

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