

Social Studies Disciplinary Core Ideas

Grade 1:

Overall expectations for Social Studies:

Students will increase their understanding of the 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. (IBPYP Social Studies Scope and Sequence, 2008)

Unit of inquiry	Social Study Strand	Disciplinary Core Ideas
How do we organize ourselves?	Human systems and economic activities	<ul style="list-style-type: none">• Organization in school and workplace• Me and my community• Rules and consequences in the school community• Rights and responsibilities in the school community• Essential agreements and collaboration
Peace Sharing the Planet	Human systems and economic activities	<ul style="list-style-type: none">• Children's rights• Peacemakers• Peaceful relationships• Conflict resolution

<p>Feel the beat</p> <p>How we express ourselves</p>	<p>Social organization and culture</p>	<ul style="list-style-type: none"> • Forms of cultural expression (including art, literature, music, film, dance, and other forms of fine and performing arts) • Celebrations and traditions
<p>Our changing Earth</p> <p>How the world works</p>	<p>Human and natural environment</p>	<ul style="list-style-type: none"> • Human impact and response to natural disasters • Physical geography: landforms, water • Geography: maps of familiar places
<p>Then and now</p> <p>Where we are in place and time</p>	<p>Continuity and change through time</p>	<ul style="list-style-type: none"> • Primary and secondary sources • Types of sources of information about our families, school, and community • Ways in which the lives of people in the past from the community are similar to, and different from, people today (food, clothing, housing, jobs, education, leisure activities).

Grade 2:

Overall expectations for Social Studies:

Students will increase their understanding of the 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. (IBPYP Social Studies Scope and Sequence, 2008)

Unit of inquiry	Social Study Strand	Disciplinary Core Ideas
Reduce Reuse Recycle Sharing the Planet	Resources and the environment	<ul style="list-style-type: none">• Waste management• Roles of people in the recycling process• Human use of natural resources
Animal adaptations How the world works	Human and natural environment	<ul style="list-style-type: none">• Natural features of the local environment• Ways humans and animals use the natural environment
This land is our land How we organize ourselves	Human systems and economic activities Resources and the environment	<ul style="list-style-type: none">• Roles, rights and responsibilities of people in community• Responsibilities in use of natural resources• Settlement pattern and live of native tribes in CT (Woodland Indians)• Mapping and map features

<p>I know myself</p> <p>Who we are</p>	<p>Social organization and culture</p>	<ul style="list-style-type: none"> • IB Learner Profile • Approaches to learning • Personal history and heritage • International mindedness
<p>Ancient civilizations</p> <p>Where we are in place and time</p>	<p>Continuity and change through time</p>	<ul style="list-style-type: none"> • Historical sources and artifacts • Connecting past and present: Ancient civilizations (Egypt, Roman, Greek, China, Mayan) • Ancient architecture and culture
<p>Natural storytellers</p> <p>How we express ourselves</p>	<p>Social organization and culture</p>	<ul style="list-style-type: none"> • Diversity in school and community • Forms of cultural expression • Local and global human celebrations

Grade 3

Overall expectations for Social Studies:

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. (IBPYP Social Studies Scope and Sequence, 2008)

Unit of inquiry	Social Study Strand	Disciplinary Core Ideas
Ecosystems How the world works	Human and natural environments	<ul style="list-style-type: none">• Human activities and impact on environment
Expressions around the nation! How we express ourselves	Social organizations and culture	<ul style="list-style-type: none">• United States geography• Environment and climate• American culture and regions

<p>Explorations</p> <p>Where we are in place and time</p>	<p>Continuity and change through time</p>	<ul style="list-style-type: none"> • Historical sources and evidence • Chronology and time • Human exploration and inventions • Technological advances • Notable historical individuals who have shaped historical changes
<p>Conflict resolution</p> <p>Sharing the planet</p>	<p>Human systems and the environment</p>	<ul style="list-style-type: none"> • History: American Revolution (Revolutionary War) • Important people, places and events from the American Revolution • Causes and consequences of conflict • Conflict resolution
<p>Entrepreneurship</p> <p>How we organize ourselves</p>	<p>Human systems and economic activities</p>	<ul style="list-style-type: none"> • Goods and services • Supply and demand • Exchange and markets • Economic/financial decision-making

Grade 4

Overall expectations for Social Studies:

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. (IBPYP Social Studies Scope and Sequence, 2008)

Unit of inquiry	Social Study Strand	Disciplinary Core Ideas
On the move Where we are in place and time	Continuity and change through time	<ul style="list-style-type: none">• Human Cause and effect of human migration• Cultural diversity and interaction• History of migration through Ellis Island• Historical sources and evidence
We the People How we organize ourselves	Human systems and economic activities	<ul style="list-style-type: none">• Civics: American government• Forms of political systems• Roles, rights and responsibilities (democratic principles) in society• Leadership and decision making• Election processes• Community life and citizenship

<p>Equal but not the same</p> <p>How we express ourselves</p>	<p>Social organizations and culture</p>	<ul style="list-style-type: none"> • Diversity and inclusion • Identity • Societal stereotypes
<p>Belief systems</p> <p>Who we are</p>	<p>Social organizations and culture</p>	<ul style="list-style-type: none"> • Regions and world religions: Christianity, Buddhism, Islam, Hinduism, Judaism, Sikhism) • World belief systems • Culture, traditions and rituals • Global and local cultural celebrations
<p>Sustain it!</p> <p>Sharing the planet</p>	<p>Human and natural environments</p> <p>Resources and the environment</p>	<ul style="list-style-type: none"> • Effects of human activities on the natural environment • Human-environment interaction • Consumption, conservation and distribution of natural resources