

IB - Social Studies Standards

In the Footsteps of History

> 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.

Transdisciplinary theme

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

***In the Footsteps of History* journeys revolve around personal histories and journeys of exploration, discoveries, and global cultures, as well as human migration. They all focus on global interconnection. The Marco Polo unit bridges continents and centuries, bringing the past into today's world for students. Inventions, religions and philosophies, and trade connections are all explored in Marco Polo, Ibn Battuta, and Isabella Bird journeys. North American Native migration and survival can be found in**

the Inuit journey, while Arctic exploration and perseverance are major factors in Matthew Henson's journey of discovery.

In addition, VR Walkabouts explore events in history that touch on many of the key concepts, causations, and lines of inquiry, due to the student prompts that accompany each one.

Central idea

The development of global perspectives is supported through understanding our place in the world in relation to others.

Key concepts

- Connection
- Perspective

Related concepts

- Context
- Location
- Orientation

Lines of inquiry

- How we represent place
- Representations of place through time
- The relationship of our to location to other parts of the world

Social studies strand(s)

Continuity and change through time

Human and natural environments

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

***In the Footsteps of History's* lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned. Critical thinking is our main objective.**

The student will be able to:

- locate on a globe or map his or her place in the world, and its relationship to various other places
- use a variety of resources and tools to gather and process information about various regions and different ways of representing the world
- explain how people's perceptions and representations of place have changed over time
- explore the evidence that helps people learn about places and their inhabitants.

***Every In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.**

Transdisciplinary theme

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Marco Polo, Ibn Battuta, Inuit and Henson units, VR Walkabouts

Central idea

The design of buildings and structures is dependent upon the environment and available materials.

Key concepts

- Connection
- Responsibility

Related concepts

- Structure
- Sustainability
- Transformation

Lines of inquiry

- Considerations to take into account when building a structure
- How building impacts on **the environment**
- Indigenous architecture

Social studies strand(s)

Human and natural environments

Resources and the environment

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- compare the design of structures in various locations in relation to the natural environment
- identify geographical and environmental factors that influence the design of structures in various locations
- critique the impact of a structure on the natural environment
- explain people's responsibilities regarding the use of resources from the environment.

Transdisciplinary theme

How we organize ourselves

An inquiry into the interconnectedness of human made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.

Marco Polo, Ibn Battuta, Inuit, Isabella Bird units

Central idea

In a workplace people share responsibility towards a common purpose.

Key concepts

- Function
- Causation
- Connection

Related concepts

- Cooperation
- Employment

Lines of inquiry Purpose of a workplace

- Interconnectedness of people in a workplace
- Importance of a shared vision or common purpose

Social studies strand(s)

Human systems and economic activities

Human and natural environments

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- identify responsibilities people have in different workplaces
- explain the purpose of rules and responsibilities in a workplace
- construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships within a workplace
- work in a group to establish a shared vision and purpose for the class.

Transdisciplinary theme

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Can be concurrent with any journey (Marco Polo, Ibn Battuta, Inuit, Isabella Bird), and specifically Ibn Battuta (Benin bronzes controversy)

Central idea

Family histories provide an insight into cultural and personal identity.

Key concepts

- Change
- Reflection

Related concepts Chronology

- History
- Tradition

Lines of inquiry

- Family ancestry
- Artifacts, heirlooms or rituals that have meaning in a family
- Similarities and differences between generations within a family

Social studies strand(s)

Social organization and culture

Continuity and change through time

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time

- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- explore how families influence the individual
- describe how artifacts, heirlooms and rituals are evidence of cultural identity
- represent people, events and places chronologically
- compare and contrast current family experiences with those of a previous Generation.

Transdisciplinary theme

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Marco Polo and Ibn Battuta (Islamic religion, art and culture, trade), Isabella Bird (Buddhism)

Central idea

A variety of signs and symbols facilitates local and global communication.

Key concepts

- Form
- Connection

Related concepts

- Culture
- Media
- Pattern

Lines of inquiry

- Signs and symbols
- Reasons for the development of communication systems
- Specialized systems of communication

Social studies strand(s)

Human systems and economic activities

Social organization and culture

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- explore a variety of signs and symbols and interpret their messages
- identify the cultural and historical context in which signs and symbols develop
- describe the impact of communications technology on everyday communication
- demonstrate how non-verbal communication allows people to transcend language barriers.

Transdisciplinary theme

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Henson and Inuit units, Marco Polo (inventions and discoveries), Ibn Battuta (nomadic life) VR Walkabouts

Central idea

Human survival is connected to understanding the continual changing nature of the Earth.

Key concepts

- Causation
- Change

- **Connection**

Related concepts

- **Erosion**
- **Geology**
- **Tectonic plates**
- **Movement**

Lines of inquiry

- **How the different components of the Earth are interrelated**
- **How the Earth has changed and is continuing to change**
- **Why the Earth changes**
- **Human response to the Earth's changes**

Social studies strand(s)

Continuity and change through time

Human and natural environments

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- identify the evidence that the Earth has changed (for example, land formations in local environment)
- use a variety of primary and secondary sources to investigate the ways that humans respond to the Earth's changes (for example, relocation of population; strengthening defenses; redesigning buildings)
- explore scientific and technological developments that help people understand and respond to the changing Earth.

Transdisciplinary theme

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.

Inuit, Ibn Battuta (nomads) units

Central idea

Communities provide interconnected services designed to meet people's needs.

Key concepts

- Function
- Causation
- Connection

Related concept

- Networks

Lines of inquiry

- Reasons people live in the local community
- Services needed to support a community
- Planning services for a community

Social studies strand(s)

Human systems and economic activities

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- identify the services and the users of these services in the local community •
- compare availability of services in two or more different communities
- analyse the reasons for different services in place in a community
- make connections between different services in the community
- gather data (for example, survey) in order to identify current and future needs to support the community
- apply his or her knowledge to plan services for the local community.

Transdisciplinary theme

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Inuit, Ibn Battuta (nomads) units

Central idea

Water is essential to life, and is a limited resource for many people.

Key concepts

- Function
- Responsibility

Related concepts

- Conservation
- Equity
- Processes

Lines of inquiry

- Sources of water and how water is used
- What happens to water after we have used it
- Distribution and availability of usable water
- Responsibilities regarding water

Social studies strand(s)

Resources and the environment

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- explain why fresh water is a limited resource
- describe the relationships between the location of water and population distribution
- analyse systems of water storage and usage, both natural and human-made
- identify water issues and propose strategies for responsible, equitable water use.

> 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.

Transdisciplinary theme

Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Marco Polo and Ibn Battuta units (Islam), Isabella Bird unit (Buddhism)

Central idea

What we believe is a part of who we are.

Key concepts

- Perspective
- Reflection

Related concepts

- Diversity
- Perception

Lines of inquiry

- What we believe
- How beliefs influence the way we behave
- The impact of religion and spiritual traditions on society

Social studies strand(s)

Social organization and culture

Continuity and change through time

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time

- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

***In the Footsteps of History's* lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned. Critical thinking is our main objective.**

The student will be able to:

- distinguish between personal beliefs and belief systems
- identify the source of beliefs
- reflect upon how beliefs affect the individual and society.

Transdisciplinary theme

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

***In the Footsteps of History* journeys revolve around personal histories and journeys of exploration, discoveries, and global cultures, as well as human migration. They all focus on global interconnection. The Marco Polo unit bridges continents and centuries, bringing the past into today's world for students. Inventions, religions and philosophies, and trade connections are all explored in Marco Polo, Ibn Battuta, and Isabella Bird journeys. North American Native migration and survival can be found in the Inuit unit, while Arctic exploration and perseverance are major factors in Matthew Henson's journey of discovery. How these cultures and events have affected the geographic environment is also a focus.**

In addition, VR Walkabouts explore events in history that touch on many of the key concepts, causations, and lines of inquiry here, due to the student prompts that accompany each one.

Central idea

Human migration is a response to challenges, risks and opportunities.

Key concepts

- Causation
- Change
- Perspective

Related concepts

- Population
- Settlement

Lines of inquiry

- The reasons why people migrate
- Migration throughout history
- Effects of migration on communities, cultures and individuals

Social studies strand(s)

Human systems and economic activities

Continuity and change through time

Resources and the environment

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- identify reasons why people migrate
- analyse ways that people adapt when they move from one place to another
- identify the long-term and short-term effects of migration
- assess settlement patterns and population distribution in selected regions, areas or countries
- compare and contrast two or more different human migrations.

Transdisciplinary theme

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.

Marco Polo, Ibn Battuta, Isabella Bird, Henson and Inuit units, Walkabouts

Central idea

Marketplaces depend on the ability to produce goods and supply services that can be exchanged.

Key concepts

- Function
- Connection

Related concepts

- Interdependence
- Supply and demand

Lines of inquiry

- Medium of exchange in various marketplaces
- Ethics of the marketplace
- How and in what ways we depend on people in other places
- How global movement and communication affect the availability of goods and services

Social studies strand(s)

Human systems and economic activities

Resources and the environment

Social studies skills

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

The student will be able to:

- analyse how individuals' and communities' needs and/or wants are met
- evaluate the equity of different economic systems and marketplaces
- develop criteria for ethical practices regarding products and services
- explain how supply and demand are affected by population and the availability of resources.

Transdisciplinary theme

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Marco Polo, Ibn Battuta (nomads today), Inuit units

Central idea

Children worldwide face a variety of challenges and risks.

Key concepts

- Function
- Reflection

Related concepts

- Equality
- Rights

Lines of inquiry

- Challenges and risks that children face
- How children respond to challenges and risks
- Ways in which individuals, organizations and nations work to protect children from risk

Social studies strand(s)

Social organization and culture

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures
- analyse a variety of sources that describes the risks and challenges that children face
- describe how organizations and individuals meet the needs and wants of children
- suggest ways in which an individual can overcome adversity.

Transdisciplinary theme

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Marco Polo, Ibn Battuta, Inuit units

Central idea

Past civilizations shape present day systems and technologies.

Key concepts

- Causation
- Change
- Perspective

Related concepts

- Continuity
- Progress
- Technology

Lines of inquiry

- Aspects of past civilizations that have survived
- Reasons these systems and technologies developed
- Why modern societies continue to use adaptations of these systems and technologies
- Implications for the future

Social studies strand(s)

Human systems and economic activities

Social organization and culture

Continuity and change through time

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- analyse information about past technological advances and societal systems
- assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources
- predict societal and technological changes in the future.

Transdisciplinary theme

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Marco Polo and Ibn Battuta units (Islamic religion, arts, technology and culture),
Isabella Bird unit (Buddhism), Ibn Battuta unit (Benin bronzes controversy)**

Central idea

Rituals, traditions and artifacts provide a window into the beliefs and values of cultures.

Key concepts

- Function
- Perspective
- Reflection

Related concepts

- Beliefs
- Diversity

Lines of inquiry

- What constitutes a culture
- Significance of rituals and traditions
- How artifacts symbolize beliefs and values

Social studies strand(s)

Social organization and culture

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- identify and describe the components of culture
- recognize how rituals and traditions contribute to cultural identity
- interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifacts
- reflect on the influence of the arts and technology throughout history in the representation of culture.

Transdisciplinary theme

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.

Isabella Bird unit (women's rights, colonialism), Henson unit (US civil rights era), Inuit unit (US inequality/poverty)

Central idea

Governmental systems and decisions can promote or deny equal opportunities and social justice.

Key concepts

- Function
- Responsibility

Related concepts

- Equality
- Government or governance

Lines of inquiry

- Types of governance
- Principles of human rights and social justice
- The effect of institutional behaviours and attitudes on social justice

Social studies strand(s)

Human systems and economic activities

Social organization and culture

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- recognize the elements of major political systems (for example, monarchy, democracy, dictatorship)
- examine how the rights of a person in a particular society directly affect their responsibilities
- identify and describe means by which citizens can monitor and influence actions of their governments and vice versa
- explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals, groups and society.

Transdisciplinary theme

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Marco Polo unit (Silk Road today), Ibn Battuta unit (scarcity of water for nomadic life), Inuit unit (global warming affecting wildlife and people's ability to survive)

Central idea

Biodiversity relies on maintaining the interdependent balance of organisms within systems.

Key concepts

- Connection
- Responsibility

Related concepts

- Balance
- Biodiversity
- Interdependence

Lines of inquiry

- Interdependence within ecosystems, biomes and environments
- Ways in which organisms are interconnected in nature

- How human interaction with the environment can affect the balance of systems

Social studies strand(s)

Human and natural environments

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry).

Transdisciplinary theme

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Henson, Marco Polo, Ibn Battuta, Isabella Bird units, Walkabouts

Central idea

Exploration leads to discovery and develops new understandings.

Key concepts

- Form
- Perspective
- Reflection

Related concepts

- Consequences
- Discovery

- Geography

Lines of inquiry

- Reasons for exploration
- (historical and personal)
- Feelings and attitudes associated with exploration
- What we learn through exploration
- Methods of navigation

Social studies strand(s) Human systems and economic activities

Continuity and change through time

Human and natural environments

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- identify the reasons why people feel compelled to explore the unknown
- investigate the impact of exploration on people in the past, present and future
- analyse how available technology influences people's abilities to navigate
- demonstrate an understanding of methods of navigation (for example, stars, compasses, satellites).

Transdisciplinary theme

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Can be concurrent with Ibn Battuta, Inuit, Marco Polo, Isabella Bird units

Central idea

People's outward appearance can lead to perceptions and misconceptions.

Key concepts

- Function
- Perspective
- Reflection

Related concepts

- Creativity
- Diversity
- Stereotypes

Lines of inquiry

- Personal adornments, clothing and identity
- Reasons for what people wear
- Impact of first impressions
- Countering misconceptions

Social studies strand(s)

Social organization and culture

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- identify and describe ways that family, groups and community influence personal choices
- explore how cultures may have certain expectations of how to act and dress, and the ways this may differ according to private and public contexts
- describe advantages and disadvantages of cultural and individual diversity

•reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability).

Transdisciplinary theme

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.

Marco Polo, Ibn Battuta units, Walkabouts

Central idea

Technology impacts on the world of work and leisure.

Key concepts

- Change
- Connection
- Responsibility

Related concepts

- Communication
- Systems
- Ethics

Lines of inquiry

- Technology and inventions of the home, workplace and leisure activities
- Circumstances that lead to the development of important inventions and their impact
- How technology supports/ impacts sustainability

Social studies strand(s)

Human systems and economic activities

Continuity and change through time

Social studies skills

a. Formulate and ask questions about the past, the future, places and society

- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- identify and describe examples in which technology has changed the lives of people
- examine the impact of particular technologies on sustainability
- describe the connection between human needs and wants and technological development
- explain the relevance of various inventions in relation to the time period in which they were developed
- reflect on the role of technology in his or her own life.

Transdisciplinary theme

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Ibn Battuta (nomads, Benin bronzes), Marco Polo (Uighurs)

Central idea

Finding peaceful solutions to conflict leads to a better quality of human life.

Key concepts

- Causation
- Perspective
- Responsibility

Related concepts

- Conflict
- Diversity
- Justice

Lines of inquiry

- Causes of conflict
- Conflict resolution and management
- Living and working together peacefully

Social studies strand(s)

Human systems and economic activities

Resources and the environment

Social studies skills

- a. Formulate and ask questions about the past, the future, places and society
- b. Use and analyse evidence from a variety of historical, geographical and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights and responsibilities in society
- e. Assess the accuracy, validity and possible bias of sources

The student will be able to:

- practise techniques of mediation and negotiation within the class and/or school community
- document examples of conflict (local and global) and identify the causes and consequences
- evaluate effectiveness of real-life conflict management (for example, research and analyse a global conflict situation)
- reflect on his or her own strategies in dealing with situations of personal conflict.