



# SOCIAL STUDIES SCOPE & SEQUENCE Grades 3 - 5

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The units provide a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standards and benchmarks mean.
- The progressions provide valuable information for pre-assessment as well as information on what follows.

## **Social Studies Standards:**

### **Standard 1: Time, Continuity, and Change**

Learners understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

### **Standard 2: Connections and Conflict**

Learners understand the causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

### **Standard 3: People, Places and Environment**

Learners will understand the interactions and relationship between human societies and their physical environment

### **Standard 4: Culture**

Learners understand cultural and intellectual developments and interactions among and within societies.

*N.B.: In the benchmarks for this standard, the term "belief systems" refers to an ordered, established body of thinking and faith that influence one's perceptions of self and the world. It includes such concepts as religion, philosophies (including political and economic), and science.*

### **Standard 5: Society & Environment**

Learners understand social systems and structures and how these influence individuals.

### **Standard 6: Governance & Citizenship**

Learners understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.

### **Standard 7: Production, Distribution & Consumption**

Learners understand fundamental economic principles and ways in which economies are shaped by geographic and human factors

### **Standard 8: Science, Technology & Society**

Learners understand how societies have influenced and been influenced by scientific developments and technological developments

**Grade 3 Units:**

<b>Unit 1</b>	<b>Unit 2</b>
Organization and Leadership	Then and Now

**Grade 4 Units:**

<b>Unit 1</b>	<b>Unit 2</b>
Identity and Culture	Freedom and the Rainbow Nation

**Johannesburg Grade 5 Units:**

<b>Unit 1</b>	<b>Unit 2</b>
At What Cost?	The Island: Systems of Governance

**Pretoria Grade 5 Units:**

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
At What Cost?	People Power (The Island)	Humans and the Environment

**Standard 1: Time, Continuity, and Change**

Learners understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

Benchmarks	Performance Indicators		
	Grade 3 Local community (city and town) and one other community	Grade 4 Host Country	Grade 5 Early Modern History (1500 – 1800 CE)
Understand patterns of change in society (e.g., religious rituals, governance, development of communication systems, etc.)		Describe changes in society (political, cultural, social)	
Identify cause and effect relationships in history			
Identify and use primary and secondary sources to examine the past and present			(e.g., letters, diaries, maps, photos, interviews with senior citizens or elders of the community, newspapers, film).
Explain why people in different times and places view the world differently and why they hold these views			

**Standard 2: Connections and Conflict**

Learners understand the causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

Benchmarks	Performance Indicators		
	Grade 3 Local community (city and town) and one other community	Grade 4 Host Country	Grade 5 Early Modern History (1500 – 1800 CE)

<b>Explain varied causes and consequences of conflict and cooperation among individuals, groups, societies and nations</b>		In the following categories: politics, economics, geography, ethnicity/race/gender and culture.	
<b>Describe how wants and needs have implications beyond the self</b>			
<b>Explain the major ways groups, societies, and nations interact with one another</b>			(e.g., trade, cultural exchanges, international organizations).

<b>Standard 3: People, Places and Environment</b>			
<b>Learners will understand the interactions and relationship between human societies and their physical environment.</b>			
<b>Benchmarks</b>	<b>Performance Indicators</b>		
	<b>Grade 3 Local community (city and town) and one other community</b>	<b>Grade 4 Host Country</b>	<b>Grade 5 Early Modern History (1500 – 1800 CE)</b>
<b>Explain and correctly use the elements of maps and globes</b>			
<b>Apply appropriate resources and geographic tools to generate and interpret information about the earth</b>		Describe ways that the Earth's physical and human-made features have changed over time.	
<b>Understand the spatial organization of places through such concepts as location, distance, direction, scale, movement and region</b>		Apply concepts such as location, distance, direction, scale, movement and region.	
<b>Describe geographic factors that influence human migration and location</b>			Describe factors that influence locations of human populations and human migration.

Describe and explain various types and patterns of settlement and land use and reasons why particular locations are used for certain human activities			Describe and explain various types and patterns of settlement and land use. Identify why particular locations are used for certain activities.
Define regions by their human and physical characteristics			

<b>Standard 4: Culture</b>			
<b>Learners understand cultural and intellectual developments and interactions among and within societies.</b>			
<b>Benchmarks</b>	<b>Performance Indicators</b>		
	<b>Grade 3 Local community (city and town) and one other community</b>	<b>Grade 4 Host Country</b>	<b>Grade 5 Early Modern History (1500 – 1800 CE)</b>
Explain the elements of culture			Language, norms, values, beliefs, etc.
Define the elements of a belief system (creed, code of behavior, rituals, community)			
Identify and compare various belief systems and their principle tenets			Examine the principle tenets of one major world religion
Compare and contrast cultural characteristics of different regions and people (e.g., use of environment and resources, technology, food, shelter, beliefs and customs, schooling, etc.)			
Describe advantages and disadvantages associated with cultural diversity			

<b>Describe how cultural contributions from various regions help to form a national identity</b>			
<b>Understand similarities and differences in the ways groups and cultures meet human needs and concerns</b>	Compare and contrast the ways that different cultures meet human needs and concerns.		
<b>Understand cultural differences regarding what is public and private</b>			
<b>Illustrate or retell the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures</b>			
<b>Describe the influence of arts, crafts, music, and language on various cultures</b>			

<b>Standard 5: Society &amp; Environment</b>			
<b>Learners understand social systems and structures and how these influence individuals.</b>			
<b>Benchmarks</b>	<b>Performance Indicators</b>		
	<b>Grade 3 Local community (city and town) and one other community</b>	<b>Grade 4 Host Country</b>	<b>Grade 5 Early Modern History (1500 – 1800 CE)</b>
<b>Describe how families influence the individual</b>			

Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members			
Describe the various forms of institutions (e.g., family, school, church, clubs) and how they influence the individual			
Identify and describe ways that ethnicity and cultures influence people's daily lives			
Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic and gendered identities			Describe socialization, and opportunities for choice in personal identity Examine the difference between 'acceptance' and 'tolerance'
Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions and reactions to the world			

<b>Standard 6: Governance &amp; Citizenship</b>			
Learners understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.			
<b>Benchmarks</b>	<b>Performance Indicators</b>		
	<b>Grade 3</b> Local community (city and town) and one other community	<b>Grade 4</b> Host Country	<b>Grade 5</b> Early Modern History (1500 – 1800 CE)

<b>Identify issues involving the rights, roles and status of individuals in relation to the broader society</b>			
<b>Describe how political institutions meet needs and wants of individuals and society</b>			
<b>Identify community leaders, local and national government representatives</b>			
<b>Describe the organization and major responsibilities of the various levels of governments</b>			
<b>Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship)</b>			
<b>Explain what citizenship is</b>			
<b>Identify and describe means by which citizens can monitor, evaluate and influence actions of their government</b>			
<b>Describe the roles of laws, courts of law and judges</b>			
<b>Compare and contrast major political systems</b>			
<b>Explain different strategies to resolve conflict</b>			



**Standard 7: Production, Distribution & Consumption**

Learners understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

<b>Benchmarks</b>	<b>Performance Indicators</b>		
	<b>Grade 3 Local community (city and town) and one other community</b>	<b>Grade 4 Host Country</b>	<b>Grade 5 Early Modern History (1500 – 1800 CE)</b>
<b>Describe characteristics, locations, management and uses of renewable and non-renewable resources</b>			
<b>Distinguish among human, natural, and capital resources</b>			
<b>Describe how changes in transportation and communication have affected trade and economic activities</b>			
<b>Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services</b>			
<b>Describe how trade affects the way people earn their living in regions of the world</b>			
<b>Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies</b>			
<b>Describe primary causes of world trade</b>			

**Standard 8: Science, Technology & Society**

Learners understand how societies have influenced and been influenced by scientific developments and technological developments.

<b>Benchmarks</b>	<b>Performance Indicators</b>		
	<b>Grade 3 Local community (city and town) and one other community</b>	<b>Grade 4 Host Country</b>	<b>Grade 5 Early Modern History (1500 – 1800 CE)</b>
<b>Explain the difference between science and technology</b>			
<b>Examine ways in which tools and techniques make certain tasks easier</b>			
<b>Describe ways that tools and techniques can have both positive and negative effects</b>			
<b>Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge</b>			
<b>Describe changes in scientific knowledge and technology that have affected your host country</b>			