Primary Years Programme

Social studies scope and sequence
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SWITZERLAND
Social studies inquiry

To plan social studies inquiry, teachers must consider the following questions.

- What do we want students to learn?
- What do teachers need to learn about this topic?
- How best will students learn?
- How will we know what students have learned?

What do we want students to learn?

The social studies scope and sequence framework identifies some of the central ideas considered significant in the Primary Years Programme (PYP). It is these central ideas, taken from the Sample programme of inquiry 2003, that drive the inquiry. When schools use their own programme of inquiry, they should ensure that a breadth and balance of social studies content is covered through the units of inquiry. Here, the content is arranged into three main strands: history, geography and society.

History is the study of what we think is important about the human past. Through it we develop an understanding of the past, its influences on the present and its implications for the future. Geography considers the relationship between people and their environment, both natural and built. Through it we develop a sense of place and an understanding of human interaction with the Earth’s surface and resources. Society is the study of people and their relationships in society. Through it we develop an understanding of the ways in which individuals, groups and societies interact with each other and how their values shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

Although these strands are considered separately, in practice they are inextricably linked. Social studies is essentially about people: how they think, feel and act; how they interact with others; their beliefs, aspirations and pleasures; the problems they have to face; how and where they live (or lived); how they interact with their environment; the work they do and how they organize themselves.

Social studies provides opportunities for students to look at and think about human behaviour realistically, objectively and with sensitivity. It aims to guide students and teachers towards a deeper understanding of themselves and others, and of their place in an increasingly global society.

The social studies curriculum provides opportunities for students to:

- learn how to ask compelling and relevant questions that can be researched
- gain a secure understanding of their own identity and their place in the world
- develop an understanding of other cultural groups and an appreciation of other ideas and beliefs
- gain knowledge that is of genuine importance in understanding the human condition, through the exploration of themes that have significance for all students in all cultures
- gain conceptual understanding through participating in learning experiences that foster sensitivity, creativity and initiative, leading to socially responsible action
- gain a sense of time and place in relation to their own experience and the experience of other people
- gain an understanding of humankind’s role in and dependence on the natural world, and learn to apply this knowledge in responsible ways.
What do teachers need to learn about this topic?

A rich and well-assimilated experience of the cultural groups with which students identify provides learners with a secure sense of who they are. It also enables them to gain an understanding of other groups and the ways in which culture influences people’s perceptions and responses to events, issues and circumstances. An exploration of the influence of the movement of people and the spread of technology helps to explain how and why cultures adapt and change.

Social studies deals with the relationship between people and the environment, investigating natural processes as well as how human beings influence the environment both positively and negatively. It is concerned with the development of a sense of place in a local, regional, national and global setting. Social studies aims to promote a love of the environment and a sense of responsibility towards caring for and protecting it, in the students’ own interests and in the interests of future generations.

Social studies provides opportunities to explore the relationship between events and people, leading to an understanding of time, continuity and change through learning experiences that draw on past, present and possible future settings. Through this exploration, learners become aware that past experiences and actions are perceived and interpreted differently, and this influences people’s views and actions in the future.

Teachers can use the eight key concepts and related questions (Figs 5 and 6 Making the PYP happen) to guide their own inquiry. Sample questions for each unit of inquiry have been provided to show how this can be done. By engaging in inquiry themselves, teachers will not only achieve a deeper understanding of social studies issues but will also be a model for their students by assuming the role of “teacher as learner”.

The sample activities described in the scope and sequence are provided as examples of how to build social studies ways of knowing into transdisciplinary units. Teachers should regard these as prompts for developing suitable activities to address the central ideas of their units of inquiry. Personal knowledge of the subject matter is of key importance. What teachers themselves understand, shapes how well they select from activities and texts available, and how effectively they guide their students’ inquiry.

How best will students learn?

Students learn best through:

- purposeful, open-ended inquiry
- active involvement in the construction of meaning
- teachers’ questions that address a range of key concepts
- structuring their own questions to ensure personal relevance and to help to drive the inquiry
- collaborative planning and learning
- an approach that encourages and seeks connections
- understanding that the parts of something can only be fully understood in relation to the whole
- teachers who engage in inquiry themselves, modelling the process for students.

What is happening in social studies in the PYP context?

While the teacher has a clear understanding of the elements of social studies learning, the students are exploring social studies in a holistic environment. They are applying transdisciplinary skills: using the sign systems of language, mathematics and the arts to describe and interpret their findings, and making connections with other aspects of their learning in and out of school.

The classroom environment reveals the value that is placed on students’ learning. Interesting and varied displays of work, using a range of media, reflect the understanding and individuality of the
students. Students and teachers have ready access to a rich variety of resources to support learning. Classroom organization allows for a range of different learning situations. Students are at ease and in control of their own learning *environment*. There is ample evidence that learning outside of the classroom is valued and relevant. Units of inquiry incorporate visits and visitors, capitalizing on the wealth of learning opportunities within the local *community*.

**How will we know what students have learned?**

We will know what students have learned by:

- identifying their existing levels of knowledge, skills and understanding
- identifying desired learning outcomes
- observing and recording formative learning throughout a unit of inquiry
- carrying out summative assessments directly related to the desired outcomes at the conclusion of a unit
- observing longer-term changes of behaviour towards *community* and *environment*.

If successful learning in social studies has taken place, the students should be able to select key ideas and significant understanding from the data acquired for a unit of inquiry. They should be able to frame genuine, open-ended questions worthy of sustained research. As they conduct their inquiries, they should be able to provide accurate information, valid explanations and empathetic understandings. They should be able to identify possible causes of an issue, choose a solution and determine appropriate action to be taken. Through these processes, they should develop the habits and attitudes of successful lifelong learners.

Record keeping should be simple and readily accessible to the teacher and the student. Examples of significant progress or developments in social studies understanding should be included in the student’s portfolio.

* See glossary for explanation of italicized terms.
Glossary of PYP social studies terms

**anecdotal records**  
Teacher’s record of dated comments, documenting students’ actions and responses, and showing growth over time.

**built environment**  
The buildings and structures in which people live and work, and patterns of activity arising from their use.

**community**  
A group of people living in a particular place; a group that has certain attitudes, interests or beliefs in common.

**culture(s)**  
Understanding, patterns of behaviour, practices and values shared by a group of people.

**EAL**  
English as an additional language.

**environment**  
Physical surroundings in which a person, animal or plant exists.

**graphic organizer**  
A visual representation of information.

**natural environment**  
The natural world as a whole or in a particular geographical region.

**pictograph**  
A graph that uses pictures or symbols to represent the data.

**picture file**  
A collection of pictures related to a particular theme that can be used to capture students’ interest and introduce a unit.

**relationship charts**  
Graphic and/or symbolic ways of demonstrating the connections between two or more things.

**values**  
Principles or standards; judgments of what is important or valuable in life.

**Venn diagram**  
A visual organizer that is usually used to compare items. It generally displays the similarities, differences and commonalities between the items.
Recommended resources

Teachers involved in developing the social studies scope and sequence have suggested the following resources.


Overall expectations

Social studies learning will take place within the context of the organizing themes (who we are, where we are in place and time, how we express ourselves, how we organize ourselves, and sharing the planet). These organizing themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating transdisciplinary learning that has significance for all children in all cultures. Children will experience the organizing themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives. This document relates to the units of inquiry included in the 3–4 and 4–5 year age ranges in the Sample programme of inquiry 2003.

In this age range, children will gain an understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will gain an increasing awareness of themselves in relation to the various groups to which they belong. They will gain a sense of place and the reasons why particular places are important to people. They will also gain a sense of time and recognize important events in their own lives, and how time and change affect people’s lives. In addition, children will have the opportunity to identify and reflect on the organizing themes, through the central ideas defined in the programme of inquiry, by making connections between the questions asked and the concepts that should be driving the inquiry. The children will become aware of the relevance these concepts have to all of their learning.

Social studies perspective

Social studies is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to an understanding of human activity. For the purpose of this scope and sequence, the strands have been grouped as follows (Fig 11 Making the PYP happen).

History

The study of what we think is important about the human past. Through it we develop an understanding of the past, its influences on the present and its implications for the future.

Geography

The study of the relationship between people and their environment, both natural and built. Through it we develop a sense of place and an understanding of human interaction with the Earth’s surface and resources.

Society

The study of people and their relationships in society. Through it we develop an understanding of the ways in which individuals, groups and society interact with each other and how their values shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

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<td>— All activities contribute to the understanding of the central ideas and utilize transdisciplinary skills (Fig 14 Making the PYP happen).</td>
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<td><strong>Title of unit</strong></td>
<td><strong>Central idea</strong></td>
<td><strong>Strand</strong></td>
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<td>Who we are</td>
<td>Who am I?</td>
<td>Every day I can learn about who I am and what I can do.</td>
<td>Society</td>
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<tr>
<td><strong>Related social studies concepts could include:</strong></td>
<td>— self</td>
<td>— cultures.</td>
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<td><strong>How have you changed since you were a baby?</strong></td>
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<td>— connection</td>
<td>— function</td>
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<td>— personal history</td>
<td>— chronology.</td>
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Sample activities and assessments for this unit can also be found in the Personal and social education scope and sequence.

A sample planer for this unit can also be found in The PYP in the Early Childhood Years (3–5 years).

Collate picture files using advertising catalogues, photographs, old calendars, commercial resources etc.

These books have been recommended by teachers: Curious George, by Margaret and H.A. Rey. Sadie and the Snowman, by Allen Morgan et al. Morgan the Magnificent, by Ian Wallace.

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Sample activities and assessments for this unit can also be found in the Personal and social education scope and sequence.

As young children adjust to school life, it is vital that parents and caregivers are closely involved in helping them to make the transition. By establishing strong links with their homes and previous experiences, children have a sense of school as a natural extension of their lives.

This book has been recommended by teachers: Guess the baby, by Simon French and Donna Rawlins.
### What do we want children to learn?

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### Organizing theme

**How we organize ourselves**

**Title of unit**

Schools are organized to help us learn and live together.

**Central idea**

People need families and friends.

**Strand**

Society

**Related social studies concepts could include:**

- systems
- self
- communities.

### Sample questions

- What is a family? *form*
- What is a friend? *form*
- How do family members help each other? *function*
- What do we do with our families and friends? *connection*
- How does this help us grow and learn? *reflection*

### Sample activities

- Create a family book with photos or pictures of parents, grandparents etc. The teacher writes captions for the pictures.
- Children use a variety of media (paint, crayon, pastels, dye) to produce family portraits.
- In dramatic play, children role play aspects of family life.
- The teacher reads a story and the class makes connections with how this relates to being a family, what attitudes the characters are showing and how this relates to the student profile.
- Children develop relationship charts to show how children relate to family or friends.
- Daniel ← is the friend of → Joshua. Laura ← is the friend of → Kris

### Sample assessments

- Photographs of portraits created by the children could be placed in the children’s portfolios. These should be dated and annotated with teacher observations of the processes and discussion involved in producing and talking about the portrait.
- Videotape the role plays. Observe and analyse the videotape for understanding of family roles.
- Children create relationship charts and diagrams to show the different ways they can relate to their families and friends. The teacher keeps anecdotal records of children making connections between themselves and their families or friends.

### Sample activities and assessments for this unit can also be found in The PYP in the Early Childhood Years (3–5 years).

Young children may find it difficult to accept that their work is to be put away in a portfolio. This can be overcome by using photographs or by providing the children with ready access to their portfolios. They can then take ownership and have frequent opportunities to show the contents to family and friends.

Friendship is a sensitive area. Some children do not make friends easily and some children have less need of friendship than others. Children may be devastated when a close friendship ends for any reason. The complexity of young children’s friendships should not be underestimated.

### Organizing theme

**Where we are in place and time**

**Title of unit**

What do children do at school?

**Central idea**

Where people live and what they do

**Strand**

Geography

**Related social studies concepts could include:**

- place
- cultures.

### Sample questions

- Why do we wear clothing? *connection, causation*
- What kind of clothes do you wear? *function*
- How do we decide what to wear? *perspective*
- Why do you think different people wear different types of clothes? *reflection*
- What special clothes do people wear for particular jobs? *function*

### Sample activities

- Using picture books, children select and observe the different types of clothing they notice.
- The teacher displays a picture file of people in special clothing that is associated with different jobs.
- Construct a seasons chart. Give children advertising catalogues and magazines. Ask them to find pictures of people in different types of clothing. Categorize the types of clothing into groups according to seasons.

### Sample assessments

- The teacher keeps anecdotal records to show the children’s ability to identify items of clothing and their uses.
- Children use a Venn diagram to sort various types of clothes that would be worn inside or outside, in summer or winter, casual or “best” etc.
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**Organizing theme**
How we organize ourselves

**Title of unit**
Taking a trip

**Central idea**
Organizing a trip requires planning and working together.

**Strand**
Society

**Related social studies concepts could include:**
- systems
- cooperation.

**What do we want children to learn?**

- What do we need to plan for a trip? causation
- How do we make sure we are safe on our trip? function
- What will help us to have fun on our trip? causation
- How could we keep a record of our trip to share with others? responsibility

**How best will children learn?**

- The whole class brainstorms what is needed to plan a trip. The teacher charts the responses.
- The class develops a time line showing deadlines for various aspects of the process.
- Children create invitations to send to parents to invite them on a trip.
- The teacher records details of the process, including photographs, if possible. The class makes a book and include pictures or photographs of their experience, from the planning stages to the trip, concluding with what happened after they returned to school.

**How will we know what children have learned?**

- Children can place photographs and events in order to explain the process of planning and taking a trip and the follow-up activities that take place.

Sample activities and assessments for this unit can also be found in the Personal and social education scope and sequence.

The children should have the opportunity to participate in the planning process relevant to the particular school. This would include following established procedures such as asking permission from the principal, requesting a bus, paying for the bus, inviting parents etc.
**Overall expectations**

Social studies learning will take place within the context of the organizing themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet). These organizing themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating transdisciplinary learning that has significance for all students in all cultures. Students will experience the organizing themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives. This document relates to the units of inquiry included in the 5–6 and 6–7 year age ranges in the *Sample programme of inquiry 2003*.

In this age range, students will gain an 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 gain a 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. They will gain a sense of time, recognizing important events in their own lives and how time and change affect people. In addition, students will have the opportunity to identify and reflect on the organizing themes, through the central ideas defined in the programme of inquiry, by making connections between the questions asked and the concepts that should be driving the inquiry. The students will become aware of the relevance these concepts have to all of their learning.

**Social studies perspective**

Social studies is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to our understanding of human activity. For the purpose of this scope and sequence, the strands have been grouped as follows (Fig 11 *Making the PYP happen*).

**History**

The study of the relationship between people and their environment, both natural and built. Through it we develop a sense of place and an understanding of human interaction with the Earth’s surface and resources.

**Geography**

The study of the relationship between people and their environment, both natural and built. Through it we develop a sense of place and an understanding of human interaction with the Earth’s surface and resources.

**Society**

The study of people and their relationships in society. Through it we develop an understanding of the ways in which individuals, groups and society interact with each other and how their values shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

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### What do we want students to learn?

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### Organizing theme

**Where we are in place and time**

**Title of unit**

What was it like when you were young?

**Central idea**

Some of our experiences are similar to those of people from older generations.

**Strand**

History

**Related social studies concepts could include:**
- chronology
- personal history.

### Sample questions

<table>
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<tr>
<th>How can we learn about the way things were in the past? reflection</th>
<th>What games did your parents and grandparents like to play that you also like to play? connection</th>
<th>What was different about home and school when your parents and grandparents were young? change</th>
<th>What special stories do your parents and grandparents have to tell? perspective</th>
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<td>The class makes a display of artifacts that represents what parents and grandparents have kept from their childhood and school experiences. Students create a Venn diagram to show a comparison between what school was like for grandparents and what students experience in school today. Ask parents to tell or write their stories to share with the class. Make a class book, in which students record their parents’ childhood memories.</td>
<td>Students compose a letter to parents and/or grandparents asking questions and requesting artifacts from their childhood, or to invite them into the classroom to share their childhood experiences. Students invite parents or grandparents to talk about their own childhood experiences. Students tape-record the interview.</td>
<td>Students can contribute ideas and suggestions to the composition of the letter.</td>
<td>Students present a tape recording to the class. The teacher assesses students’ ability to focus the interview with appropriate questions and share the information with the class. Students create a diptych (fold a piece of paper in half) to record “now and then” on each half of the paper and show each aspect of their study.</td>
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### Sample activities

| Collect and display pictures and books showing a variety of celebrations. Students identify symbols and visual representations of various celebrations. They develop a collage for different celebrations, using advertising catalogues, coloured paper, fabric, crayon, dye, paint, foil, natural materials etc. Students plan a celebration associated with the school or community and make decorations, songs, dances, presentations etc. (This might be associated with a special event in the school such as an anniversary or the opening of a new building.) | Collate portfolio samples to show growth over time. Include teacher- and/or student-selected examples of students’ creative work. Photographs of larger items or work that has been created collaboratively can be included. These should be dated and annotated. | The teacher assesses students’ ability to collaborate in planning for a celebration, and observes students’ social and communication skills. | Sample activities and assessments for this unit can also be found in the *Personal and social education scope and sequence*. Cultural and religious beliefs will influence the ways in which students participate in this unit. Students will have an opportunity to learn more about the traditions and beliefs of different cultures. Different cultural groups celebrate different events in different ways, including some groups that do not celebrate in an overt manner. Parents should be made aware of forthcoming units in order to participate in a way in which they feel comfortable. |

### How will we know what students have learned?

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<td><strong>Title of unit</strong> Celebrate!</td>
<td><strong>Central idea</strong> Families recognize important personal and cultural events through celebrations and traditions.</td>
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**Strand** Society

**Related social studies concepts could include:**
- cultures
- communities.
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**Organizing theme**  
How we organize ourselves  
**Title of unit**  
Going places  
**Central idea**  
People choose different types of vehicles to get from one place to another.  
**Strand**  
Society  
**Related social studies concepts could include:**  
- systems  
- built environment.

<table>
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<th>What kinds of transport do you use? form</th>
<th>Why might people choose different types of transport? causation</th>
<th>Where have you been and how did you get there? causation</th>
<th>What kind of energy is required for different modes of transport? function</th>
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**Organizing theme**  
Where we are in place and time  
**Title of unit**  
Public places  
**Central idea**  
Public places serve the needs of the community.  
**Strand**  
Geography  
**Related social studies concepts could include:**  
- built environment  
- natural environment  
- systems  
- communities.

<table>
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<th>What are some places in our community that everyone is allowed to use? function</th>
<th>What do people use these places for? function</th>
<th>How do these places differ from homes? connection</th>
<th>Why do communities create public places and spaces? causation</th>
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<td>Why who is responsible for the care of these public places? responsibility</td>
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How we organize ourselves  
**Title of unit**  
From field to table  
**Central idea**  
Many foods need to be transported and/or processed before they reach our tables.  
**Strand**  
Geography  
**Related social studies concepts could include:**  
- systems  
- distribution.

<table>
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<tr>
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**Organizing theme**  
Where have you been and how did you get there? causation  
**Title of unit**  
Public places  
**Central idea**  
Public places serve the needs of the community.  
**Strand**  
Geography  
**Related social studies concepts could include:**  
- built environment  
- natural environment  
- systems  
- communities.

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<tr>
<th>What are some places in our community that everyone is allowed to use? function</th>
<th>What do people use these places for? function</th>
<th>How do these places differ from homes? connection</th>
<th>Why do communities create public places and spaces? causation</th>
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<td>Why who is responsible for the care of these public places? responsibility</td>
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## What do we want students to learn?

### Central ideas

The central ideas must be carefully addressed to ensure that learners understand them completely. The central ideas below have been taken from the Sample programme of inquiry 2003.

### Sample questions

The sample questions contribute to an understanding of the central ideas and transdisciplinary skills. They can be linked to a key concept (Fig 5 Making the PYP happen). Examples are noted below in bold.

### Sample activities

All activities contribute to the understanding of the central ideas and utilize transdisciplinary skills (Fig 14 Making the PYP happen).

### Sample assessments

Assessments should be directly linked to the understanding of the central ideas. Students should be given the opportunity to demonstrate their understanding in a variety of ways.

## Resources and comments

Teachers should find ways to ensure EAL learners understand tasks and expectations. Visual prompts facilitate understanding for all learners.

## Organizing theme

Sharing the planet

## Title of unit

Reduce, reuse, recycle

## Central idea

Our personal choices can change our environment.

## Strand

Society

## Related social studies concepts could include:

- natural environment
- systems
- communities.

## What is waste?

**form**

What is waste?

**function**

What happens to waste?

**responsibility**

How can our choices affect the waste we produce?

**reflection**

What will happen if people don’t take responsibility for the waste they produce?

## Design posters or displays using recycled materials to encourage ways to reduce waste. Monitor the waste from the classroom throughout the year.

## Individually, students monitor the waste produced at home and develop a plan of action for reducing waste.

## Students sort classroom waste into categories that can be recycled or not recycled and explain the processes required.

As an ongoing assessment the teacher observes the students’ ability to maintain responsible attitudes over a sustained period.

Sample activities and assessments for this unit can also be found in the Science and technology scope and sequence.

This unit provides an ideal opportunity for students to increase their awareness of the importance of their own actions, as well as promoting school-wide, ongoing attitudes of environmental care.

All activities and assessments should model concern for the environment (eg using recycled paper, discarded materials such as plastic containers and cardboard boxes for their posters and displays).
Overall expectations

Social studies learning will take place within the context of the organizing themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet). These organizing themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating transdisciplinary learning that has significance for all students in all cultures. Students will experience the organizing themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives. This document relates to the units of inquiry included in the 7–8 and 8–9 year age ranges in the Sample programme of inquiry 2003.

In this age range, 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 deepen their understanding of how people influence and are influenced by the places in their environment. Students will gain an appreciation of 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. In addition, students will have the opportunity to identify and reflect on the organizing themes, through the central ideas defined in the programme of inquiry, by making connections between the questions asked and the concepts that should be driving the inquiry. The students will become aware of the relevance these concepts have to all of their learning.

Social studies perspective

Social studies is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to our understanding of human activity. For the purpose of this scope and sequence, the strands have been grouped as follows (Fig 11 Making the PYP happen).

History

The study of what we think is important about the human past. Through it we develop an understanding of the past, its influences on the present and its implications for the future.

Geography

The study of the relationship between people and their environment, both natural and built. Through it we develop a sense of place and an understanding of human interaction with the Earth’s surface and resources.

Society

The study of people and their relationships in society. Through it we develop an understanding of the ways in which individuals, groups and society interact with each other and how their values shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

What do we want students to learn?

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Organizing theme

Who we are

Title of unit

Give and take

Central idea

Listening to other people’s perspectives and communicating our own points of view help us live together better.

Strand

Society

Related social studies concepts could include:

- self
- systems
- cultures.

What natural landforms are in our region? form

What are other landforms that you do not see in our region? form

Why do people live here? causation

What is unique or special about this area? perspective

What do people think, feel and act in different ways? perspective

What can happen when people take more than they give? causation

What are some ways we can resolve conflicts fairly? responsibility

Who tries to help when there are disagreements between countries? connection

What is peace? form

The teacher describes a typical playground scene where conflict has occurred. For example, two groups of students run to the playing field. One group wants to play baseball and the other group wants to play football. They both insist that they were there first and should be allowed to play the game of their choice. Students recall similar incidents where conflict has arisen and consider how different people think, feel and act.

In small groups, students role play situations where some people are taking more than they are giving. Students reverse roles and consider multiple perspectives.

Students create a map or 3-D model to show the different types of natural landforms in their region.

The teacher establishes a connection with a PYP school in another part of the world. Students write letters or e-mails to find out about the natural landforms that are in another region, and make comparison charts.

Students interview family members about why they live where they do. Students record the responses and share their information with the rest of the class.

Students collate information about the landforms in their local region and present it in written and graphic form, including maps, charts, graphs and written reports.

The teacher assesses students’ ability to formulate questions to gain information and share their responses with the class.

This unit should include the development of appropriate map-reading skills, according to the previous experience of students.

See also Drama scope and sequence.

Organizing theme

Where we are in place and time

Title of unit

A sense of place

Central idea

All places on Earth have special features that distinguish them from other places.

Strand

Geography

Related social studies concepts could include:

- natural environment
- built environment
- place.

What are other landforms that you do not see in our region? form

Why do people live here? causation

What is unique or special about this area? perspective

Students can identify examples of potential conflict situations. They show how they have become aware of different perspectives, how these influence people’s actions and the alternative actions that will help to resolve conflict.

Sample activities and assessments for this unit can also be found in the Personal and social education scope and sequence.

See also Drama scope and sequence.

Teachers may choose to extend this unit beyond the students’ local environment and investigate the effects of conflict and conflict resolution on a wider scale.

Notes for teachers

* See glossary for explanation of italicized terms.
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<td>Organizing theme How the world works</td>
<td>What materials do people use for buildings in our region? function</td>
<td>Create a picture file showing a variety of buildings and building materials from around the world. Ask students and parents to contribute to the picture file by saving pictures from magazines, calendars, travel brochures etc. In groups, or as a class, trace the source of building materials used in the local region. Visit historical sites to see how buildings have been constructed traditionally.</td>
<td>Students can produce written and illustrated reports describing how and why building materials are specific to a region, and how this influences the design of buildings. They can provide examples of how buildings differ in different regions and the reasons for the differences.</td>
<td>Sample activities and assessments for this unit can also be found in the Science and technology scope and sequence.</td>
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<tr>
<td>Title of unit Architecture and design</td>
<td>Where do the materials come from? connection</td>
<td></td>
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<tr>
<td>Central idea The properties of construction materials influence the design of buildings and structures.</td>
<td>How does the type of material affect the type of buildings that we have in our region? causation</td>
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<tr>
<td>Strand Geography</td>
<td>How are the buildings in our region different from buildings in other regions? causation</td>
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<td>Related social studies concepts could include:</td>
<td>• build environment</td>
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<td></td>
<td>• chronology</td>
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<td>Organizing theme How we organize ourselves</td>
<td>Where do people work? form</td>
<td>Brainstorm where people go to work and discuss places that could be selected for study. Once a workplace has been determined, students interview and/or observe people in that workplace to determine what they are accomplishing and why they are doing this job. Students draw pictures or take photographs of a person using tools or equipment for his or her trade and write how this equipment is used in the job.</td>
<td>Students produce a written report, explaining what they learned from their observations and interviews, including information about how (or if) jobs in a particular workplace are interdependent.</td>
<td>Sample activities and assessments for this unit can also be found in the Personal and social education scope and sequence.</td>
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<td>Title of unit Workplaces</td>
<td>What is the purpose of a particular workplace? function</td>
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<td>Central idea The workplace is an organization where people share responsibility towards a common purpose.</td>
<td>What tools or skills are needed for this job? function</td>
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<td>Strand Society</td>
<td>What responsibility do people have for specific jobs? responsibility</td>
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<td>Related social studies concepts could include:</td>
<td>Would you like to work here? perspective</td>
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<td>Organizing theme Where we are in place and time</td>
<td>What are some of the important experiences your parents or grandparents have had? form</td>
<td>Read historic fiction such as Little House on the Prairie and ask students to identify relevant experiences that changed the lives of the family in the story. Following a class discussion of different experiences that families have, students write letters to their parents and grandparents asking them to tell stories about their significant experiences. Using photographs and stories and artifacts from home, create a class museum.</td>
<td>Students can identify features that remain constant in some families throughout generations (eg religious beliefs, cultural customs, celebrations, names), and other aspects that have changed. Students can describe an influential experience and explain how this led to change.</td>
<td>Sample activities and assessments for this unit can also be found in the Personal and social education scope and sequence.</td>
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<td>How did these experiences influence their lives? causation</td>
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<td>Central idea Family histories provide an insight into culture, family and the individual.</td>
<td>How have their experiences influenced you? connection</td>
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<td><strong>Title of unit</strong>&lt;br&gt;Communities</td>
<td><strong>Why did our community grow here?</strong>&lt;br&gt;causation</td>
<td><strong>Brainstorm services and systems in a community</strong> followed by a class walk around the community close to the school.</td>
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<td><strong>Central idea</strong>&lt;br&gt;Communities provide services and systems to allow them to work.</td>
<td><strong>What makes our community work?</strong>&lt;br&gt;function</td>
<td>Students reflect on the essential but less-obvious systems required by a community, such as waste disposal.</td>
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<td><strong>Strand</strong>&lt;br&gt;Society</td>
<td><strong>How are decisions made in a community?</strong>&lt;br&gt;function</td>
<td>Students participate in a group debate about a specific scenario (eg building on parkland) with some of the students role playing positions of authority in the community.</td>
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<td>Students construct maps and write and illustrate reports detailing the systems and services that enable the community to function. Observe how accurately students identify systems and services.</td>
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<td>Students prepare for their roles as community leaders, showing awareness of multiple perspectives and the need for negotiation in order to reach fair decisions.</td>
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<td><strong>Where do we get the water we use?</strong>&lt;br&gt;connection</td>
<td>Students conduct research from books and the Internet on fresh water sources worldwide.</td>
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<td><strong>Title of unit</strong>&lt;br&gt;Finite resources—inefinite demands: case study (water)</td>
<td><strong>What do we use water for?</strong>&lt;br&gt;function</td>
<td>Students investigate sources of water in the local community and write a description of where the water comes from, including photographs, diagrams and maps.</td>
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<td><strong>Central idea</strong>&lt;br&gt;Our planet has limited resources that are unevenly distributed.</td>
<td><strong>How can we make (and keep) water safe to use?</strong>&lt;br&gt;function, responsibility</td>
<td>Students measure the volume of water used at home and school and graph the results, showing the amount used for different tasks.</td>
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<td><strong>Strand</strong>&lt;br&gt;Geography</td>
<td><strong>How can we change the way we use water to conserve it for the future?</strong>&lt;br&gt;reflection</td>
<td>Students present in map/graphic form their knowledge of the sources of water.</td>
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<td>Students can develop a set of recommendations about specific water conservation suggestions and write letters to their families and their school. Understanding of the concepts of water necessity, use and conservation can be assessed through student charts, graphs, presentation, writing and their water action plans.</td>
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In this age range, students will investigate 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. Students will gain an appreciation of how cultural groups may vary in their customs and practices, but reflect similar purposes. They will deepen their understanding of how people influence and are influenced by places in the environment. They will appreciate 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. They will extend 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 and why different systems for the exchange of goods and services have developed. In addition, students will have the opportunity to investigate and reflect on the organizing themes, through the central ideas defined in the programme of inquiry, by making connections between the questions asked and the concepts that should be driving the inquiry. The students will become aware of the relevance these concepts have to all of their learning.

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### Sample programme of inquiry 2003

The study of who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. These organizing themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating transdisciplinary learning that has significance for all students in all cultures. Students will experience the organizing themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives. This document relates to the units of inquiry included in the 9–10, 10–11 and 11–12 year age ranges in the Sample programme of inquiry 2003.

In this age range, students will investigate 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. Students will gain an appreciation of how cultural groups may vary in their customs and practices, but reflect similar purposes. They will deepen their understanding of how people influence and are influenced by places in the environment. They will appreciate 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. They will extend 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 and why different systems for the exchange of goods and services have developed. In addition, students will have the opportunity to investigate and reflect on the organizing themes, through the central ideas defined in the programme of inquiry, by making connections between the questions asked and the concepts that should be driving the inquiry. The students will become aware of the relevance these concepts have to all of their learning.

### What do we want students to learn?

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<th>Sample activities</th>
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<th>Notes for teachers</th>
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<td><strong>Human rights and responsibilities</strong></td>
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<td><strong>In an attempt to meet human needs, societies have determined human rights and responsibilities.</strong></td>
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<td><strong>Strand</strong></td>
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### Sample activities

- Students survey other classes to find out about their classroom rights and responsibilities. They construct a chart to show similarities and differences among classes and discuss why these similarities and differences exist.
- Students are given a copy of the United Nations Rights of the Child and discuss how these rights relate to them.
- The class selects an aspect of school or community life related to human rights, such as education or free speech, and decides what needs to happen to protect this right.

### Sample assessments

- Students show an understanding that having their rights protected means that they must also be responsible for their actions.
- Students can relate the United Nations Rights of the Child to their own situation.
- Students should be given the opportunity to demonstrate their understanding in a variety of ways.

### Notes for teachers

- Teachers should find ways to ensure EAL learners understand tasks and expectations. Visual prompts facilitate understanding for all learners.
- Sample activities and assessments for this unit can also be found in the Personal and social education scope and sequence.
- See also Mathematics scope and sequence.

Depending on the needs and interests of the class, this unit may focus primarily on the students’ personal issues or may be broadened to include the work of organizations such as the United Nations in protecting human rights.

United Nations web sites: unicef.org www.un.org/Pubs/CyberSchoolBus

These read-aloud texts have been recommended by teachers: Migrant Worker: A Boy from the Rio Grande Valley, by D Hoyt Goldsmith Little House on the Prairie, by L Ingalls Wilder. Amelia’s Road, by L Jacobs Altman.

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*See glossary for explanation of italicized terms.*
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<td><strong>Organizing theme</strong></td>
<td>How has technology changed people’s working lives? <strong>change</strong></td>
<td>Create a class museum or visit a local museum to observe significant inventions.</td>
<td>Sample activities and assessments for this unit can also be found in the Science and technology scope and sequence.</td>
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<td>How we organize ourselves</td>
<td>How has technology influenced leisure activities? <strong>connection</strong></td>
<td>The class reads a biography of a famous inventor.</td>
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<td><strong>Title of unit</strong></td>
<td>How do belief systems influence the way people live their lives? <strong>reflection</strong></td>
<td>Students interview their parents or grandparents to research an invention that changed their lives.</td>
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<td>Off the drawing board</td>
<td>Why might it be important to study groups of people who lived long ago? <strong>reflection</strong></td>
<td>Students create a time line of important inventions that have changed the nature of the workplace.</td>
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<td><strong>Central idea</strong></td>
<td>Where did this civilization exist and why? <strong>form, function</strong></td>
<td>Why do aspects of this civilization influence our lives today? <strong>causation</strong></td>
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<td>Technology has changed the world of work and leisure.</td>
<td>How do processes do inventors go through when thinking of and developing new inventions? <strong>function</strong></td>
<td>How do aspects of this civilization influence our lives today? <strong>causation</strong></td>
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<td><strong>Strand</strong></td>
<td>What kind of inventions might change the world in the future? <strong>reflection</strong></td>
<td>Using a range of written and electronic resources, students research the civilization and identify its contribution to the modern world.</td>
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<td><strong>Related social studies concepts</strong></td>
<td>Why might it be important to study groups of people who lived long ago? <strong>reflection</strong></td>
<td>Individually, or in small groups, students research how that contribution has been modified to meet the needs of the modern world.</td>
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<td>could include:</td>
<td>Students select a civilization and make a regional map showing the location and significant features of the civilization to be studied.</td>
<td>Students prepare an oral presentation, using appropriate graphic support, to show how a particular contribution has been adapted to the needs of society today.</td>
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<td>Students can order the events that led to an invention from a particular inventor. They can explain how a particular invention changed their lives or the lives of their parents.</td>
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<td>• chronology</td>
<td>Students create charts, including illustrations, technical drawings and written comments to record past inventions and/or speculate on possible inventions of the future.</td>
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<td>Students and the teacher develop a rubric to assess effective mapping skills.</td>
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<td><strong>Organizing theme</strong></td>
<td>What words come to mind when you think of beliefs? <strong>connection</strong></td>
<td>The class brainstorms and students chart the discussion focusing on the associations students have with the concept of beliefs.</td>
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<td>Where we are in place and time</td>
<td>Why might people have particular belief systems? <strong>causation</strong></td>
<td>Read creation stories from a range of cultures and students discuss the reasons why such stories exist in many different cultures. They identify similarities and differences in a range of stories.</td>
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<td><strong>Title of unit</strong></td>
<td>What significant events do different groups of people recognize as part of their belief system? <strong>function</strong></td>
<td>The class makes a list of the celebrations they know about and/or participate in. The students choose one and write about how they (or other people) participate.</td>
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<td>Legacies: an examination of past civilizations</td>
<td>What are some of the world’s largest belief systems? <strong>connection</strong></td>
<td>Students participate in the discussion with questions and comments about the significant elements of different belief systems. They create a graphic organiser that expresses important aspects of a religion or belief system, including time, place, leaders and values.</td>
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<td><strong>Central idea</strong></td>
<td>How do belief systems influence the way people live their lives? <strong>responsibility</strong></td>
<td>Individually or in small groups, students choose a religion or belief system to research in detail. They use a variety of written and electronic resources and a range of graphic organizers to assess effective mapping skills.</td>
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<td>Many systems of past civilizations are linked to societies and cultures of the present day.</td>
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<td>Resources and comments: Sample activities and assessments for this unit can also be found in the Personal and social education scope and sequence and Science and technology scope and sequence. Invite representatives from organizations such as Red Cross, UNICEF and Save the Children to speak to the students about their work.</td>
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<td>Organizing theme: How we organize ourselves</td>
<td>Sample questions: How are prices determined in a marketplace? function How do people make money? function How do people adapt to a new marketplace? change How has modern technology affected the goods and services industry? change.</td>
<td>Sample activities: Establish a culture of trade in the classroom by trading cards connected with a popular movie/cartoon. Students discuss how values are determined and what makes a fair exchange. The class forms a shopping list and students research prices at different outlets to find out where to obtain best value for money. Choose an imported product such as bananas from Ecuador sold in Europe. Students write to the appropriate marketing board to find out about production, transportation, distribution and marketing.</td>
<td>Sample assessments: Assessments should be directly linked to the understanding of the central ideas. Students should be given the opportunity to demonstrate their understanding in a variety of ways.</td>
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<td>Title of unit: The marketplace</td>
<td>Central idea: The ability to produce more goods than needed prompted the exchange of merchandise and the birth of markets.</td>
<td>Related social studies concepts could include: systems, communities, cultures, built environment.</td>
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<td>Central idea: Societies have a variety of needs and problems. They can be divided into smaller groups to meet these needs.</td>
<td>Organizing theme: Sharing the planet</td>
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<td>Strand: Society</td>
<td>Title of unit: Challenges, risks and resilience</td>
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<td>Related social studies concepts could include:</td>
<td>Central idea: Children worldwide face a variety of challenges and risks.</td>
<td>Organizing theme: Where we are in place and time</td>
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<td>Strand: Society</td>
<td>Title of unit: A place for everyone</td>
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<td>Central idea: Humans have adapted to a variety of climatic and geographic conditions.</td>
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**Subject: social studies**  
**Age range: 9–12 years**

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<td><strong>Title of unit</strong> Persuasion</td>
<td><strong>Society</strong></td>
<td><strong>Print, other visual media, and sound can create, alter or manipulate images or perceptions.</strong></td>
<td><strong>Students create a display depicting the various forms of media that influence their lives.</strong></td>
<td><strong>Students present a case of social justice or injustice (historical or contemporary) and explain some of the factors involved. Students can answer questions from the teacher and class to show an understanding of the human rights issues upheld or violated.</strong></td>
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<td><strong>Related social studies concepts could include:</strong></td>
<td><strong>Central ideas</strong></td>
<td><strong>What forms of media are we exposed to? form</strong></td>
<td><strong>Why might human rights be regarded differently in different times and places? perspective</strong></td>
<td><strong>Who decides what the rights of all human beings are? responsibility</strong></td>
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<td><strong>What do we have to do to make sure that the rights of everyone in our school are protected? responsibility</strong></td>
<td><strong>How do you think people can bring about change when they are faced with situations that are unfair? change</strong></td>
<td><strong>What groups or organizations help to protect human rights? function</strong></td>
<td><strong>This unit should be supported by well-chosen historical novels that are relevant to the particular group of students.</strong></td>
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### Organizing theme

**How we organize ourselves**

**Title of unit**

Fair play for all

**Central idea**

Personal and institutional value systems, attitudes and structures can either promote or deny social justice.

**Strand**

Society

**Related social studies concepts could include:**

• systems
• self
• significant people
• cultures.

**中央意念**

- 體系
- 自我
- 系統

**Sample questions**

- 我們受到哪些媒體的影響？
- 媒體如何影響我們對世界的理解？
- 新聞機構為什麼會設置？
- 媒體如何使廣告有效？

**Sample activities**

- 學生們創建一個展覽，展示不同形式的媒體對他們的生活的影響。
- 學生們創造廣告，以達到其目的。
- 學生們探索廣告的影響，解釋誰將受益。

**Sample assessments**

- 教師應優先考慮的評估標準，並在所有學習者之間應用。
- 學生們的展覽及演示受到評估。

**Notes for teachers**

- 教師應尋找方法，確保EAL學員理解任務和期望。
- 視覺提示有助於所有學習者理解。

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