

## Upper 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. What gives us our cultural identity?

By the end of Grade 6	By the end of Grade 8	By the end of Grade 10
Express how groups construct their identities	Express how groups construct their identities	Analyse how socio-historical circumstances (e.g. class, heritage, ethnicity) make up cultural identity.
Identify social norms	Explain social norms	Analyse social norms
Evaluate the ways that social and environmental factors influence culture	Evaluate the ways that social, political and environmental factors influence culture	Analyse the socialisation of individuals by groups, organisations and institutions
Identify patterns of behaviour as a reflection of cultural values and attitudes	Identify patterns of behaviour as a reflection of cultural values and attitudes	Analyse patterns of behaviour as a reflection of cultural values and attitudes
Describe the beliefs, practices, and institutions of major religions	Explain why similarities and differences exist between the beliefs, practices, and institutions of major religions.	Evaluate the effects of belief systems upon the formation of cultural identity
Identify and explain components in an individual's belief system	Identify and explain components in an individual's belief system	
Explain how culture is expressed in the arts	Explain the relationship between the arts and cultural identity	Evaluate the relationship between the arts and cultural identity
Explain how culture is represented in the media	Explain the relationship between the media and cultural identity	Evaluate the relationship between the media and cultural identity
Explain how cultures have influenced and been influenced by scientific and technological development	Explain how cultures have influenced and been influenced by scientific and technological development	Analyse how cultures have influenced and been influenced by scientific and technological development

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

By the end of Grade 6	By the end of Grade 8	By the end of Grade 10
Identify changes resulting from contact between cultural groups (e.g. diffusion and assimilation)	Explain changes resulting from contact between cultural groups (e.g. diffusion and assimilation)	Analyse changes resulting from contact between cultural groups (e.g. diffusion and assimilation)
Describe conflict between cultures	Identify patterns of social and cultural continuity and conflict in various societies	Analyse ways in which people maintain traditions and respond to external challenges
Identify cultural responses to ethical questions	Explain cultural responses to ethical questions	Analyse cultural responses to ethical questions
Identify impacts of stereotyping, conformity, and non-conformity on individuals and groups	Explain impacts of stereotyping, conformity, and non-conformity on individuals and groups	Evaluate impacts of stereotyping, conformity, and non-conformity on individuals and groups
Identify and explain examples of globalisation	Identify and explain examples of globalisation and its impact on culture	Analyse the relationship between globalisation and culture

**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 6	By the end of Grade 8	By the end of Grade 10
Identify patterns using concepts of chronology, causality, and conflict.	Explain patterns using concepts of chronology, causality, and conflict.	Analyse patterns using concepts of chronology, causality, and conflict.
Describe the historical development of social, political and cultural groups	Explain the historical development of social, political and cultural groups	Analyse the development of social, political and cultural groups
	Describe the emergence and development of social, political and cultural philosophies in context	Explain the development of social, political and cultural philosophies in context
Identify "human rights and fundamental freedoms"	Explain "human rights and fundamental freedoms"	Explain "human rights and fundamental freedoms"

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

By the end of Grade 6	By the end of Grade 8	By the end of Grade 10
Describe what can be derived from pieces of evidence in terms of origin and purpose	Describe what can be derived from specific pieces of evidence in terms of origin, purpose, value and limitations	Evaluate what can be derived from specific pieces of evidence in terms of origin, purpose, value and limitations
Describe what motivates influential individuals and/or groups to take action	Explain what motivates influential individuals and/or groups to take action	Evaluate what motivates influential individuals and/or groups to take action
Describe the actions taken by influential individuals and/or groups	Explain the actions taken by influential individuals and/or groups	Analyse the actions taken by influential individuals and/or groups
Describe the contributions of influential individuals and/or groups	Explain the legacy of influential individuals and/or groups	Assess 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 6	By the end of Grade 8	By the end of Grade 10
Acquire geographic terminology and use in context.	Acquire geographic terminology and use in context.	Acquire geographic terminology and use in context.
Interpret and use geographical documents such as maps, graphs, tables, atlas es, and statistics.	Interpret geographical documents such as maps, graphs, tables, atlases, photographs, and statistics.	Interpret, evaluate and assess the geographical documents such as maps, graphs, tables, atlases, photographs, and statistics.
	Use demographic concepts to identify the structure and characteristics of different populations .	Evaluate demographic concepts as a means for identifying the structure and characteristics of different populations.
Identify patterns and characteristics that constitute groups, regions or countries.	Locate and classify information to identify patterns and characteristics that constitute groups, regions or countries.	Analyse and interpret patterns and characteristics that constitute groups, regions or countries.
Locate and use appropriate data sources and geographic tools to generate information.	Locate and use appropriate data sources and geographic tools to generate information.	Locate and use appropriate data sources and geographic tools to generate, manipulate, and interpret information.
Know the relative location of, size of, and distances between places.		
Use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns.		

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

By the end of Grade 6	By the end of Grade 8	By the end of Grade 10
Identify examples of voluntary and involuntary migration.	Identify and explain examples of voluntary and involuntary migration.	Compare and contrast examples of voluntary and involuntary migration.
Describe social consequences related to the physical environment	Describe social effects of environmental changes and crises resulting from natural phenomena	Evaluate social effects of environmental changes and crises resulting from natural phenomena.
Identify environmental factors that influence production and consumption of resources	Explain the relationship between ecological factors and the production and consumption of resources.	Evaluate the relationship between ecological factors and the production and consumption of resources.
Describe how geographic factors can affect relationships among groups, regions or countries.	Describe how geographic factors can affect relationships among groups, regions or countries.	Evaluate the relationship between geographic factors and the relationships among groups, regions or countries.

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

<b>By the end of Grade 6</b>	<b>By the end of Grade 8</b>	<b>By the end of Grade 10</b>
Recognize the disparity of natural resources among groups and countries.	Explain the disparity of natural resources among groups, regions and countries.	Analyse the implications of disparate natural resources among groups, regions and countries.
Describe the effect of neglecting environmental issues.	Describe the effect of neglecting environmental issues.	Evaluate the effect of neglecting environmental issues.
	Describe how environmental issues have been and are addressed.	Evaluate how environmental issues have been and are addressed.
Explain how human migration affects the physical and human characteristics of a place.	Explain how human migration affects the physical and human characteristics of a place.	Assess the impact of human migration on the physical and human characteristics of a place.
Recognize the disparity of natural resources among groups and countries.	Identify and explain how human actions have local and global implications.	Assess how human actions have local and global implications, both immediate and long-term.
	Explain the disparity of natural resources among groups, regions and countries.	Analyse the implications of disparate natural resources among groups, regions and countries.

#### 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. What is an economic and/or political system?

By the end of Grade 6	By the end of Grade 8	By the end of Grade 10
Define systems and identify examples.	Describe the types of systems of individuals and groups which exist within a society.	Compare and contrast the types of networks of individuals and groups that exist in societies.
Explain how human motives and actions contribute to political and economic systems.	Explain how human motives and actions contribute to political and economic systems.	Analyse how human motives and actions contribute to political and economic systems.
Identify political and economic ideas which have influenced systems in society.	Describe how political and economic ideas have influenced systems in society.	Analyse how political and economic ideas have influenced systems in society.
Describe the roles and responsibilities that individuals and groups have in specific systems.	Compare and contrast the roles and responsibilities that individuals and groups have in specific systems.	Assess the roles and responsibilities that individuals and groups have in specific systems.
Describe the factors which facilitate or impede change in political and economic systems.	Describe the factors which facilitate or impede change in political and economic systems.	Analyse the factors which facilitate or impede change in political and economic systems.
Explain how changes in political and economic systems impact individuals and groups.	Explain how changes in political and economic systems impact individuals and groups.	Analyse the effects of changes on the political and economic networks of individuals or groups.

##### B. What are resources and how are they utilised?

By the end of Grade 6	By the end of Grade 8	By the end of Grade 10
Identify the materials or assets which are available to an individual or group.	Compare and contrast the availability of materials or assets which are available to an individual or group.	Compare and contrast the availability of materials or assets which are available to an individual or group.
Define ownership, and describe who owns the resources.	Define ownership, and describe who owns the resources.	Define ownership, and assess who owns the resources.
Describe how resources are utilised in various systems.	Explain how resources are utilised in various systems.	Assess how resources are utilised in various systems.
Describe the relationship between production, distribution and consumption.	Describe the relationship between production, distribution and consumption.	Analyse the relationship between production, distribution and consumption.
Describe the relationship between the use of resources and the effects on individuals and groups.	Describe the relationship between the use of resources and the effects on individuals and groups.	Analyse the relationship between the use of resources and the effects on individuals and groups.
Identify the impact of surplus or scarcity of resources on an individual or group.	Explain the impact of surplus or scarcity of resources on an individual or group.	Evaluate the impact of surplus or scarcity of resources on an individual or group.

##### C. What is power and how is it distributed?

By the end of Grade 6	By the end of Grade 8	By the end of Grade 10
Describe why and how individuals or groups influence behaviour, perceptions or a course of events.	Describe why and how individuals or groups influence behaviour, perceptions or a course of events.	Analyse why and how individuals or groups influence behaviour, perceptions or a course of events.
Identify the characteristics of power.	Explain what affects access to power.	Analyse what affects access to power.
Describe how power is distributed within a system	Compare and contrast how power is distributed.	Assess how power is distributed.
Identify the influences of power distribution.	Explain how the distribution of power influences an individual or group.	Evaluate how the distribution of power influences an individual or group.
Describe the relationship between power structures, consumption/production and individuals/groups.	Describe the relationship between power structures, consumption/production and individuals/groups.	Evaluate the relationship between power structures, consumption/production and individuals/groups.

