a limited resource. • explain people's responsibilities regarding the use of resources from the environment. 			
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<p>Social Studies Skills</p>	<p>By the end of K1, learners will:</p> <ol style="list-style-type: none"> 1. Express wonderings or ask questions about a person or event of personal significance. 2. Express wonderings about or ask questions about the natural and physical environment. 3. Use imaginative play to develop an awareness of the world around them. 	<p>By the end of K2/3, learners will:</p> <ol style="list-style-type: none"> 1. Express wonderings or ask questions about a person or event of personal significance. 2. Express wonderings about or ask questions about the natural and physical environment. 3. Use imaginative play to develop an awareness of the world around them. 4. Explore and share instances of change and continuity in their personal lives and their family; 5. Use world maps, atlases and/or globes to find relevant information. 	<p>By the end of Grade One, learners will:</p> <ol style="list-style-type: none"> 1. Express wonderings or ask questions about a person or event of personal significance; 2. Express wonderings about or ask questions about the natural and physical environment; 3. Draw information from, and respond to, stories about the past from geographical and/or societal sources; 4. Use world maps, atlases and/or globes to find relevant information; 5. Use simple fieldwork and observational skills to study the local environment. 	<p>By the end of Grade Two, learners will:</p> <ol style="list-style-type: none"> 1. Express wonderings or ask questions about a person or event of personal significance; 2. Express wonderings about or ask questions about the natural and physical environment; 3. Draw information from, and respond to, stories about the past from geographical and societal sources; 4. Recognize important events in their own lives, and how times and change affect people; 5. Explore similarities and differences between the past and the present. 6. Use simple fieldwork and observational skills to study the geography of the local environment. 7. Use maps and graphs, tables, and diagrams to read and display geographic information 	<p>By the end of Grade Three, learners will:</p> <ol style="list-style-type: none"> 1. Ask questions to extend understanding of the past, and of the human and natural environment. 2. Formulate and ask questions about the past, the future, and places. 3. Access first- and second-hand sources of information. 4. Explore similarities and differences between the past and the present. 5. Interpret place and time using tools such as timelines. 	<p>By the end of Grade Four, learners will:</p> <ol style="list-style-type: none"> 1. Ask questions to extend understanding of the past, and of the human and natural environment. 2. Formulate and ask questions about the past, the future, and places. 3. Access first- and second-hand sources of information. 4. Sequence events and routines in chronological order 5. Interpret place and time using tools such as maps and timelines. 6. Assess the accuracy, validity and possible bias of sources. 	<p>By the end of Grade 5, learners will:</p> <ol style="list-style-type: none"> 1. Ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society. 2. Formulate and ask questions about the past, the future, and places. 3. Identify relevant, reliable and useful information, including the internet and multimedia, and decide on appropriate ways to use it. 4. Access a range of first- and second-hand sources of information from various places and/or points in history. 5. Predict future events by analyzing reasons for events in the past and present. 6. Assess the accuracy, validity and possible bias of sources. 	<p>By the end of Grade 6, learners will:</p> <ol style="list-style-type: none"> 1. Ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society. 2. Formulate and ask questions about the past, the future, and places. 3. Identify the uses and limitations of a variety of information sources. 4. Access a range of first- and second-hand sources of information from various places and/or points in history. 5. Sequence personal history in chronological order; 6. Predict future events by analyzing reasons for events in the past and present; 7. Describe the impact of advances in technology over time, on individuals, society and the environment. 8. Assess the accuracy, validity and possible bias of sources.
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