

Week 3

Curriculum Scope and Sequence of Social Studies

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.

Overall expectations in social studies for 5–7 years

Students will increase their 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 recognize connections within and between systems by which people organize themselves. They will broaden their 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. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Overall expectations in social studies for 7–9 years

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 recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore 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. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Overall expectations in social studies for 9–12 years

Students will recognize different 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. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize 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. Students will consolidate 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. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

The four social studies scope and sequence documents reveal a coherent, progressive curriculum structure, consistently using **Transdisciplinary Themes** to broaden the student's perspective from the self to the global community.

The curriculum for all age groups shares the same foundational structure, focusing on the development of specific **Social Studies Skills** (such as formulating questions, analyzing evidence, and orienting in place and time). The key difference lies in the **scope** and the **conceptual complexity** of the inquiry at each stage.

Age Group	Core Focus and Scope of Inquiry	Conceptual Progression (Action Verbs)	Example Inquiry Topic
3–5 years	Immediate and Personal: Self, friends, family, and the immediate environment.	Practising rules and routines; gaining an increasing awareness of groups; recognizing important events.	Personal histories and the purpose of basic rules and routines.
5–7 years	Local and Foundational: The world, groups, and	Appreciating the reasons why people belong to groups; recognizing	Systems that provide services and establish

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	the immediate environment.	connections within systems; starting to develop an understanding of the environment relationship.	practices to sustain the Earth's resources.
7-9 years	Local and National: Broader communities, interdependency, and the past.	Investigating how and why groups are organized; recognizing the interdependency of systems within local and <i>national</i> communities; exploring the relationship between valuing and protecting the environment.	How and why people migrate to new places, and issues related to limited resources like water.
9-12 years	Global and Abstract: Distant communities, national systems, and global issues.	Deepening their awareness of cultural variations; understanding the interdependency of systems in <i>national</i> contexts; realizing the significance of stewardship; consolidating	The functioning of government/law, global economic interaction, and finding peaceful solutions to conflict.

Age Group	Core Focus and Scope of Inquiry	Conceptual Progression (Action Verbs)	Example Inquiry Topic
		understanding of how the past <i>changed</i> lives.	

Summary of Progression

The curriculum progresses by continually widening the student's social and geographical lens while increasing the complexity of the concepts investigated:

1. **Scope of Community:** The focus shifts from the **personal** (self/family) at 3–5 years to the **local and national** community at 7–9 years, and finally to people **distant in time and place** in the 9–12-year range.
2. **Systems and Organization (Civics/Economics):** Early grades focus on simple structures like **rules and routines**. Middle grades examine **systems and services** and **interdependency** within local and national communities. The older students (9–12 years) examine the **structure and function of government/law** and **global economic interaction**.
3. **Environment (Resources and Stewardship):** Students at 5–7 years are introduced to the **relationship with the environment** and practices to **sustain resources**. This deepens at 7–9 years with the exploration of **limited resources** like water and its distribution, culminating in a focus on **stewardship** and responsible use of resources and technology at 9–12 years.

4. **Time and History:** The study of time begins with **important events in one's own life** (3–5 years). It progresses to using historical sites/artifacts (5–7 years), then to **how the past is recorded and remembered** (7–9 years), and finally, to recognizing how **ideas and actions of people in the past have changed the lives of others** (9–12 years).