

Overall expectations in social studies: 3–5 years

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practice applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

The social studies curriculum is broken down into Transdisciplinary Themes, each with a Central Idea and related learning outcomes and skills.

- **Where we are in place and time** (e.g., documenting personal histories) includes outcomes such as identifying changes from birth to the present, discussing family changes, and placing events from his or her life in chronological order using personal photos. Another theme under this inquiry focuses on **Journeys**, with outcomes like reflecting on a journey taken, representing journeys (through drawing or role play), and identifying chronological steps for making a journey.
- **How we organize ourselves** (e.g., communities function more effectively when rules and routines are shared) includes outcomes like identifying the communities he or she belongs to, talking about why rules are necessary, suggesting rules for the class, and demonstrating the ability to apply existing rules and routines. This theme also covers skills and strategies that contribute to a person's role in a community of learners, with outcomes such as demonstrating a positive attitude, organizing time and belongings, and recognizing how personal choices and behaviors affect learning.

An example of a social studies subject for this age group would be "**Documenting Personal Histories**," where a student would learn to identify changes they have undergone from birth to the present, or "**Purpose of Rules and Routines**," where a

student would learn to talk about the reasons that rules are necessary in the communities to which they belong.

#### Overall expectations in social studies: 5–13 years

**5–7 Years (Focus: Local Community and Foundational Systems):** The scope widens to the local community and the appreciation of systems and group interaction. Students appreciate the **roles people fulfill in groups** and recognize connections in the systems that organize them. They begin to develop an understanding of the relationship between human activities and the environment. An example subject here is exploring different types of **goods and services** that meet community needs or learning about practices to **sustain and maintain Earth's resources** (e.g., recycling).

**7–9 Years (Focus: Interdependency and National Context):** The curriculum moves to investigating **how and why groups are organized** and the **interdependency of systems** at the local and national level. Students explore how communities reflect diverse cultures and customs and extend their understanding of time to include how **the past is recorded** and remembered. An example subject would be an inquiry into **human migration** (how and why people move) or analyzing the challenges related to **limited resources like water** and its distribution.

**9–12 Years (Focus: Global Issues, Governance, and Stewardship):** This stage reaches the broadest scope, tackling abstract and global concepts. Students deepen their understanding of cultural variations, national governance, global economic interaction, and the significance of **stewardship** toward the environment for future generations. They consolidate their sense of history by recognizing how the **ideas and actions of people in the past have changed the lives of others**. An example subject would be a unit on the **functioning of government and law**, or a study on **finding peaceful solutions to global conflict**.

## Curriculum Summary by Theme and Age

The curriculum is designed around several **Transdisciplinary Themes** that determine the scope of inquiry. The two most detailed themes across the documents are:

1. **Where We Are in Place and Time (History/Geography):** This theme investigates orientation in place and time, personal histories, and the discoveries and explorations that shape the world.
  - **Progression Example:** Starts with recognizing **changes from birth** and identifying **important events in one's own life** (3–5 years), progresses to recognizing **historical artifacts/sites** as evidence (5–7 years), then exploring how **the past is recorded** (7–9 years), and culminates in analyzing how **ideas and actions of people in the past have changed the lives of others** (9–12 years).
  - **Example Subject:** Personal history timelines and the study of local historical sites.
  
2. **How We Organize Ourselves (Civics/Economics):** This theme inquires into human-made systems, the structure and function of organizations, societal decision-making, and economic activities.
  - **Progression Example:** Begins with **practising basic rules and routines** and being conscious of groups (3–5 years), moves to recognizing **connections between systems** (5–7 years), expands to recognizing the **interdependency of systems within national communities** (7–9 years), and concludes with understanding the **structure of government/law** and **global economic interaction** (9–12 years).
  - **Example Subject:** Units on **Goods and Services** and **Savings and Expenditure** (economic activities) or studying the **functioning of government and law** (civics).

3. **Sharing the Planet (Environment and Conflict):** This theme explores rights and responsibilities in the struggle to share finite resources and the pursuit of peace.

- **Progression Example:** Students initially develop practices to **sustain and maintain Earth's resources** (5–7 years), advance to investigating issues related to **limited resources like water** (7–9 years), and eventually focus on the **significance of stewardship** and **finding peaceful solutions to global conflict** (9–12 years).
- **Example Subject:** Inquiry into **water scarcity** or **mediation and negotiation techniques** for conflict resolution.

Across all themes, the complexity of inquiry shifts from the **immediate and observable** (3–5 years) to the **local and interconnected** (5–7 years), the **national and historical** (7–9 years), and finally, the **global and abstract** (9–12 years).