

Grade 6

LS1. Generate questions about the world and its people

LS2. Gather and assess relevant information

- a. Investigates issues arising from data
- b. Uses resources to inquire/explore the past

LS3. Use tools and technology to further understanding

LS4. Organise and present ideas and thinking.

- a. Evaluates historical interpretations
- b. Recalls/prioritizes historical information

LS5. Develop effective writing skills

- a. Uses correct language for passing of time

LS6. Participate effectively in group work

LS7. Develop and use subject related vocabulary

LS8. Use critical thinking skills to evaluate and improve progress.

U1. The characteristics and uses of maps and globes

- a. Draws maps and plans using a range of scales

U2. Physical processes shape the Earth's surface

U3. Geography and demography influence and are influenced by human history. (cultures change over time).

- a. Describe and explain various types and patterns of settlement and land use and reasons why particular locations are used for certain human activities
- b. Analyses changes in societies
- c. Explain causes and consequences of conflict and cooperation among individuals, groups, societies and nations in the following categories:
 - Belief systems (e.g., religion, politics)
- d. Explain the major ways groups, societies, and nations interact with one another (e.g., cultural exchanges, international organizations)

U4. Communities/Economies are shaped by geographic and human factors.

- a. Applies interdependence to global issues
- b. Explores human migration and civilization
- c. Describe economic causes of human migration

U5. Societies create and adopt distinct systems of governance and belief.

- a. Investigates social and political issues

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- b. Explain the organization and major responsibilities of the various levels of governments
- c. Know the elements of major political systems (e.g., monarchy, democracy, dictatorship)
- d. Explain what citizenship means in terms of membership in, and allegiance to, a country
Identify and describe means by which citizens can monitor and influence actions of their government
- e. Illustrate or retell the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.
- f. Describe the influence of arts, crafts, music, and language on various cultures.

U6. Society benefits from scientific and technological developments.

- a. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge

U7. The importance of addressing environmental change and promoting sustainable development

- a. Plans to manage environmental impact

C1. Communicate appropriately with peers and adults.

C2. Contribute positively and creatively to the school learning community.

C3. Appreciate and respect the diversity and unity of multicultural environments.

- a. Identify and describe ways that ethnicity and cultures influence people's daily lives
- b. Understand how social systems (e.g., schools, media, religions, families) prescribe gendered identities

C4. Demonstrate responsible behaviour towards society and the environment

C5. Develop and demonstrate leadership skills.

SS Year 7

LS1. Generate questions about the world and its people

LS2. Gather and assess relevant information

LS3. Use tools and technology to further understanding

LS4. Organise and present ideas and thinking.

LS5. Develop effective writing skills

LS6. Participate effectively in group work

LS7. Develop and use an appropriate repertoire of vocabulary

LS8. Use critical thinking skills to evaluate and improve progress.

U1. The characteristics and uses of maps and globes

- a. Knows the purposes and distinguishing characteristics of different map projections, including distortion on flat-map projections
- b. Uses thematic maps (e.g., patterns of population, disease, economic features, rainfall, vegetation)
- c. Understands how to read and draw conclusions from maps, globes, and other geographic tools that illustrate a data set (e.g., data on population distribution, language-use patterns, energy consumption at different times of the year, production of various goods, etc.)
- d. Knows the characteristics and uses of cartograms
- e. Knows how maps help to find patterns of movement in space and time (e.g., mapping hurricane tracks over several seasons, mapping the spread of influenza throughout the world)
- f. Knows the characteristics and purposes of geographic databases (e.g., databases containing census data, land-use data, topographic information)

U2. Physical processes shape the Earth's surface

- a. Knows the major processes that shape patterns in the physical environment (e.g., the erosional agents such as water and ice, earthquake zones and volcanic activity, the ocean circulation system)
- b. Knows the consequences of a specific physical process operating on Earth's surface (e.g., effects of an extreme weather phenomenon such as a hurricane's impact on a coastal ecosystem, effects of heavy rainfall on hill slopes, effects of the continued movement of Earth's tectonic plates)

U3. Geography and demography influence and are influenced by human history.

- a. Use key concepts such as chronology, causality, and conflict to identify patterns of historical change.
- b. Identify and use primary and secondary sources in historical research.
- c. Understand how knowledge of the past and its trends can help explain current events.
- d. Explain the causes of significant historical political events and issues.
- e. Examine historical resources for a point of view, context, bias (including gender and race), distortion, or propaganda.
- f. Analyze multiple interpretations of an historical or current event.
- g. Differentiate between historical facts and historical interpretations.
- h. Identify gaps in available historical resources.
- i. Use quantitative data to answer questions about history.

U4. Communities/Economies are shaped by geographic and human factors.

- a. Use appropriate data sources and geographic tools to generate, manipulate, and interpret information.
- b. Know the relative location of, size of, and distances between places.
- c. Describe social effects of environmental changes and crises resulting from natural phenomena.

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- d. Explain and give examples of voluntary and involuntary migration.
- e. Explain how human migration affects the physical and human characteristics of a place.
- f. Evaluate conventional and alternative uses of land and water resources in the community, region, and beyond.
- g. Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.
- h. Use key demographic concepts (e.g., population density, birth and death rates) to analyze the structure and characteristics of different populations and population patterns over time.
- i. Identify and explain how changes people make in the physical environment in one place can cause changes in other places.
- j. Describe geographic factors that can affect the creation, cohesiveness, and integration of countries.
- k. Describe economic effects of environmental changes and crises resulting from natural phenomena.
- l. Understand global patterns of resource distribution and use.

U5. Societies create and adopt distinct systems of governance and belief.

- a. Explain and analyze strengths and weaknesses of various kinds of government systems in terms of the purposes they are designed to serve.
- b. Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.
- c. Know functions and responsibilities of government leaders and public servants in ancient times.
- d. Analyze effects of participation in civic and political life.
- e. Understand ways that social and environmental factors and culture are related.
- f. Know the beliefs, practices, and institutions of the major religions of the world, and some examples of tribal religions.
- g. Understand how certain texts come to be viewed as sacred.
- h. Evaluate major movements in literature, music, and the visual arts and ways in which they expressed or shaped dominant social values.
- i. Identify patterns of social and cultural continuity in various societies and analyze ways in which people maintained traditions and resisted external challenges.
- j. Draw inferences from archaeological evidence.

U6. Society benefits from scientific and technological developments.

- a. Understand that the prerequisites for the adoption of a particular technology are social need, social resources, and cultural attitude.
- b. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.
- c. Describe how technologies might have effects and uses other than those intended.
- d. Evaluate the meaning and history of the word "technology".
- e. Understand the differences among tools, techniques, and systems.
- f. Understand the concept "pace of change".

U7. The importance of addressing environmental change and promoting sustainable development

- a. Explain forces for change that result in increasing world interaction:
 - Environment
 - Belief systems (e.g., religion, politics)
 - Economics
 - Geography/land
 - Ethnicity/race/gender

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- Culture
 - Balance of power
- b. Explain how historical legacies have facilitated global understanding or caused misunderstanding.
 - c. Understand the primary effects of world trade and global patterns of resource distribution and use in terms of connections and conflict.
 - d. Explain how events and conditions in one region might affect other regions in the area and across the world.

U8. Social systems and structures exert influence on individuals

- a. Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.
- b. Recognize the foundations of one's own and others' viewpoints.

C1. Communicate appropriately with peers and adults.

C2. Contribute positively and creatively to the school learning community.

C3. Appreciate and respect the diversity and unity of multicultural environments.

C4. Demonstrate responsible behaviour towards society and the environment

C5. Develop and demonstrate leadership skills.

SS Year 8

LS1. Generate questions about the world and its people

LS2. Gather and assess relevant information

LS3. Use tools and technology to further understanding

LS4. Organise and present ideas and thinking.

LS5. Develop effective writing skills

LS6. Participate effectively in group work

LS7. Develop and use an appropriate repertoire of vocabulary

LS8. Use critical thinking skills to evaluate and improve progress.

U1. The characteristics and uses of maps and globes

- a. Knows the purposes and distinguishing characteristics of different map projections, including distortion on flat-map projections
- b. Uses thematic maps (e.g., patterns of population, disease, economic features, rainfall, vegetation)
- c. Understands concepts such as axis, seasons, rotation, and revolution (Earth-Sun relations)
- d. Knows the advantages and disadvantages of maps, globes, and other geographic tools to illustrate a data set (e.g., data on population distribution, language-use patterns, energy consumption at different times of the year)
- e. Knows the characteristics and uses of cartograms
- f. Knows how maps help to find patterns of movement in space and time (e.g., mapping hurricane tracks over several seasons, mapping the spread of influenza throughout the world)
- g. Knows the characteristics and purposes of geographic databases (e.g., databases containing census data, land-use data, topographic information)

U2. Physical processes shape the Earth's surface

- a. Knows some of the major processes that shape patterns in the physical environment (e.g., soil erosion, ocean currents, etc.)
- b. Knows the processes that produce renewable and nonrenewable resources (e.g., fossil fuels, hydroelectric power, soil fertility)
- c. Knows the consequences of a specific physical process operating on Earth's surface (e.g. effects deforestation on erosion)

U3. Geography and demography influence and are influenced by human history.

- a. Use key concepts such as chronology, causality, and conflict to identify patterns of historical change.
- b. Identify and use primary and secondary sources in historical research.
- c. Understand how knowledge of the past and its trends can help explain current events.
- d. Explain the causes of significant current and historical political events and issues.
- e. Examine historical resources for a point of view, context, bias (such as culture), distortion, or propaganda.
- f. Analyze multiple interpretations of an historical or current event.
- g. Differentiate between historical facts and historical interpretations.
- h. Identify gaps in available historical resources.
- i. Use quantitative data to answer questions about history.

U4. Communities/Economies are shaped by geographic and human factors.

- a. Use appropriate data sources and geographic tools to and interpret/draw conclusions from information.
- b. Know the relative location of, size of, and distances between places.
- c. Describe social effects of environmental changes and crises resulting from natural phenomena.
- d. Explain and give examples of voluntary and involuntary migration.
- e. Explain how human migration affects the physical and human characteristics of a place.
- f. Understand conventional and alternative uses of land and water resources in region and beyond.

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- g. Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.
- h. Use key demographic concepts (e.g., population density, birth and death rates) to analyze the structure and characteristics of different populations and population patterns over time.
- i. Identify and explain how changes people make in the physical environment in one place can cause changes in other places.
- j. Describe geographic factors that can affect the creation, cohesiveness, and integration of countries.
- k. Describe economic effects of environmental changes and crises resulting from natural phenomena.
- l. Explain economic reasons for voluntary migration.
- m. Evaluate conventional and alternative uses of resources.
- n. Describe historical and contemporary economic systems.
- o. Understand primary causes of world trade.
- p. Understand global patterns of resource distribution and use.
- q. Describe how governments and institutions allocate limited resources among competing needs.

U5. Societies create and adopt distinct systems of governance and belief.

- a. Explain and analyze strengths and weaknesses of various kinds of government systems in terms of the purposes they are designed to serve (in historical perspective, e.g. success/failure of empires).
- b. Explain how different types of government acquire, use, and justify power (in historical perspective, e.g. success/failure of empires).
- c. Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare (in a very limited way, historical perspective, e.g. success/failure of empires).
- d. Know functions and responsibilities of government leaders and public servants.
- e. Explain how public agendas are set and shaped.
- f. Explain issues related to basic freedoms (e.g., those contained in the Universal Declaration of Human Rights).
- g. Explain how public policy is formed and carried out at various levels of government.
- h. Define citizenship in terms of its legal and political status and criteria used to grant naturalized citizenship.
- i. Explain the significance of important personal, economic, and political rights and identify their major documentary sources.
- j. Analyze effects of participation in civic and political life.
- k. Identify how governments acquire and use revenue (in historical perspective).
- l. Understand ways that social and environmental factors and culture are related.
- m. Identify how patterns of behavior can reflect cultural values and attitudes.
- n. Know the beliefs, practices, and institutions of the major religions of the world, and some examples of belief systems (Islam, Hinduism, Buddhism, Confucianism).
- o. Understand how certain texts come to be viewed as sacred.
- p. Evaluate ethical questions from points of view of different belief systems.
- q. Understand how taboos and publicly acceptable behavioral norms evolve.
- r. Describe how different understandings of public and private behaviors evolve in their respective cultures.
- s. Understand major movements in literature, music, and the visual arts and ways in which they expressed dominant social values.
- t. Identify patterns of social and cultural continuity in various societies and analyze ways in which people maintained traditions and resisted external challenges.
- u. Draw inferences from archaeological evidence.
- v. Understand the tension between the ideals of diversity and community.

U6. Society benefits from scientific and technological developments.

- a. Understand that the prerequisites for the adoption of a particular technology are social need, social resources, and cultural attitude.
- b. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.
- c. Evaluate the need for laws and policies to govern technological applications.
- d. Describe how technologies might have effects and uses other than those intended.
- e. Evaluate the meaning and history of the word "technology".
- f. Understand the differences among tools, techniques, and systems.
- g. Understand the concept "pace of change".

U7. The importance of addressing environmental change and promoting sustainable development

- a. Explain forces for change that result in increasing world interaction:
 - Environment
 - Belief systems (e.g., Buddhism, Confucianism, Islam, Hinduism)
 - Economics
 - Geography/land
 - Ethnicity/race/gender
 - Culture
 - Balance of power
- b. Explain how historical legacies have facilitated global understanding or caused misunderstanding.
- c. Understand the primary effects of world trade and global patterns of resource distribution and use in terms of connections and conflict.
- d. Explain the relationships and tensions between national sovereignty and global interest.
- e. Identify issues and standards related to human rights.
- f. Explain how events and conditions in one region might affect other regions in the area and across the world.

U8. Social systems and structures exert influence on individuals

- a. Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.
- b. Recognize the foundations of one's own and others' viewpoints.
- c. Understand the impact of stereotyping, conformity, and non-conformity on individuals and groups.
- d. Analyze the accuracies and inaccuracies of gender stereotyping.

C1. Communicate appropriately with peers and adults.

C2. Contribute positively and creatively to the school learning community.

C3. Appreciate and respect the diversity and unity of multicultural environments.

C4. Demonstrate responsible behaviour towards society and the environment

C5. Develop and demonstrate leadership skills.

SS Year 9

- LS1. Generate questions about the world and its people**
- LS2. Gather and assess relevant information**
- LS3. Use tools and technology to further understanding**
- LS4. Organise and present ideas and thinking.**
- LS5. Develop effective writing skills**
- LS6. Participate effectively in group work**
- LS7. Develop and use an appropriate repertoire of vocabulary**
- LS8. Use critical thinking skills to evaluate and improve progress.**

U1. The characteristics and uses of maps and globes

- a. Knows the purposes and distinguishing characteristics of different map projections, including distortion on flat-map projections
- b. Uses thematic maps
- c. Understands concepts such as axis, seasons, rotation, and revolution
- d. Knows the advantages and disadvantages of maps, globes, and other geographic tools to illustrate a data set.
- e. Knows the characteristics and uses of cartograms.
- f. Knows how maps help to find patterns of movement in space and time.
- g. Knows the characteristics and purposes of geographic databases.
- h. Understand the advantages and disadvantages of using maps from different sources and different points of view.
- i. Know the characteristics and uses of geographical technologies.
- j. Transforms primary data into maps. Graphs, and charts.

U2. Physical processes shape the Earth's surface

- a. Understands the distribution of different types of climate that are produced by such processes as air-mass circulation, temperature, and moisture.
- b. Understands the effects of different physical cycles
- c. Understands how physical systems are dynamic and interactive.
- d. Knows the consequences of a specific physical process operating on Earth's surface

U3. Geography and demography influence and are influenced by human history.

- a. Use key concepts such as chronology, causality, and conflict to identify patterns of historical change.

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- b. Identify and use primary and secondary sources in historical research.
- c. Understand how knowledge of the past and its trends can help explain current events.
- d. Explain the causes of significant current and historical political events and issues.
- e. Examine historical resources for a point of view, context, bias (such as culture), distortion, or propaganda.
- f. Analyze multiple interpretations of an historical or current event.
- g. Differentiate between historical facts and historical interpretations.
- h. Identify gaps in available historical resources.
- i. Critique historians' interpretations of the past using a variety of sources.
- j. Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.
- k. Analyze the impact of revolution on politics, economies, and societies.
- l. Understand how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.

U4. Communities/Economies are shaped by geographic and human factors.

- a. Use appropriate data sources and geographic tools to and interpret/draw conclusions from information.
- b. Explain and give examples of voluntary and involuntary migration.
- c. Explain how human migration affects the physical and human characteristics of a place.
- d. Understand conventional and alternative uses of land and water resources in region and beyond.
- e. Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.
- f. Use key demographic concepts to analyze the structure and characteristics of different populations and population patterns over time.
- g. Explain how social, cultural, and economic factors shape physical and other human features of places and regions.
- h. Evaluate the impact of migration on human systems.
- i. Describe geographic factors that can affect the creation, cohesiveness, and integration of countries.
- j. a. Explain economic reasons for voluntary migration.
- k. b. Evaluate conventional and alternative uses of resources.
- l. c. Analyze ways in which trade has contributed to economic change in selected societies or civilizations.

U5. Societies create and adopt distinct systems of governance and belief.

- a. Evaluate major movements in literature, music, and the visual arts and ways in which they expressed or shaped dominant social values.
- b. Examine different theories of religion.
- c. Understand how art, literature, and traditional customs both shape and are shaped by society.

U6. Society benefits from scientific and technological developments.

- a. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.

U7. The importance of addressing environmental change and promoting sustainable development

- a. Evaluate the effectiveness of international organizations.

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U8. Social systems and structures exert influence on individuals

C1. Communicate appropriately with peers and adults.

C2. Contribute positively and creatively to the school learning community.

C3. Appreciate and respect the diversity and unity of multicultural environments.

C4. Demonstrate responsible behaviour towards society and the environment

C5. Develop and demonstrate leadership skills.

SS Year 10

LS1. Generate questions about the world and its people

LS2. Gather and assess relevant information

LS3. Use tools and technology to further understanding

LS4. Organise and present ideas and thinking.

LS5. Develop effective writing skills

LS6. Participate effectively in group work

LS7. Develop and use an appropriate repertoire of vocabulary

LS8. Use critical thinking skills to evaluate and improve progress.

U1. The characteristics and uses of maps and globes

U2. Physical processes shape the Earth's surface

U3. Geography and demography influence and are influenced by human history.

a. Critique historians' interpretations of the past using a variety of sources.

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- b.
- c. Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.
- d. c. Compare alternative models for organizing history into periods.
- e. d. Perform analyses of quantitative historical data.
- f. e. Analyze the impact of revolution on politics, economies, and societies.
- g. f. Understand how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.

U4. Communities/Economies are shaped by geographic and human factors.

- a. Explain how social, cultural, and economic factors shape physical and other human features of places and regions.
- b. Evaluate the impact of migration on human systems (e.g., health care, education, government).
- c. Evaluate the reciprocal influences of history and geography on a region.
- d. Understand basic economic concepts.
- e. Explain patterns of trade from ancient times to the present.
- f. Analyze ways in which trade has contributed to economic change in selected societies or civilizations.
- g. Analyze relationships between economic activity and patterns of trade and migration.
- h. Describe reciprocal influences of changes in transportation and communication and changes in trade and economic activities.

U5. Societies create and adopt distinct systems of governance and belief.

- a. Understand strengths and weaknesses of various kinds of political philosophies.
- b. Analyze how and why governments distribute benefits and burdens.
- c. Analyze how social, economic, and political conditions contribute to the establishment and preservation of governments.
- d. Evaluate issues regarding distribution of powers and responsibilities within national governments.
- e. Understand major responsibilities of national governments for domestic and foreign policy.
- f. Evaluate how public opinion influences politics.
- g. Explain the roots of contemporary political systems.
- h. Evaluate advantages and disadvantages of alternative means of achieving specific political objectives.
- i. Explain the importance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of constitutional democracy.
- j. Evaluate the role of voluntarism and organized groups in society and their relationship to the functions of government.
- k. Evaluate the role of law in political systems.
- l. Evaluate how the media communicate, shape, and control ideas in political life.
- m. Evaluate functions and responsibilities of, and challenges to, government leaders and public servants.
- n. Analyze sources and characteristics of cultural, religious, and social reform movements.
- o. Understand the origins and diffusion of modern science and the intellectual developments and the events that have led to a weakening of confidence in modern science.
- p. Examine examples of syncretism, acculturation, and assimilation in the context of belief systems and culture.
- q. Evaluate the religious dimensions (creed, code of behavior, rituals, community) of non-religious belief systems (e.g. communalism, patriotism, activism, consumerism).
- r. Examine the epistemological complexities of the post-modern age.
- s. Understand how art, literature, and traditional customs both shape and are shaped by society.

U6. Society benefits from scientific and technological developments.

- a. Evaluate the ambiguity of the term technology.
- b. Understand why different socio-economic groups within a culture may react differently to technological innovation.
- c. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity.
- d. Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.
- e. Understand historical and current influences of modern science on technological innovation.
- f. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.
- g. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.
- h. Explain the roles and effects of technology and of science in resource acquisition and use.
- i. Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.

U7. The importance of addressing environmental change and promoting sustainable development

- a. Understand how trans-regional alliances and multinational organizations can encourage or discourage solidarity and diversity.
- b. Evaluate issues concerning historical and contemporary disparities between ideals and realities.
- c. Evaluate examples in the history of conflict and its effects.
- d. Analyze how cooperation and conflict influence the development and control of political, economic, and social entities.
- e. Analyze effects of differing national foreign policy positions on international competition and cooperation.
- f. Evaluate effects of political conflict on national unity.
- g. Analyze ways in which trade has contributed to connections and conflict in and among selected societies.
- h. Evaluate relationships between political systems and the development of multi-national alliances.
- i. Understand types of world powers (e.g., military, corporations, religions) and how they influence connections and conflicts in the world.
- j. Evaluate the effectiveness of international organizations.

U8. Social systems and structures exert influence on individuals

- a. Analyze how sociological circumstances (e.g., class, heritage, ethnicity) influence an individual's perceptions of and reactions to the world.
- b. Analyze the socialization of individuals by groups, organizations, and institutions.
- c. Understand how and why cultures reflect and reinforce oppositional ideas of gender (e.g., hard and soft, strong and weak, "sun" and "moon").
- d. Understand why cultural definitions of gender identity persist and are resistant to change.

C1. Communicate appropriately with peers and adults.

C2. Contribute positively and creatively to the school learning community.

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C3. Appreciate and respect the diversity and unity of multicultural environments.

C4. Demonstrate responsible behaviour towards society and the environment

C5. Develop and demonstrate leadership skills.

SS Year 11

LS1. Generate questions about the world and its people

LS2. Gather and assess relevant information

LS3. Use tools and technology to further understanding

LS4. Organise and present ideas and thinking.

LS5. Develop effective writing skills

LS6. Participate effectively in group work

LS7. Develop and use an appropriate repertoire of vocabulary

LS8. Use critical thinking skills to evaluate and improve progress.

U1. The characteristics and uses of maps and globes

- a. Understands the advantages and disadvantages of using maps from different sources and different points of view (e.g., maps developed by the media, business, government, industry and military to show how a recently closed military installation can be utilized for civilian purposes)
- b. Knows the characteristics and uses of geographic technologies (e.g., geographic information systems (GIS) and satellite-produced imagery)
- c. Transforms primary data into maps, graphs, and charts (e.g., charts developed from recent census data ranking selected information on various topics, cartograms depicting the relative sizes of Latin American countries based on their urban populations)

U2. Physical processes shape the Earth's surface

- a. Understands the distribution of different types of climate (e.g., marine climate or continental climate) that are produced by such processes as air-mass circulation, temperature, and moisture
- b. Understands the effects of different physical cycles (e.g., world atmospheric circulation, ocean circulation) on the physical environment of Earth
- c. Understands how physical systems are dynamic and interactive (e.g., the relationships

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- between changes in land forms and the effects of climate such as the erosion of hill slopes by precipitation, deposition of sediments by floods, and shaping of land surfaces by wind)
- d. Understands how physical processes affect different regions of the United States and the world (e.g., effects of hurricanes in the Caribbean Basin and the eastern United States or of earthquakes in Turkey, Japan, and Nicaragua; effects of desertification and soil degradation, flash floods, dust storms, sand movement, soil erosion and salt accumulation in dry environments)

U3. Geography and demography influence and are influenced by human history.

- a. Critique historians' interpretations of the past using a variety of sources.
- b. Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.
- c. Compare alternative models for organizing history into periods.
- d. Perform analyses of quantitative historical data.
- e. Analyze the impact of revolution on politics, economies, and societies.
- f. Understand how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.

U4. Communities/Economies are shaped by geographic and human factors.

- a. Explain how the physical environment contributes to the development of distinct cultural identities.
- b. Use spatial models to explain relationships between places and patterns of settlement and trade.
- c. Explain how social, cultural, and economic factors shape physical and other human features of places and regions.
- d. Evaluate the impact of migration on human systems (e.g., health care, education, government).
- e. Evaluate the reciprocal influences of history and geography on a region.
- f. Understand basic economic concepts.
- g. Explain the major economic systems and evaluate their relative merits.
- h. Explain patterns of trade from ancient times to the present.
- i. Analyze ways in which trade has contributed to economic change in selected societies or civilizations.
- j. Analyze relationships between economic activity and patterns of trade and migration.
- k. Analyze and evaluate economic issues from a geographical point of view.
- l. Describe reciprocal influences of changes in transportation and communication and changes in trade and economic activities.

U5. Societies create and adopt distinct systems of governance and belief.

- a. Understand strengths and weaknesses of various kinds of political philosophies.
- b. Analyze how and why governments distribute benefits and burdens.
- c. Analyze how social, economic, and political conditions contribute to the establishment and preservation of governments.
- d. Evaluate issues regarding distribution of powers and responsibilities within national governments.
- e. Understand major responsibilities of national governments for domestic and foreign policy.
- f. Evaluate how public opinion influences politics.
- g. Explain the roots of contemporary political systems.
- h. Evaluate advantages and disadvantages of alternative means of achieving specific political objectives.

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- i. Explain the importance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of constitutional democracy.
- j. Evaluate the role of voluntarism and organized groups in society and their relationship to the functions of government.
- k. Evaluate the role of law in political systems.
- l. Evaluate how the media communicate, shape, and control ideas in political life.
- m. Evaluate functions and responsibilities of, and challenges to, government leaders and public servants.
- n. Analyze sources and characteristics of cultural, religious, and social reform movements.
- o. Compare the development of Greco-Roman philosophies and science to the origins of Judaism, Christianity, and Islam; Hinduism and Buddhism; and Confucianism.
- p. Understand the tension between the two roots of the Western intellectual tradition: Middle Eastern monotheism and Greek philosophy and science.
- q. Examine different theories of religion.
- r. Understand the origins and diffusion of modern science and the intellectual developments and the events that have led to a weakening of confidence in modern science.
- s. Examine examples of syncretism, acculturation, and assimilation in the context of belief systems and culture.
- t. Evaluate the religious dimensions (creed, code of behavior, rituals, community) of non-religious belief systems (e.g. communalism, patriotism, activism, consumerism).
- u. Examine the epistemological complexities of the post-modern age.
- v. Understand how art, literature, and traditional customs both shape and are shaped by society.

U6. Society benefits from scientific and technological developments.

- a. Evaluate the ambiguity of the term technology.
- b. Understand why different socio-economic groups within a culture may react differently to technological innovation.
- c. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity.
- d. Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.
- e. Understand historical and current influences of modern science on technological innovation.
- f. Evaluate whether confidence in modern science is strengthening or weakening.
- g. Understand that the principal contexts of technological innovation and scientific research are commercial and military and understand the implications of these contexts.
- h. Evaluate causes and consequences of the diffusion of the autocatalytic process of technological innovation.
- i. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.
- j. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.
- k. Explain the roles and effects of technology and of science in resource acquisition and use.
- l. Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.

U7. The importance of addressing environmental change and promoting sustainable development

U8. Social systems and structures exert influence on individuals

- a. Analyze how sociological circumstances (e.g., class, heritage, ethnicity) influence an individual's perceptions of and reactions to the world.

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- b. Analyze the socialization of individuals by groups, organizations, and institutions.
- c. Understand how and why cultures reflect and reinforce oppositional ideas of gender (e.g., hard and soft, strong and weak, "sun" and "moon").
- d. Understand why cultural definitions of gender identity persist and are resistant to change.
- e. Understand circumstances and consequences that arise from differences between cultural norms and personal gender identity and/or sexual orientation.
- f. Understand limits of socialization and the power of choice in personal identity.

C1. Communicate appropriately with peers and adults.

C2. Contribute positively and creatively to the school learning community.

C3. Appreciate and respect the diversity and unity of multicultural environments.

C4. Demonstrate responsible behaviour towards society and the environment

C5. Develop and demonstrate leadership skills.

SS Year 12

LS1. Generate questions about the world and its people

LS2. Gather and assess relevant information

LS3. Use tools and technology to further understanding

LS4. Organise and present ideas and thinking.

LS5. Develop effective writing skills

LS6. Participate effectively in group work

LS7. Develop and use an appropriate repertoire of vocabulary

LS8. Use critical thinking skills to evaluate and improve progress.

U1. The characteristics and uses of maps and globes

U2. Physical processes shape the Earth's surface

U3. Geography and demography influence and are influenced by human history.

- a. Identify and evaluate long-term changes of local and regional geographical boundaries.
- b. Analyze the impact of revolution on politics, economies, and societies.
- c. Understand how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.

U4. Communities/Economies are shaped by geographic and human factors.

- a. Explain how the physical environment contributes to the development of distinct cultural identities.
- b. Explain how social, cultural, and economic factors shape physical and other human features of places and regions.
- c. Evaluate the impact of migration on human systems (e.g., health care, education, government).
- d. Evaluate the reciprocal influences of history and geography on a region.
- e. Understand basic economic concepts.
- f. Explain the major economic systems and evaluate their relative merits.
- g. Analyze and evaluate economic issues from a geographical point of view.

U5. Societies create and adopt distinct systems of governance and belief.

- a. a. Understand strengths and weaknesses of various kinds of political philosophies.
- b. b. Analyze how and why governments distribute benefits and burdens.
- c. c. Analyze how social, economic, and political conditions contribute to the establishment and preservation of governments.
- d. d. Evaluate issues regarding distribution of powers and responsibilities within national governments.
- e. e. Understand major responsibilities of national governments for domestic and foreign policy.
- f. f. Evaluate how public opinion influences politics.
- g. g. Explain the roots of contemporary political systems.
- h. h. Evaluate advantages and disadvantages of alternative means of achieving specific political objectives.
- i. i. Explain the importance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of constitutional democracy.
- j. j. Evaluate the role of law in political systems.
- k. k. Evaluate functions and responsibilities of, and challenges to, government leaders and public servants.
- l. l. Analyze sources and characteristics of cultural, religious, and social reform movements.

** I will add more in here once I have finished more unit plans **

U6. Society benefits from scientific and technological developments.

- a. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity.
- b. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.
- c. Analyze how scientific and technological developments have influenced the undeveloped world.

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- d. Analyze how scientific and technological development impacts a country's economy.
- e. Understand how science and technology impacts the lifestyle and longevity of people, and be able to compare different countries in this respect.

U7. The importance of addressing environmental change and promoting sustainable development

U8. Social systems and structures exert influence on individuals

- a. Analyze how sociological circumstances (e.g., class, heritage, ethnicity) influence an individual's perceptions of and reactions to the world.
- b. Analyze the socialization of individuals by groups, organizations, and institutions.
- c. Understand how and why cultures reflect and reinforce oppositional ideas of gender (e.g., hard and soft, strong and weak, "sun" and "moon").
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