



I • P • S

International Preparatory School Social Studies Benchmarks and Skills - 2018-2020

Strand	By the end of <b>Nursery</b> , learners will:	By the end of <b>Reception</b> , learners will:	By the end of <b>Year One</b> , learners will:	By the end of <b>Year Two</b> , learners will:	By the end of <b>Year Three</b> , learners will:	By the end of <b>Year Four</b> , learners will:	By the end of <b>Year Five</b> , learners will:	By the end of <b>Year Six</b> , learners will:
<p><b>Human Systems and Economic Activities</b></p> <p><i>The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.</i></p>				<p><b>How we organise ourselves:</b> Identify which products do and do not go through a production process</p> <p>Describe the general steps involved in production of a product.</p>	<p><b>How we organise ourselves:</b> Locate books using the dewey decimal system categories (ie. 100's, 200's).</p> <p>Identify different number systems that organise our daily lives (ie. calendars, schedules, clocks, timetables, metric system).</p> <p>Plan and implement a system of organization for him/herself.</p> <p>Explain how these number systems connect people locally and globally.</p>	<p><b>How we organise ourselves:</b> Explore how authority and power are distributed within different types of teams/groups.</p>	<p><b>How we organise ourselves:</b> Analyse how individuals' and communities' needs and/or wants are met.</p> <p>Explain how supply and demand are affected by population and the availability of resources.</p> <p>Describe the benefits and problems associated with trade.</p>	<p><b>How we organise ourselves:</b> Examine how authority and power are distributed within different types of government systems.</p>
<p><b>Social Organization and Culture</b></p> <p><i>The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</i></p>	<p><b>Who we are:</b> Identify places in the local community where we engage in play</p> <p>Identify people they like to play with and why</p> <p>Identify preferences in play</p> <p>Through play, explore the roles and responsibilities of members of the community</p>	<p><b>Who we are:</b> Identify which group(s) they belongs to</p> <p>Identify how they know they belong to a particular group</p> <p>Identify the communities they belong to (for example, draw and describe pictures of the various groups they form a part of)</p> <p>Discuss their interactions with people and places</p>	<p><b>Who we are:</b> Describe some of their own roles, relationships, and responsibilities (e.g., as a student, member of a family, friend, member of the community)</p> <p>Discuss different types of families (nuclear, extended, step-families, adoptive and biological, same-sex, single-parent, etc.)</p> <p>Describe the types of roles and responsibilities that exist within their families.</p>	<p><b>How we express ourselves:</b> Explain why a particular celebration is important in his or her own life</p> <p>Suggest reasons for various celebrations</p> <p>Identify and compare celebrations observed by others in the class</p>	<p><b>Who we are:</b> Compare and contrast current family experiences with those of a previous generation.</p> <p>Identify countries of familial significance, and locate them on a globe and/or print, digital, or interactive map.</p> <p>Identify some ways in which heritage is passed on through familial events, stories, and artifacts.</p> <p>Create artefacts that show how family history impacts on individual identity.</p> <p>Make connections between personal features of identity</p>	<p><b>Who we are:</b> Identify significant people from a variety of backgrounds (science, exploration, the arts, literature, politics, etc...) and nationalities</p> <p>Defend why certain individuals are considered significant</p> <p>Identify ways significant people affect how we think about ourselves, through different lens (race, culture, gender, religion, language, field of study, etc...)</p> <p>Explore the influences that shaped the life and work of a significant person.</p>	<p><b>How we express ourselves:</b> Identify how advances in technology impact how people communicate.</p> <p>Explore the different ways in which we are influenced (peer pressure, family values, advertising, etc...).</p> <p>Discuss the different reasons for trying to influence people (advertising, propaganda, political issues, etc...).</p> <p>Discuss the impact persuasion has on them and others around the world.</p> <p><b>Who we are:</b> Identify and describe ways that beliefs and values influence</p>	<p><b>How we organise ourselves:</b> Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship) and find examples of these systems in the world</p> <p>Explain the relationships between governments and human rights.</p> <p>Describe different processes that governments can use to promote or deny human rights.</p> <p>Describe the major rights and responsibilities associated with citizenship in the host nation and/or the student's home nation.</p>

					(name, physical traits, personality traits, passions, experiences) and those of other family members.		people's daily lives.  Identify similarities and differences between the basic tenets, rituals and narratives of the major belief systems.  Investigate how religious and secular cultures and belief systems sustain different ways of life and what is required for them to co-exist harmoniously.  Explain the connection between identity and belief systems and values.	Identify and describe means by which citizens can influence actions of their government.  <b>Who we are:</b> Explore the way various cultures acknowledge puberty and aging.  Examine changes in personal responsibility as people mature.
<p><b>Continuity and Change Through Time</b></p> <p><i>The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.</i></p>		<p><b>How the world works:</b> Identify changes he or she has undergone from birth to present</p> <p>Use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</p> <p>Explore the different ways in which personal history can be documented</p>		<p><b>Where we are in place and time:</b> Reflect on a journey he or she has taken and what was learned from it</p> <p>Describe some of the journeys he or she has made (for example, through writing, art, or role play)</p> <p>Identify the chronological steps necessary in making a journey</p>		<p><b>Where we are in place and time:</b> Identify factors that lead to emigration (political, financial, social, forced, etc...)</p> <p>Identify reasons for immigration (need for skilled and unskilled labour, political allegiance, etc...)</p> <p>Identify the reasons people emigrated to Mauritius, past and present</p> <p>Examine positive and negative impact of immigration on societies, cultures, and individuals</p> <p>Examine positive and negative impact of emigration on societies, cultures, and individuals</p> <p>Debate people's right to emigrate</p>	<p><b>Who we are:</b> Identify and represent key events in a person/author's life.</p> <p>Explain ways in which ethnicity, cultural experiences and upbringing impact on our narrative about ourselves.</p>	
<p><b>Human and Natural Environments</b></p> <p><i>The study of the distinctive features</i></p>		<p><b>How we express ourselves:</b> Discuss natural environments that are important to the student and their features (beach: has sand, etc...)</p>			<p><b>How the world works:</b> Describe how weather and climate conditions affect the activities of humans.</p> <p>Explain how humans</p>	<p><b>Sharing the planet:</b> Identify human actions that impact on animals' habitats in Mauritius and another place.</p>	<p><b>Where we are in place and time:</b> Explain that because people and regions cannot produce everything they want, they specialize in what</p>	<p><b>Where we are in place and time:</b> Identify ways of exploring.</p> <p>Identify reasons that motivated explorers</p>

<p><i>that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.</i></p>		<p>Describe natural environments (for example, through writing, art, or role play)</p>			<p>have innovated to allow them to survive in different climates.</p>	<p>Explain the consequences of human actions on animal habitats in Mauritius.</p> <p><b>Where we are in place and time:</b> Explain the concept of location.</p> <p>Describe the natural and manmade features of local and other environments.</p> <p>Analyse ways in which humans use the natural environment (for example, recreation, settlement, resource collection).</p> <p>Describe the influence of landforms and geographic features on human population and cultures.</p> <p>Identify a variety of countries, continents, physical features, and bodies of water around the world.</p>	<p>they do best and trade for the rest</p>	<p>(economic, political, curiosity).</p> <p>Identify the effect that an explorer's discoveries had on their culture, history, trade, etc...</p> <p>Explain how the contributions of an explorer influenced the present world.</p> <p><b>How the world works:</b> Explain the impact of natural disasters on human communities.</p> <p>Demonstrate ways to prepare yourself and your family for a natural disaster (emergency plans and supplies, safe places to be, signs of a natural disasters).</p>
<p><b>Resources and the environment</b></p> <p><i>The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.</i></p>	<p><b>Sharing the planet:</b> Explore the relationship between humans and the ocean.</p>	<p><b>Sharing the planet:</b> Explore the relationship between humans and animals in our environment.</p> <p>Explore our responsibility towards animals.</p> <p><b>How we express ourselves:</b></p> <p>Explore the relationship between nature and humans.</p> <p>Explore our responsibility towards nature.</p>	<p><b>Sharing the planet:</b> Explore our responsibility towards plants.</p> <p>Identify products that are made from plants.</p> <p>Give reasons why plants are important to humans.</p>	<p><b>Sharing the planet:</b> Diagram the waste cycle.</p> <p>Examine what happens to waste that does not decompose.</p> <p>Analyze the effect of non-decomposable products on the environment (local and global).</p> <p>Identify alternatives to using products that do not decompose (reuse, reduce, recycle, refuse, rethink).</p> <p>Evaluate our responsibilities as global citizens to reduce waste.</p> <p>Recognize how decisions about the environment can adversely affect the</p>	<p><b>Sharing the planet:</b> Analyse systems of fresh water storage and usage, both natural and human-made</p> <p>Identify freshwater issues and propose strategies for responsible, equitable water use</p> <p>Identify issues related to lack of fresh water (disease, drought, etc...)</p> <p><b>How the world works:</b> Explain how simple machines impact on daily life.</p>		<p><b>Sharing the Planet</b> Explain why access to energy is essential for meeting our needs.</p> <p>Explain Maslow's hierarchy of needs and how it impacts on the competition for resources.</p> <p>Identify the amount of energy we use daily (environmental footprint).</p> <p>Analyse the advantages and disadvantages of using different forms of energy.</p> <p><b>How we organise ourselves:</b> Distinguish among human, natural, and capital resources.</p>	<p><b>Sharing the Planet:</b> Explain how human activities can have positive or adverse effects on local and other environments.</p> <p>Assess the benefits that human societies derive from biodiversity.</p>

				<p>future quality of people's lives.</p> <p><b>How we organise ourselves:</b> Explain the importance of farms to humans.</p> <p>Identify the source materials of a variety of products.</p>				
<b>Social Studies Skills</b>	<p>By the end of <b>Nursery</b>, learners will:</p> <ol style="list-style-type: none"> <li>Express wonderings or ask questions about a person or event of personal significance.</li> <li>Express wonderings about or ask questions about the natural and physical environment.</li> <li>Use imaginative play to develop an awareness of the world around them.</li> </ol>	<p>By the end of <b>Reception</b>, learners will:</p> <ol style="list-style-type: none"> <li>Express wonderings or ask questions about a person or event of personal significance.</li> <li>Express wonderings about or ask questions about the natural and physical environment.</li> <li>Use imaginative play to develop an awareness of the world around them.</li> <li>Explore and share instances of change and continuity in their personal lives and their family;</li> <li>Use world maps, atlases and/or globes to find relevant information.</li> </ol>	<p>By the end of <b>Year One</b>, learners will:</p> <ol style="list-style-type: none"> <li>Express wonderings or ask questions about a person or event of personal significance;</li> <li>Express wonderings about or ask questions about the natural and physical environment;</li> <li>Draw information from, and respond to, stories about the past from geographical and/or societal sources;</li> <li>Use world maps, atlases and/or globes to find relevant information;</li> <li>Use simple fieldwork and observational skills to study the local environment.</li> </ol>	<p>By the end of <b>Year Two</b>, learners will:</p> <ol style="list-style-type: none"> <li>Express wonderings or ask questions about a person or event of personal significance;</li> <li>Express wonderings about or ask questions about the natural and physical environment;</li> <li>Draw information from, and respond to, stories about the past from geographical and societal sources;</li> <li>Recognize important events in their own lives, and how times and change affect people;</li> <li>Explore similarities and differences between the past and the present.</li> <li>Use simple fieldwork and observational skills to study the geography of the local environment.</li> <li>Use maps and graphs, tables, and diagrams to read and display geographic information</li> </ol>	<p>By the end of <b>Year Three</b>, learners will:</p> <ol style="list-style-type: none"> <li>Ask questions to extend understanding of the past, and of the human and natural environment.</li> <li>Formulate and ask questions about the past, the future, and places.</li> <li>Access first- and second-hand sources of information.</li> <li>Explore similarities and differences between the past and the present.</li> <li>Interpret place and time using tools such as timelines.</li> </ol>	<p>By the end of <b>Year Four</b>, learners will:</p> <ol style="list-style-type: none"> <li>Ask questions to extend understanding of the past, and of the human and natural environment.</li> <li>Formulate and ask questions about the past, the future, and places.</li> <li>Access first- and second-hand sources of information.</li> <li>Sequence events and routines in chronological order</li> <li>Interpret place and time using tools such as maps and timelines.</li> <li>Assess the accuracy, validity and possible bias of sources.</li> </ol>	<p>By the end of <b>Year 5</b>, learners will:</p> <ol style="list-style-type: none"> <li>Ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society.</li> <li>Formulate and ask questions about the past, the future, and places.</li> <li>Identify relevant, reliable and useful information, including the internet and multimedia, and decide on appropriate ways to use it.</li> <li>Access a range of first- and second-hand sources of information from various places and/or points in history.</li> <li>Predict future events by analyzing reasons for events in the past and present.</li> <li>Assess the accuracy, validity and possible bias of sources.</li> </ol>	<p>By the end of <b>Year 6</b>, learners will:</p> <ol style="list-style-type: none"> <li>Ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society.</li> <li>Formulate and ask questions about the past, the future, and places.</li> <li>Identify the uses and limitations of a variety of information sources.</li> <li>Access a range of first- and second-hand sources of information from various places and/or points in history.</li> <li>Sequence personal history in chronological order;</li> <li>Predict future events by analyzing reasons for events in the past and present;</li> <li>Describe the impact of advances in technology over time, on individuals, society and the environment.</li> <li>Assess the accuracy, validity and possible bias of sources.</li> </ol>