

Lower School Social Studies Standards & Benchmarks

1. CULTURE & IDENTITY: Students will understand the relationship between culture and identity.

- Students will understand that there are different and valid perspectives other than their own.
- Students will understand the relationship between attitudes/dispositions and behaviour.
- Students will acquire the knowledge and skills that are necessary to be informed citizens and contributors to society

A. Who am I, who are we?

| By the end of Grade 2 | By the end of Grade 5 |
|---|--|
| Identify social norms | Identify social norms |
| Describe self - physical, social, emotional and thinking self | Describe the ways that social, political and environmental factors influence a culture |
| Identify patterns of behaviour as a reflection of cultural values and attitudes | Identify patterns of behaviour as a reflection of cultural values and attitudes |
| | Describe the beliefs, practices, and institutions of major religions |
| Identify and explain components in an individual's belief system | Identify and explain components in an individual's belief system |
| Identify aspects within works of art and music that reflect cultural identity | Identify aspects within works of art and music that reflect cultural identity |
| | Explain the relationship between the media and cultural identity |
| | Describe how our culture is influenced by scientific and technological development |

B. How does culture affect attitudes, dispositions and behaviour?

| By the end of Grade 2 | By the end of Grade 5 |
|--|---|
| Identify cultural groups | Identify changes resulting from contact between cultural groups. |
| Identify various traditions within cultural groups | Identify patterns of social and cultural continuity within a particular cultural group. |
| | Identify multiple perspectives |
| Identify impacts of conformity and non-conformity | Identify impacts of stereotyping, conformity and non-conformity on individuals and groups |
| | Define the term "globalisation" and identify examples |

2. TIME, CONTINUITY AND CHANGE: Students will understand the relationship between time, continuity and change.

- **Students will understand that there are different and valid perspectives other than their own.**
- **Students will understand the relationship between attitudes/dispositions and behaviour.**
- **Students will acquire the knowledge and skills that are necessary to be informed citizens and contributors to society.**

A. What changes and continuities are evident from ancient to modern times?

| By the end of Grade 2 | By the end of Grade 5 |
|---|--|
| Identify patterns using concepts of chronology. | Identify patterns using concepts of chronology and causality. |
| Identify the continuities and changes that occur within groups. | Compare the historical development of different social or cultural groups. |
| Describe history as change over a period of time | |

B. How have individuals and groups contributed to change or continuity?

| By the end of Grade 2 | By the end of Grade 5 |
|--|--|
| | Identify what can be derived from a specific piece of evidence in terms of origin, purpose and limitations |
| Identify what motivates influential individuals and/or groups to take action | Explain what motivates influential individuals and/or groups to take action |
| | Describe the actions taken by influential individuals and/or groups |
| Describe the legacy of influential individuals and/or groups | Explain the legacy of influential individuals and/or groups |

3. PEOPLE, PLACES AND THE ENVIRONMENT: Students will understand the relationship between people, places and the environment.

- Students will understand that there are different and valid perspectives other than their own.
- Students will understand the relationship between attitudes/dispositions and behaviour.
- Students will acquire the knowledge and skills that are necessary to be informed citizens and contributors to society.

A. How do people define their environment?

| By the end of Grade 2 | By the end of Grade 5 |
|--|---|
| Acquire geographic terminology and use in context | Acquire geographic terminology and use in context |
| Use geographical documents | Interpret and use geographical documents such as maps, graphs, tables, atlases and statistics |
| Identify patterns and characteristics that constitute groups and countries | Identify patterns and characteristics that constitute groups, regions or countries |
| Use appropriate data sources and geographic tools to generate information | Locate and use appropriate data sources and geographic tools to generate information |
| | Know the relative location of, size of and distances between places |
| Read and create basic maps | Use latitude, longitude, compass and scale references and thematic maps |

B. What is the relationship between people and the environment?

| By the end of Grade 2 | By the end of Grade 5 |
|--|---|
| | Define voluntary and involuntary migration |
| Define natural phenomena | Explain how natural phenomena affect social groups |
| Identify connections between consumption and the environment | Explain how consumption affects the environment |
| Define geographic features | Identify the geographic factors that affect groups, regions or countries. |

C. What are the implications of people's interaction with the environment?

| By the end of Grade 2 | By the end of Grade 5 |
|---|--|
| Identify local natural resources | Identify natural resources and their distribution |
| Identify local environmental issues | Identify environmental issues and their effects |
| Distinguish between the man-made and natural environment. | Identify the impact of humans on the natural environment |

4. SYSTEMS, RESOURCES AND POWER: Students will understand the relationship between systems, resources and power.

- Students will understand that there are different and valid perspectives other than their own.
- Students will understand the relationship between attitudes/dispositions and behaviour.
- Students will acquire the knowledge and skills that are necessary to be informed citizens and contributors to society.

A. How do people organise themselves?

| By the end of Grade 2 | By the end of Grade 5 |
|---|--|
| Identify the types of networks of individuals and groups which exist within a community | Identify the types of networks of individuals and groups which exist within a society |
| Identify why people form groups. | Identify reasons why people need to organise themselves into groups or communities |
| | Identify political and economic ideas |
| Describe the roles and responsibilities that individuals have within groups | Describe the roles and responsibilities that individuals and groups have in specific systems |
| Identify change within familiar groups over time | Identify change within groups over time |

B. What are resources and how are they utilised?

| By the end of Grade 2 | By the end of Grade 5 |
|---|--|
| Identify shared materials and assets and how they are distributed | Compare and contrast the availability of materials or assets which are available to an individual or group |
| Understand ownership and the associated responsibility | Define ownership, and identify who has responsibility for the resources |
| Understand how resources are used in the familiar environment | Explain how resources are utilised |
| Demonstrate knowledge of the origin of products | Define production, distribution and consumption |

C. Who makes the decisions?

| By the end of Grade 2 | By the end of Grade 5 |
|--|---|
| Describe why and how individuals or groups influence behaviour | Describe why and how individuals or groups influence behaviour and perceptions |
| Identify who makes decisions, why they are made and what the effects are | Identify rights and responsibilities within a group and how they are formulated |
| Identify more than one point of view in making decisions | Identify multiple points of view in making decisions |