

Rationale

Social Studies is a multidisciplinary subject that draws from the social sciences and humanities to study human interaction and natural and social environments. The overarching goal of social studies is to develop thoughtful, responsible, and active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments. The Social Studies curriculum provides students with opportunities to critically reflect upon events and issues in order to examine the present, make connections with the past, and consider the future.

Aims

Students of Social Science will:

- Appreciate of the world around them and its diversity
- Demonstrate curiosity about the world, people and cultures
- Demonstrate tolerance of national, cultural, social, and gender diversity
- Investigate and develop understanding of local cultural practices
- Investigate a variety of cultural heritages
- Understand that social systems are shaped by the values of the individual, the family, the community, and interacting groups
- Understand the importance of factors which bring change upon social systems
- Understand of the effects of prejudices and discrimination within the classroom, the school and the world
- Grow in empathy by understanding feelings, perspectives and emotions and by projecting themselves into the situations of others
- Investigate their own cultural heritage
- Think and act independently
- Make judgments based on reasoned principles and be able to defend those judgments
- Develop constructive values
- Develop a basic understanding of political and legal structures and processes through which they can gain an appreciation of the purpose of laws in a variety of societies
- Examine the rights and responsibilities of citizenship at community, national and world levels
- Be aware of the world as a set of physical and environmental systems which undergo constant change
- Learn geographic skills and apply them to enhance their understanding of natural environments and relationships between people and natural systems
- Explore the influences of physical geography and apply their understanding to areas such as resource development, stewardship, and sustainability
- Acquire the knowledge, values, attitudes, commitment and skills needed to enjoy, protect and improve the environment
- Expand upon their individual knowledge base through the use of social science research methodologies
- Make connections between historical and current events

Key Concepts

Seven key concepts form the basis of this inquiry-based curriculum.

Connection:

We live in a world of interacting systems in which the actions of any individual elements affect others and the environment. Events, people, and places are part of an elaborate web of interdependent human systems.

Change:

Change is an inevitable part of the physical world and can be brought about and accelerated by human influences. Societies, groups, and individuals change over time in response to natural events or human interactions.

Form:

Events, people and places have recognizable features, which distinguish them in time, location or social context.

Relation:

Relationships occur among people as they interact with one another and the environment.

Perspective:

Events and findings are interpreted differently depending upon knowledge, experiences and motives. The difference between a proven fact and supposition must be emphasized. Other people influence our perspective, emotions, needs and desires as well as our cultural and environmental conditions.

Reflection:

Reflecting on the ways of knowing about the past, other places and people involves introspection and empathy. We must evaluate sources for objectivity omission and bias.

Responsibility:

People should consider their individual responsibilities and attitudes towards themselves, their society, the world and the environment.

Key Skills

Teachers are encouraged to organize instruction in a variety of ways that integrate prescribed learning outcomes with those of other subject areas. Teachers should provide opportunities for critical thinking and select a variety of resources that offer a range of perspectives on a topic. Gender and cultural sensitivity are essential parts of the program.

Research skills:

- Formulate questions
- Observe
- Plan
- Collect data
- Record data
- Organize data
- Interpret data
- Present research findings

Thinking skills:

- Acquire knowledge
- Comprehend
- Apply knowledge
- Analyze information
- Synthesize
- Evaluate

Social skills:

- Accept responsibility for behavior and academic tasks
- Respect others and themselves
- Cooperate
- Collaborate
- Share leadership
- Resolve conflict
- Engage in social action
- Make decisions

The Four Strands of the Social Studies Curriculum

- History and Change
- Geography
- Culture
- Politics, Economics and Technology

Cycles

The Social Science curriculum operates in a two-year cycle to avoid repetition of subject matter to students who may remain for more than one year in our mixed grade groupings. Teachers may choose the order in which they teach the four strands, but one strand should be a focus for each term. The academic year runs from July to June. Academic years beginning with even numbers use cycle A and academic years beginning with odd numbers use cycle B.

2000/2001 Academic Year-Cycle A
2001/2002 Academic Year-Cycle B
2002/2003 Academic Year-Cycle A
2003/2004 Academic Year-Cycle B

Kindergarten Curriculum

Meaning is constructed by making connections with previous experience. Kindergarten children will build upon their experience by gathering and recording information about themselves, their families, their communities and the environment. They will learn about their rights, roles and responsibilities in their community. They will learn how to care for their environment and develop a sense of belonging to their community.

History and Change

Students will:

- Explore the growth and development of self, and their reactions to change (e.g. marking specific times in a child's history, making a baby book, investigating growth and development)
- Examine the differences between needs and wants
- Describe some of the purposes of families
- Describe how families can be similar and different
- Identify some characteristics of their community
- Demonstrate an understanding of the passage of time (i.e. days, weeks, seasons, years, holiday celebrations)

Geography

Students will:

- Identify natural features of the immediate environment (e.g. climate, landforms, vegetation)
- Practice responsible behaviour in caring for their immediate environment
- Explore the community and how is it changing
- Use picture maps to identify home and school
- Demonstrate awareness of natural and human-built environments
- Demonstrate an awareness of their home countries

Culture

Students will:

- Explore and discover various aspects of Indonesian life (e.g. food, clothing, traditional customs, celebrations, and arts and crafts)
- Share experiences with children of the Buin Batu National School
- Develop an understanding of how groups express themselves in different ways
- Describe likenesses and differences in families, homes, celebrations, traditions, etc.

Society and Technology

Students will:

- Develop an understanding of their roles, rights and responsibilities (e.g. rules at school, right to be safe)
- Identify essential needs, how they are provided by members of the community and the role technology plays (e.g. food and trucking)
- Explore the world of paid and unpaid work
- Examine how we can become good citizens within the community (e.g. conservation, staying safe, meeting responsibilities, and providing community service)

Grade One and Two Curriculum

Children will gain a sense of their own history and how life continues to change through time. Children will identify how communities are formed and how people learn to work together. They will appreciate the cultural values, customs, and celebrations within familiar groups and communities. Children will learn how to identify features on a map using appropriate mapping skills. They will select, compare and categorize from a variety of sources and experiences and support a personal view of the meaning of data. They will explore individual and cooperative group work strategies and develop the skill of self-reflection.

History and Change

Cycle A

Understanding the Past

Students will:

- Explore the concept of generations within their family
- Examine customs, roles, and traditions and how they have changed over time (e.g. food, clothing, schooling, games, celebrations, family roles)
- Study pioneers of their home countries

Cycle B

Time and Change

Students will:

- Demonstrate an understanding of the passage of time (e.g. using calendars, historical events, family histories, Buin Batu community history)
- Develop and understanding of the technological and lifestyle changes throughout time

Geography

Cycle A

Where We Live

Students will:

- Identify and describe major land forms and water bodies of our immediate environment
- Create and interpret simple maps using cardinal directions, symbols, and simple keys
- Recognize and draw simple maps of their home countries

Cycle B

People and Places

Students will:

- Describe how physical environment influences human activities
- Demonstrate how Buin Batu is connected to other places
- Understand their responsibility to local and global environments

Culture

Cycle A **Indonesia**

Students will:

- Investigate some customs, traditions and religious practices of Indonesia
- Compare the similarities and differences between Indonesia and home countries, such as food, clothing, housing, play and work

Cycle B **How We Are Alike and How We Are Different**

Students will:

- Investigate a different culture and compare the customs, celebrations, music, art, etc. with their own culture
- Describe the roles and responsibilities within their own cultures and how they have changed over time
- Examine the significance of cultural diversity in their home country

Politics, Economics and Technology

Cycle A **Political and Legal Systems**

Students will:

- Investigate the rights and responsibilities individuals have within groups
- Describe how and why groups are formed
- Examine how roles are organized within groups
- Describe functions of local government
- Develop an understanding of representation and voting
- Describe a code of conduct and reasons for follow it
- Develop and participate in conflict resolution activities

Cycle B **Economics and Technology**

Students will:

- Examine the needs and responsibilities of people in our community
- Investigate how goods and services are provided
- Describe the influence of mass media on their choices as consumers
- Consider factors that affect the provision of these goods and services (e.g. isolation, transportation, technology, cooperation etc.)
- Investigate how resources are combined to provide necessary goods and services

Grades Three and Four Curriculum

Students in Grades 3/4 will use a variety of sources to obtain evidence that supports a particular idea. They will be expected to identify and clarify a problem about a topic and organize resources to assist them in their endeavors.

Students will gather information in many different ways, including direct observation, references, historical fiction, texts, videos and interviews. They will work independently, in pairs, small groups and large groups. They will share their findings in a variety of ways, such as reports, projects, artwork, and flow charts. They will be able to explain their work visually, orally and in writing.

Students will describe different eras and set out a series of events in a sequence. They will give reasons why communities have changed and why they are likely to change. Students will develop vocabulary to describe the natural and human-built features of a place. They will describe locations using major reference points and directional signs. They will refer to the way natural features influence people's lives. Students will identify issues related to the value and care of places.

Students will identify Aboriginal groups and describe their practices, celebrations and lifestyles. They will learn that there are different forms of work, and identify work characteristics and the different values people place upon them. They will describe flow patterns from producers to consumers. Students will be expected to participate in democratic decision-making activities.

History and Change

Cycle A

Understanding the past

Students will:

- Describe the ways of life, beliefs and practices of the original inhabitants of a country (e.g. Maori, Native American Indians or Inuit)
- Describe the men, women and children who later settled there (e.g. through colonization in the United States, Japan, Australia or Canada)
- Gather information using photographs, and archival material to show the development of communities
- Collect evidence from journals, paintings and letters
- Listen to and read stories about people from other times and places and depict their impression of them (e.g. respond to myths, legends, tall tales and songs)
- Report on artefacts and tools from other times and compare them with modern day counterparts

Cycle B

Time and Change

Students will:

- Present an accurate sequence when recounting or paraphrasing narratives, ballads and events from the past
- Create timelines or dramatize aspects of societies at significant moments in history
- Analyze changes in transportation

- Outline changes in land uses and suggest reasons for and consequences of these changes
- Research the development of a place (possibly in their home countries) and outline events that have contributed to change
- Describe changes that are likely in the future and give reasons (e.g. homes, transport, technology and professions)

Geography

Cycle A

Features of Places

Students will:

- Describe and locate places on the Earth places according to their climatic and natural features (e.g. tropical, temperate, polar, sub-polar, alpine and desert, and describe how these physical environments influence human activities)
- Identify major land masses and oceans on the Earth's surface
- Locate major states/provinces, towns and cities in their home countries
- Map major features of home countries
- Interpret road and atlas maps using basic symbols for features
- Use and draw maps of locations in Buin Batu
- Draw scale maps of familiar environments, such as the classroom
- Describe the location of places using cardinal points or major reference points (e.g. Equator, North Pole, South Pole, Prime Meridian, hemispheres)
- Interpret atlases to locate the Earth's thematic data (e.g. vegetation, climate, population, seas)

Cycle B

People and Places

Students will:

- Describe physical features that affect ways of life (e.g. rivers, soil, climate, mountains, etc.)
- Suggest reasons why people may choose to live in places
- Describe human accomplishments that have enabled people to live in certain environments such as deserts, mountains, flood zones
- Identify issues that arise when people's actions affect other people and places (e.g. degradation of environments such as forests, rivers, lakes, oceans)
- Recognize that people have different views about the care of places (e.g. economic circumstances, occupation, age, gender, cultural background)
- Analyze how people interacted with their environment, in the past and in the present
- Demonstrate an understanding of their responsibility to local and global environments

Culture

Cycle A Indonesia

Students will:

- Investigate diverse groups within Indonesia and identify commonalities and differences of these groups
- Compare their experience of Indonesia with their experience of their home countries
- Examine the roles of Indonesian groups involved in the arts
- Participate in Indonesian arts activities
- Examine, interpret and write traditional Indonesian stories
- Have direct exposure to local cultural experiences
- Prepare traditional Indonesian foods

Cycle B Cultural Cohesion and Diversity – Personal, Group and Cultural Identity

Students will:

- Identify and describe the ceremonies, worship and social activities of the religious groups within the Buin Batu community (e.g. Islam, Christian, Hindu)
- Provide examples of similarities and differences in the ways diverse groups address human needs and concerns
- Explore how experiences might be interpreted differently by people from diverse cultural perspectives and frames of reference
- Describe how people's basic needs are met in a variety of cultures
- Compare the roles of individuals in communities (e.g. government leaders, religious leaders, health care workers, volunteers)
- Identify the groups to which students belong and the effects these groups have on their attitudes, beliefs and behaviors
- Describe the influence a peer group can have upon the individual

Politics, Economics and Technology

Cycle A Political and Legal Systems

Students will:

- Explore their roles, rights and responsibilities as a citizen within the community
- Identify how and why governments are created
- Describe levels of government (e.g. local, state/province and federal)
- Identify the services governments provide
- Participate in decision-making activities using democratic principles
- Identify how and why power is obtained and used by individuals and groups
- Identify ways in which citizens resolve disputes through the court system
- Explore political and legal events as portrayed in the media

Cycle B
Economics and Technology

Students will:

- Compare bartering to a monetary system of exchange
- Provide examples of the differences between goods and services
- Describe the development of various communities in relation to their strategic location and availability of resources
- Compare ways in which communities are interdependent
- Identify contributions of various occupations to communities
- Describe ways innovation and technology affect people, communities and the environment
- Describe the influence of mass media

Grade Five and Six Curriculum

Students in Grades 5 and 6 will assume greater responsibility for finding and organizing information needed to answer questions. They will represent their learning through individual and group investigations. Students will be asked to provide evidence for a position they hold and argue their position using a variety of presentation techniques.

Students will study in detail the history and change of at least one country. They will create timelines, describe important events, and study aspects of the ancient world. They will describe groups and communities in terms of their social structures, traditions, beliefs, and the roles and responsibilities of their members. They will comment on what these civilizations gave to the modern world.

Learners will study about the physical world. They will use their knowledge of features and locations to describe places. They will practice using essential mapping tools and techniques. Their attention will focus on people and the human use of places. Students will provide reasons for population distribution discuss associated problems and solutions. They will begin to identify differing viewpoints of individuals and groups about the use of land and ocean resource.

Students will learn about the cultures of Indonesia and compare similarities and differences between Indonesia and their home countries.

Students will learn about decision-making in different types of social systems. They will focus their attention on economic and political systems. They will examine factors that influence decisions made by producers and consumers such as supply and demand and mass media marketing.

History and Change

Cycle A

Understanding the past

Country or region study – one or more of the following:

- China
- Middle Eastern
- India
- Europe

Students will:

- Make timelines of important events from early history to the present
- Examine daily life in the community
- Describe the main attributes of the society
- Describe invention and technology
- Investigate the Arts and Literature

Cycle B

Understanding the past

Country study – one or more of the following:

- Mesopotamia
- Egypt
- Greece
- Rome

Students will:

- Make timelines of important events from early history to the present
- Examine daily life in the community
- Describe the main attributes of the society
- Describe invention and technology
- Investigate the Arts and Literature

Geography

Cycle A

Physical Geography

Students will:

- Use maps to locate key physical features of the Earth (e.g. mountains, rivers, oceans, seas, volcanoes, forests)
- Use longitude and latitude to locate political features
- Interpret symbols on maps to identify and describe similarities between places.
- Locate places with similar climates, landforms and/or vegetation and draw generalizations about their locations
- Locate major population centres and draw generalizations about their locations
- Investigate the distribution of natural resources including those of the world's oceans
- Students will complete a detailed study of the physical geographies of their home countries

Cycle B

People and Places

Students will:

- Study the distribution of the population on the Earth
- Describe possible reasons for human use of space (e.g. farming, industry, recreation)
- Study the impact (negative and positive) of human use of space and describe the different views of individuals and groups about care of the environment
- Describe different points of view about the use of land and oceans and possible reasons for these different viewpoints
- Apply their understanding of physical geography to areas such as resource development, stewardship, and sustainability
- Describe how people's beliefs and practices influence the ways they interact with places (e.g. by identifying significant places of importance)

Culture

Cycle A **Indonesia**

Students will:

- Identify the major cultural groups in Indonesia
- Consider aspects of the cultures that make them distinctive
- Investigate the importance of religion and family and associated ceremonies
- Discuss the roles, rights and responsibilities of members of the cultural groups
- Compare at least two Indonesian cultures
- Read and respond to Indonesian stories, myths, legend
- Investigate current events in Indonesia

Cycle B **Cultural Cohesion and Diversity – Personal, Group and Cultural Identity**

Students will:

- Demonstrate understanding of home country cultures
- Explain ways people preserve and transmit culture
- Examine nationalism and racism
- Demonstrate understanding of why people emigrate
- Investigate the effects of immigration in their home county
- Demonstrate ways social and economic organizations satisfy needs and wants in a variety of cultures
- Analyze how a society's artistic expression reflects its culture
- Demonstrate appreciation of contributions of a variety of cultures to the world
- Investigate current events in home country and the world

Politics, Economics and Technology

Cycle A **Political and Legal Systems**

Students will:

- Practice formal and informal decision making processes used by groups
- Describe differences in the ways rules and laws are made in democratic and non-democratic situations
- Compare individual rights, freedoms responsibilities in various countries and institutions
- Examine important political documents such as charters, bills of rights and constitutions
- Demonstrate understanding of community, national and global citizenship
- Compare systems of government in selected countries
- Investigate and respond to current events

Cycle B

Economics and Technology

Students will:

- Identify reasons why governments choose to provide some services to the community and how they raise revenue to do so (e.g. income, corporate, land taxes and grants)
- Describe competition and techniques used by businesses
- Define unemployment, its cause and effects
- Explain how supply and demand are affected by population and the availability of resources
- Interpret current events in local, national, and global contexts as related to economic and social systems
- Develop an understanding of economic terminology and concepts
- Analyze factors that influence use and development of transportation and communications systems
- Assess effects of urbanization and technology on lifestyle and work
- Analyze how people influence and are influenced by mass media

Grades Seven and Eight Curriculum

Students in Grades 7 and 8 will be expected to identify what is significant about a topic being studied and work out ways of conducting an investigation. They will advance evidence in support of their viewpoints and discern some ways in which authors' motives influence the way they present information and ideas.

Students will put historical events in order over extended periods of time and expand on their understanding of world events by studying ancient civilizations.

Students will use their knowledge of the features of the Earth to suggest causal relationships. They will gain experience representing and locating geographical features. They will demonstrate an awareness of the views of others and explain why different viewpoints are held on issues concerning the use of places. They will consider environmental issues such as protection of habitat, conservation and stewardship of resources.

Students will have the opportunity to compare cultural mores in Indonesia. They will also examine the fundamental beliefs of the religions within Indonesia.

Students will identify the key features of the main political systems in the world and will outline positive and negative aspects of each. They will trace the history of political change and examine inter-governmental trade alliances. They will study the influences of supply and demand on price structures, as well as the roles of consumers and producers in the economy. They will also study the affects of advertising on consumer choice.

History and Change

Cycle A

Understanding the past

Civilization Study –one or more of the following:

- Aztec
- Inca
- Maya

Students will:

- Demonstrate understanding of the concept of civilization
- Identify factors that influence the development and decline of world civilizations
- Analyze effects and consequences of contact and conflict between ancient cultures
- Compare daily life, family structures, and gender roles
- Describe cultural traditions and religious practices
- Identify how the civilization met common needs
- Describe invention and technology
- Demonstrate an awareness of artistic expression as a reflection of the culture
- Identify connections between current cultures and ancient cultures

Cycle B

Understanding the past

The European Middle Ages and The Renaissance

Students will:

- Explain the origins of Medieval society and the Renaissance
- Describe how these cultures met common needs
- Analyze medieval and Renaissance governments and economics
- Describe the social features of a Medieval society and Renaissance societies
- Describe features and motivating forces of the Crusades
- Demonstrate understanding of events as part of a chronological series
- Describe the achievements of important historical figures
- Describe daily life, work, family structures and gender roles
- Compare daily life in medieval society with modern times
- Examine world events on different continents that took place during these periods

Geography

Cycle A

Physical Geography

Students will:

- Construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps
- Locate and describe current and historical events on maps
- Locate and describe major world landforms, bodies of water, and political boundaries on maps
- Compare climate, vegetation, landforms and soils of various places
- Identify factors affecting the climates of places
- Describe natural phenomena that cause change to environments
- Describe and compare home country geographical regions

Cycle B

People and Places

Students will:

- Describe how physical geography influences patterns of settlement, trade and exploration
- Analyze how people interact with and alter their environments, in terms of
 - Population
 - Settlement patterns
 - Resource use
 - Cultural development
- Analyze ways that people's interactions with their physical environments change over time
- Describe how people view the use of places differently according to their perspectives (e.g. government, developers and native people)
- Research reasons for different viewpoints about caring for places

- Summarize the environmental considerations of the Batu Hijau project
- Describe how human use of places has influenced environments in their home countries

Culture

Cycle A

Indonesia

The students will:

- Identify the religious groups within Indonesia and describe their fundamental beliefs and histories (Islam, Hindu, Buddhism, Christianity, Animism)
- Compare and contrast belief systems, and describe how these impinge on Indonesian society
- Identify places of religious and cultural significance in Indonesia, with a particular focus on Yogyakarta
- Participate in cultural awareness sessions
- Examine the influence of Dutch, Chinese and Indian cultures on Indonesia
- Attend to current events in Indonesia as they relate to world issues

Cycle B

Cultural Cohesion and Diversity – Personal, Group and Cultural Identity

The students will:

- Study indigenous groups from their home country
- Describe the effects of European colonization on indigenous groups
- Demonstrate awareness of artistic expression as a reflection of culture
- Describe ways cultures have sought to preserve identity and adapt to change
- Examine the reasons for immigration
- Examine the effects of immigration on the country of origin, the host country and the immigrants
- Consider factors that create cultural cohesion and nationalism.

Politics, Economics and Technology

Cycle A

Political and Legal Systems

Students will:

- Identify types of political systems and their key features
- Identify countries that have changed their political system and report reasons for and consequences of these changes
- Identify and report on political philosophers (e.g. Marx, Abraham Lincoln) and the consequences of their teachings
- Describe the role of charters, constitutions, etc. in their home countries
- Examine the roles of different levels of government including the judiciary

Cycle B

Economics and Technology

Students will:

- Compare basic economic systems and different forms of exchange
- Analyze the effect of commerce on trade routes
- Describe the influence of advertising on consumers
- Trace the influence of supply and demand on cost and availability
- Identify key parts of economies (e.g. banks, stock exchange, marketplace, producers, consumers, government, labour, international trade, resources)
- Investigate the disparity between economies
- Describe factors which affect employment opportunities
- Describe the impact of technological innovation and science on political, social and economic structures
- Investigate the formation, influence and benefit of multi-national alliances (e.g. North American Free trade Alliance, European Economic Community)
- Investigate Multinational corporate influence on markets, governments, environment national sovereignty etc.

History and Change		
Kindergarten	Grades One and Two	Grades Three and Four
<p>Students will:</p> <ul style="list-style-type: none"> • Explore the growth and development of self, and their reactions to change (e.g. marking specific times in a child’s history, making a baby book, investigating growth and development) • Examine the differences between needs and wants • Describe some of the purposes of families • Describe how families can be similar and different • Identify some characteristics of their community • Demonstrate an understanding of the passage of time (i.e. days, weeks, seasons, years, holiday celebrations) 	<p>Cycle A Understanding the Past</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore the concept of generations within their family • Examine customs, roles, and traditions and how they have changed over time (e.g. food, clothing, schooling, games, celebrations, family roles) • Study pioneers of their home countries <p>Cycle B Time and Change</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the passage of time (e.g. using calendars, historical events, family histories, Buin Batu community history) • Develop and understanding of the technological and lifestyle changes throughout time 	<p>Cycle A Understanding the past</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe the ways of life, beliefs and practices of the original inhabitants of a country (e.g. Maori, Native American Indians or Inuit) • Describe the men, women and children who latter settled there (e.g. through colonization in the United States, Japan, Australia or Canada) • Gather information using photographs, and archival material to show the development of communities • Collect evidence from journals, paintings and letters • Listen to and read stories about people from other times and places and depict their impression of them (e.g. respond to myths, legends, tall tales and songs) • Report on artefacts and tools from other times and compare them with modern day counterparts <p>Cycle B Time and Change</p> <p>Students will:</p> <ul style="list-style-type: none"> • Present an accurate sequence when recounting or paraphrasing narratives, ballads and events from the past • Create timelines or dramatize aspects of societies at significant moments in history • Analyze changes in transportation • Outline changes in land uses and suggest reasons for and consequences of these changes • Research the development of a place (possibly in their home countries) and outline events that have contributed to change • Describe changes that are likely in the future and give reasons (e.g. homes, transport, technology and professions)

History and Change	
Grades Five and Six	Grades Seven and Eight
<p>Cycle A Understanding the past</p> <p>Country or region study – one or more of the following:</p> <ul style="list-style-type: none"> • China • Middle Eastern • India • Europe <p>Students will:</p> <ul style="list-style-type: none"> • Make timelines of important events from early history to the present • Examine daily life in the community • Describe the main attributes of the society • Describe invention and technology • Investigate the Arts and Literature <p>Cycle B Understanding the past</p> <p>Country study – one or more of the following:</p> <ul style="list-style-type: none"> • Mesopotamia • Egypt • Greece • Rome <p>Students will:</p> <ul style="list-style-type: none"> • Make timelines of important events from early history to the present • Examine daily life in the community • Describe the main attributes of the society • Describe invention and technology • Investigate the Arts and Literature 	<p>Cycle A Understanding the past</p> <p>Civilization Study –one or more of the following:</p> <ul style="list-style-type: none"> • Aztec • Inca • Maya <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the concept of civilization • Identify factors that influence the development and decline of world civilizations • Analyze effects and consequences of contact and conflict between ancient cultures • Compare daily life, family structures, and gender roles • Describe cultural traditions and religious practices • Identify how the civilization met common needs • Describe invention and technology • Demonstrate an awareness of artistic expression as a reflection of the culture • Identify connections between current cultures and ancient cultures <p>Cycle B Understanding the past</p> <p>The European Middle Ages and The Renaissance</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the origins of Medieval society and the Renaissance • Describe how these cultures met common needs • Analyze medieval and Renaissance governments and economics • Describe the social features of a Medieval society and Renaissance societies • Describe features and motivating forces of the Crusades • Demonstrate understanding of events as part of a chronological series • Describe the achievements of important historical figures • Describe daily life, work, family structures and gender roles • Compare daily life in medieval society with modern times • Examine world events on different continents that took place during these periods

Geography		
Kindergarten	Grades One and Two	Grades Three and Four
<p>Students will:</p> <ul style="list-style-type: none"> • Identify natural features of the immediate environment (e.g. climate, landforms, vegetation) • Practice responsible behaviour in caring for their immediate environment • Explore the community and how it is changing • Use picture maps to identify home and school • Demonstrate awareness of natural and human-built environments • Demonstrate an awareness of their home countries 	<p>Cycle A Where We Live</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify and describe major land forms and water bodies of our immediate environment • Create and interpret simple maps using cardinal directions, symbols, and simple keys • Recognize and draw simple maps of their home countries <p>Cycle B People and Places</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe how physical environment influences human activities • Demonstrate how Buin Batu is connected to other places • Understand their responsibility to local and global environments 	<p>Cycle A Features of Places</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe and locate places on the Earth places according to their climatic and natural features (e.g. tropical, temperate, polar, sub-polar, alpine and desert, and describe how these physical environments influence human activities) • Identify major land masses and oceans on the Earth’s surface • Locate major states/provinces, towns and cities in their home countries • Map major features of home countries • Interpret road and atlas maps using basic symbols for features • Use and draw maps of locations in Buin Batu • Draw scale maps of familiar environments, such as the classroom • Describe the location of places using cardinal points or major reference points (e.g. Equator, North Pole, South Pole, Prime Meridian, hemispheres) • Interpret atlases to locate the Earth’s thematic data (e.g. vegetation, climate, population, seas) <p>Cycle B People and Places</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe physical features that affect ways of life (e.g. rivers, soil, climate, mountains, etc.) • Suggest reasons why people may choose to live in places • Describe human accomplishments that have enabled people to live in certain environments such as deserts, mountains, flood zones • Identify issues that arise when people’s actions affect other people and places (e.g. degradation of environments such as forests, rivers, lakes, oceans) • Recognize that people have different views about the care of places (e.g. economic circumstances, occupation, age, gender, cultural background) • Analyze how people interacted with their environment, in the past and in the present • Demonstrate an understanding of their responsibility to local and global environments

Geography	
Grades Five and Six	Grades Seven and Eight
<p>Cycle A Physical Geography</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use maps to locate key physical features of the Earth (e.g. mountains, rivers, oceans, seas, volcanoes, forests) • Use longitude and latitude to locate political features • Interpret symbols on maps to identify and describe similarities between places. • Locate places with similar climates, landforms and/or vegetation and draw generalizations about their locations • Locate major population centres and draw generalizations about their locations • Investigate the distribution of natural resources including those of the world's oceans • Students will complete a detailed study of the physical geographies of their home countries <p>Cycle B People and Places</p> <p>Students will:</p> <ul style="list-style-type: none"> • Study the distribution of the population on the Earth • Describe possible reasons for human use of space (e.g. farming, industry, recreation) • Study the impact (negative and positive) of human use of space and describe the different views of individuals and groups about care of the environment • Describe different points of view about the use of land and oceans and possible reasons for these different viewpoints • Apply their understanding of physical geography to areas such as resource development, stewardship, and sustainability • Describe how people's beliefs and practices influence the ways they interact with places (e.g. by identifying significant places of importance) 	<p>Cycle A Physical Geography</p> <p>Students will:</p> <ul style="list-style-type: none"> • Construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps • Locate and describe current and historical events on maps • Locate and describe major world landforms, bodies of water, and political boundaries on maps • Compare climate, vegetation, landforms and soils of various places • Identify factors affecting the climates of places • Describe natural phenomena that cause change to environments • Describe and compare home country geographical regions <p>Cycle B People and Places</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe how physical geography influences patterns of settlement, trade and exploration • Analyze how people interact with and alter their environments, in terms of <ul style="list-style-type: none"> - Population - Settlement patterns - Resource use - Cultural development • Analyze ways that people's interactions with their physical environments change over time • Describe how people view the use of places differently according to their perspectives (e.g. government, developers and native people) • Research reasons for different viewpoints about caring for places • Summarize the environmental considerations of the Batu Hijau project • Describe how human use of places has influenced environments in their home countries

Culture		
Kindergarten	Grades One and Two	Grades Three and Four
<p>Students will:</p> <ul style="list-style-type: none"> • Explore and discover various aspects of Indonesian life (e.g. food, clothing, traditional customs, celebrations, and arts and crafts) • Share experiences with children of the Buin Batu National School • Develop an understanding of how groups express themselves in different ways • Describe likenesses and differences in families, homes, celebrations, traditions, etc. 	<p>Cycle A Indonesia</p> <p>Students will:</p> <ul style="list-style-type: none"> • Investigate some customs, traditions and religious practices of Indonesia • Compare the similarities and differences between Indonesia and home countries, such as food, clothing, housing, play and work <p>Cycle B How We Are Alike and How We Are Different</p> <p>Students will:</p> <ul style="list-style-type: none"> • Investigate a different culture and compare the customs, celebrations, music, art, etc. with their own culture • Describe the roles and responsibilities within their own cultures and how they have changed over time • Examine the significance of cultural diversity in their home country 	<p>Cycle A Indonesia</p> <p>Students will:</p> <ul style="list-style-type: none"> • Investigate diverse groups within Indonesia and identify commonalities and differences of these groups • Compare their experience of Indonesia with their experience of their home countries • Examine the roles of Indonesian groups involved in the arts • Participate in Indonesian arts activities • Examine, interpret and write traditional Indonesian stories • Have direct exposure to local cultural experiences • Prepare traditional Indonesian foods <p>Cycle B Cultural Cohesion and Diversity – Personal, Group and Cultural Identity</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify and describe the ceremonies, worship and social activities of the religious groups within the Buin Batu community (e.g. Islam, Christian, Hindu) • Provide examples of similarities and differences in the ways diverse groups address human needs and concerns • Explore how experiences might be interpreted differently by people from diverse cultural perspectives and frames of reference • Describe how people’s basic needs are met in a variety of cultures • Compare the roles of individuals in communities (e.g. government leaders, religious leaders, health care workers, volunteers) • Identify the groups to which students belong and the effects these groups have on their attitudes, beliefs and behaviors • Describe the influence a peer group can have upon the individual

Culture	
Grades Five and Six	Grades Seven and Eight
<p>Cycle A Indonesia</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the major cultural groups in Indonesia • Consider aspects of the cultures that make them distinctive • Investigate the importance of religion and family and associated ceremonies • Discuss the roles, rights and responsibilities of members of the cultural groups • Compare at least two Indonesian cultures • Read and respond to Indonesian stories, myths, legend • Investigate current events in Indonesia <p>Cycle B Cultural Cohesion and Diversity – Personal, Group and Cultural Identity</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of home country cultures • Explain ways people preserve and transmit culture • Examine nationalism and racism • Demonstrate understanding of why people emigrate • Investigate the effects of immigration in their home county • Demonstrate ways social and economic organizations satisfy needs and wants in a variety of cultures • Analyze how a society’s artistic expression reflects its culture • Demonstrate appreciation of contributions of a variety of cultures to the world • Investigate current events in home country and the world 	<p>Cycle A Indonesia</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the religious groups within Indonesia and describe their fundamental beliefs and histories (Islam, Hindu, Buddhism, Christianity, Animism) • Compare and contrast belief systems, and describe how these impinge on Indonesian society • Identify places of religious and cultural significance in Indonesia, with a particular focus on Yogyakarta • Participate in cultural awareness sessions • Examine the influence of Dutch, Chinese an Indian cultures on Indonesia • Attend to current events in Indonesia as they relate to world issues <p>Cycle B Cultural Cohesion and Diversity – Personal, Group and Cultural Identity</p> <p>Students will:</p> <ul style="list-style-type: none"> • Study indigenous groups from their home country • Describe the effects of European colonization on indigenous groups • Demonstrate awareness of artistic expression as a reflection of culture • Describe ways cultures have sought to preserve identity and adapt to change • Examine the reasons for immigration • Examine the effects of immigration on the country of origin, the host county and the immigrants • Consider factors that create cultural cohesion and nationalism.

Politics, Economics and Technology		
Kindergarten	Grades One and Two	Grades Three and Four
<p>Students will:</p> <ul style="list-style-type: none"> • Develop an understanding of their roles, rights and responsibilities (e.g. rules at school, right to be safe) • Identify essential needs, how they are provided by members of the community and the role technology plays (e.g. food and trucking) • Explore the world of paid and unpaid work • Examine how we can become good citizens within the community (e.g. conservation, staying safe, meeting responsibilities, and providing community service) 	<p>Cycle A Political and Legal Systems</p> <p>Students will:</p> <ul style="list-style-type: none"> • Investigate the rights and responsibilities individuals have within groups • Describe how and why groups are formed • Examine how roles are organized within groups • Describe functions of local government • Develop an understanding of representation and voting • Describe a code of conduct and reasons for follow it • Develop and participate in conflict resolution activities <p>Cycle B Economics and Technology</p> <p>Students will:</p> <ul style="list-style-type: none"> • Examine the needs and responsibilities of people in our community • Investigate how goods and services are provided • Describe the influence of mass media on their choices as consumers • Consider factors that affect the provision of these goods and services (e.g. isolation, transportation, technology, cooperation etc.) • Investigate how resources are combined to provide necessary goods and services 	<p>Cycle A Political and Legal Systems</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore their roles, rights and responsibilities as a citizen within the community • Identify how and why governments are created • Describe levels of government (e.g. local, state/province and federal) • Identify the services governments provide • Participate in decision-making activities using democratic principles • Identify how and why power is obtained and used by individuals and groups • Identify ways in which citizens resolve disputes through the court system • Explore political and legal events as portrayed in the media <p>Cycle B Economics and Technology</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compare bartering to a monetary system of exchange • Provide examples of the differences between goods and services • Describe the development of various communities in relation to their strategic location and availability of resources • Compare ways in which communities are interdependent • Identify contributions of various occupations to communities • Describe ways innovation and technology affect people, communities and the environment • Describe the influence of mass media

Politics, Economics and Technology	
Grades Five and Six	Grades Seven and Eight
<p>Cycle A Political and Legal Systems</p> <p>Students will:</p> <ul style="list-style-type: none"> • Practice formal and informal decision making processes used by groups • Describe differences in the ways rules and laws are made in democratic and non-democratic situations • Compare individual rights, freedoms responsibilities in various countries and institutions • Examine important political documents such as charters, bills of rights and constitutions • Demonstrate understanding of community, national and global citizenship • Compare systems of government in selected countries • Investigate and respond to current events <p>Cycle B Economics and Technology</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify reasons why governments choose to provide some services to the community and how they raise revenue to do so (e.g. income, corporate, land taxes and grants) • Describe competition and techniques used by businesses • Define unemployment, its cause and effects • Explain how supply and demand are affected by population and the availability of resources • Interpret current events in local, national, and global contexts as related to economic and social systems • Develop an understanding of economic terminology and concepts • Analyze factors that influence use and development of transportation and communications systems • Assess effects of urbanization and technology on lifestyle and work • Analyze how people influence and are influenced by mass media 	<p>Cycle A Political and Legal Systems</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify types of political systems and their key features • Identify countries that have changed their political system and report reasons for and consequences of these changes • Identify and report on political philosophers (e.g. Marx, Abraham Lincoln) and the consequences of their teachings • Describe the role of charters, constitutions, etc. in their home countries • Examine the roles of different levels of government including the judiciary <p>Cycle B Economics and Technology</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compare basic economic systems and different forms of exchange • Analyze the effect of commerce on trade routes • Describe the influence of advertising on consumers • Trace the influence of supply and demand on cost and availability • Identify key parts of economies (e.g. banks, stock exchange, marketplace, producers, consumers, government, labour, international trade, resources) • Investigate the disparity between economies • Describe factors which affect employment opportunities • Describe the impact of technological innovation and science on political, social and economic structures • Investigate the formation, influence and benefit of multi-national alliances (e.g. North American Free trade Alliance, European Economic Community) • Investigate Multinational corporate influence on markets, governments, environment national sovereignty etc.