

**RWA Social Studies Scope and Sequence - Year 6/Grade
5**

RAFFLES WORLD ACADEMY



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WORLD ACADEMY

SOCIAL STUDIES | RWA SCOPE AND SEQUENCE

MISSION AND CORE VALUES

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Raffles World Academy (RWA) was founded in September 2008. It is an independent co-educational private international day school operated by Innoventures Educational Investments LLC (aka Innoventures Education). The school began its history as Raffles International School (West Campus) and changed its name to Raffles World Academy in September 2012. The Academy is authorised to provide IBPYP in KG1-G5, IBMYP curriculum in G6-10 and IB Diploma and Courses to G11-12. It is an IB World School and a centre for Cambridge International Examinations. The school also provides other programmes including College Board PSAT and SAT, Trinity, and Mother Tongue language programmes including CNED and DELF for French. Raffles World Academy is regulated by the Dubai Knowledge and Human development Authority (KHDA).

Our Guiding Statements

Our Vision

Providing world class education.

Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing world.

Our Philosophy

To be recognized by the success of our students in achieving their personal goals

To make student development the centre of all school decisions

To aspire to the highest internationally recognized performance standards

To build and celebrate a culture based on internationalism

To enable the staff to become life-long learners through the development of their professional practice

Our Core Values

Achievement | Collaboration | Integrity | Respect | Responsibility

The RWA Motto

Towards Excellence

The RWA Mascot

Arabian Stallion

The RWA definition of International-Mindedness:

International Mindedness begins when we are open to and curious about the world in which we live, respect our own culture and want to know about the culture of others. We progress to acknowledge our common humanity and to recognize and value diversity existing within our communities, whether local, national or global. We exercise our individual and collective responsibilities as world citizens to safeguard the planet we share, promote peace, challenge injustice and engage in improving welfare for all, especially the disadvantaged. We seek to develop a deep understanding of the complexity, diversity and motives that underpin human actions and interactions. We strive to foster mutual respect, dialogue and cooperation through being open and willing to see the world through the lens of all those who share it with us.

As an IB school, international-mindedness is embodied in our implementation of the IB Learner Profile, which challenges students to be communicators in multiple languages, principled in their promotion of international justice, risk-takers in the spirit of exploring new cultures, knowledgeable about world issues, thinkers about complex problems, caring and committed to service, inquirers about the world, open-minded toward other perspectives, balanced in their approach to life, and reflective about their own personal development.

IB MISSION STATEMENT

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IB mission statement The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Social studies within a transdisciplinary programme In the Primary Years Programme (PYP), social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

It is recognized that teaching and learning social studies as a subject, while necessary, is not sufficient. Of equal importance is the need to learn social studies in context, exploring content relevant to students, and transcending the boundaries of the traditional subject area. The transdisciplinary themes provide the framework for a highly defined, focused, in-depth programme of inquiry, and as social studies is relevant to all the transdisciplinary themes, all planned social studies learning should take place within this framework. In return, the social studies knowledge and the application of that knowledge will enhance inquiries into the central ideas defined by the transdisciplinary themes.

It is worthwhile to note that there will be occasions that present themselves for student-initiated, spontaneous, social studies inquiries that are not directly related to any planned units of inquiry. These are valuable teaching and learning experiences in themselves and they provide teachers and students with the opportunity to apply the pedagogy of the PYP to authentic, of-the-moment situations.

The social studies component of the PYP should be characterized by concepts and skills rather than by content. However, schools should ensure that a breadth and balance of social studies content is covered through the units of inquiry. The knowledge component of social studies in the PYP is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment. These strands are concept-driven and are inextricably linked to each other. They also provide links to other subject areas of the PYP curriculum model.

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Social studies strands	
Human systems and economic activities	The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.
Social organization and culture	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.
Continuity and change through time	The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.
Human and natural environments	The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.
Resources and the environment	The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Developing a school’s social studies scope and sequence Unless a school has adopted the PYP sample programme of inquiry, the social studies content in its own scope and sequence will be different from the sample provided here. Some schools may need to reflect national, regional and/or local requirements within the units of inquiry that are developed and included in their programme of inquiry. These requirements will also need to be incorporated into their scope and sequence.

The social studies scope and sequence should ensure that schools are building developmentally appropriate units of inquiry. Moreover, as the programme of inquiry, PYP planners and scope and sequences form the basis of a school’s written curriculum, the development of all these documents becomes an iterative process. For example, it may be that the process of planning and reflecting on the units of inquiry will highlight the need for more concept-driven learning outcomes in the scope and sequence. Similarly, it may become apparent when developing or revising the social studies scope and sequence document that social studies content has not been incorporated to the fullest extent possible in a school’s programme of inquiry.

All teaching and learning provides an opportunity to utilize and develop the transdisciplinary skills identified in Making the PYP happen: A curriculum framework for international primary education (2007). In addition to these, the social studies component of the curriculum also provides opportunities for students to develop a range of social studies skills and processes. In the list that follows, each of those skills, taken from the subject annex in Making the PYP happen: A curriculum framework for international primary education (2007), is accompanied by some specific examples of how the skills might manifest themselves in the classroom. These examples vary in their degree of complexity and are intended to show progression in the development of each skill. When developing their own social studies scope and sequence, schools may add their own relevant level of detail to illustrate each skill.

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Formulate and ask questions about the past, the future, places and society. (for example, students will express wonderings, show curiosity or ask questions about a person or event of personal significance; express wonderings, show curiosity or ask questions about the natural and physical environment; ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society; formulate questions and identify problems that will enable them to make links between prior learning, new situations and further actions; formulate questions that promote the transfer of knowledge and make connections across their learning).

Use and analyse evidence from a variety of historical, geographical and societal sources. (for example, students will draw information from, and respond to, stories about the past from geographical and societal sources; access a broad range of first- and second-hand sources of information such as people, maps, surveys, direct observation, books, museums and libraries; identify appropriate information and communication technology (ICT) tools and sources of information to support research; predict future events by analysing reasons for events in the past and present).

Orientate in relation to place and time. (for example, students will explore and share instances of change and continuity in personal lives, family and local histories; investigate directions and distances within the local environment; distinguish between past, present and future time; explore similarities and differences between the past and the present; sequence events, routines, personal histories in chronological order; interpret place and time using tools such as maps and timelines).

Identify roles, rights and responsibilities in society. (for example, students will define own roles and responsibilities within the family, class or school; compare children's and adults' roles, rights and responsibilities in society; reflect on the rights and responsibilities of children in other societies and make comparisons; examine how the rights of a person directly affect their responsibilities; investigate how services and systems influence societal rights and responsibilities; examine the responsibility of people towards the environment; reflect on opportunities to contribute actively to the community at a range of levels, from local to global).

Assess the accuracy, validity and possible bias of sources. (for example, students will examine and interpret simple evidence such as artifacts; compare the validity of statements from a variety of different sources; distinguish between fact and opinion; piece together evidence to explain, report or persuade; analyse and synthesize information; make predictions in order to test understanding; develop a critical perspective regarding information and the reliability of sources).

How to use the PYP social studies scope and sequence

This scope and sequence aims to provide information for the whole school community about the learning that is going on in the subject area of social studies through the transdisciplinary programme of inquiry. In addition it is a tool that will support teaching, learning and assessment of social studies within the context of units of inquiry.

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The first column comes directly from the sample programme of inquiry and includes the **transdisciplinary theme** title and descriptor and the **central idea**. The **key** and **related concepts** and **lines of inquiry** are also listed here. This encourages schools to keep in mind the transdisciplinary nature of learning, and reminds them that they should utilize the subject-specific concepts, knowledge and skills to support learning that transcends the confines of the subject area.

The second column lists the **social studies strands** applicable to this unit of inquiry. Full social studies strand descriptions are found in the introduction to this scope and sequence document.

The **possible learning outcomes** in column three have been developed to reflect the knowledge, concepts and skills from columns one and two as well as being developmentally appropriate for the intended age group. They also take into account the attitudes and the attributes of the IB learner profile and transdisciplinary skills.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>People can establish practices in order to sustain and maintain the Earth's resources.</p> <p>Key concepts</p> <ul style="list-style-type: none"> - Change - Responsibility - Reflection <p>Related concepts</p> <ul style="list-style-type: none"> - Lifestyle - Resources <p>Lines of inquiry</p> <ul style="list-style-type: none"> - Limited nature of the Earth's resources - Personal choices that can help sustain the environment - Reusing and recycling different materials - Reducing waste 	<p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Resources and the environment</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources 	<p>The student will be able to:</p> <ul style="list-style-type: none"> - discuss what is meant by a "limited resource" - create a list of practices that could be used to maintain natural resources at home and in school - critique the methods of waste management in his or her immediate environment - explain the different roles of people in the recycling process - reflect on and self-assess his or her personal use of natural resources.

Reflecting a "less is more" principle, the number of learning outcomes has been carefully considered and limited in terms of what is achievable and assessable in each unit of inquiry.

The second column lists the **social studies skills** that have been identified in the subject annex of *Making the PYP happen: A curriculum framework for international primary education (2007)*. Those social studies skills that might be easier to teach and observe for each unit are marked in bold text.

This box notifies users when possible learning outcomes for science have been developed for this unit. These outcomes can be found in the *PYP science scope and sequence (2008)*.

Please note: this unit is also included in the science scope and sequence.

interdependency of systems and their function from local and national communities. They

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will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Overall expectations in social studies for 9-12 years.

Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

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RWA Social Studies Scope and Sequence - Year 6

Learning will include the development of the following knowledge, concepts and skills	Possible learning outcomes in social studies
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<p>Transdisciplinary theme Where we are in place and time</p> <p>Unit 1 Central idea: Migration can be a response to challenges, risks and opportunities</p> <p>Related Concepts:</p> <ul style="list-style-type: none"> • Migration, challenges, risks, opportunities • Pull and push factors, cause and effect • influence, human rights, identity, family, community <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of migration • Internal and external factors • Influence of migration <p>Teacher Questions:</p> <ul style="list-style-type: none"> • Form: What are the factors that cause migrate? • Function: How do external and internal factors effect migration? • Change: What changes can migration make for individuals, places, communities and cultures? 	<p>Social studies strand(s) Continuity and change through time</p> <p>Social studies skills</p> <p>Formulate and ask questions about the past, the future, places and society</p> <ul style="list-style-type: none"> • Students able to create their own open and closed questions • Students can independently formulate concept questions using key concepts • Students starting to formulate debatable questions connected to the topics or concepts being covered • Students able formulate questions independently using a question matrix <p>Use and analyse evidence from a variety of historical, geographical and societal sources</p> <ul style="list-style-type: none"> • Student is able to discuss the main event, situations and changes witnessed by the Arab Gulf region during the 16th century (Portuguese and British colonialism). • Student is able to study causes and effects linked to a certain event (the establishment of the GCC). • Student is able to state the achievements of the GCC in all spheres. • Student is able to illustrate the national identity components (religion, Arabic language, customs and traditions, etc) <p>Orientate in relation to place and time</p> <ul style="list-style-type: none"> • Student is able to utilize different maps to determine the 	<p>Students will know...</p> <ul style="list-style-type: none"> • What migration is • Reasons for migration - <i>conflict, opportunity, safety,</i> • Cause and effect of migration • Stories of migration • Reasons, change and challenges in stories • Characters in stories • Examples of how migration has changed people, families and communities <p>Students will understand that...</p> <ul style="list-style-type: none"> • Living things migrate for different reasons • Migration can be effected by internal and external factors • Migration can change individuals, families, communities in different ways
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Learning will include the development of the following knowledge, concepts and skills	Possible learning outcomes in social studies
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<p>Transdisciplinary theme How we organize ourselves</p> <p>Unit 4 Central idea: Economics can determine and drive decisions of individuals and groups</p> <p>Related Concepts:</p> <ul style="list-style-type: none"> • Economics, cause and effect, • Supply and demand, decision making • Ethics, consumers and producer <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Decision making • Supply and demand • Responsibility of producers and consumers <p>Teacher Questions:</p> <ul style="list-style-type: none"> • Function: How are people affected by the economy? • Causation: Why would economics be used to support/drive decisions? • Responsibility: What are the responsibilities of consumers and producers? 	<p>Social studies strand(s) Human systems and economic activities</p> <p>Social studies skills</p> <p>Formulate and ask questions about the past, the future, places and society</p> <ul style="list-style-type: none"> • Students able to create their own open and closed questions • Students can independently formulate concept questions using key concepts • Students starting to formulate debatable questions connected to the topics or concepts being covered • Students able formulate questions independently using a question matrix <p>Use and analyse evidence from a variety of historical, geographical and societal sources</p> <ul style="list-style-type: none"> • Student is able to identify at the most significant economic <p>Student shows knowledge of economic principles and systems</p> <ul style="list-style-type: none"> • Student is able to recognize some economic concepts (supply and demand, consumption, saving, industry etc) • Student is able to identify ways to earn, spend and save money. • Student is able to explain how commodities and services utilized are provided in communities. • Student is able to categorize commodities and services providing examples for each category. • Student is able to present a verbal 	<p>Students will know...</p> <ul style="list-style-type: none"> • What economics are • Different currency in the world - Reasons for it • What supply and demand is • What consumers and producers are • What ethical consumers are • Ways students can earn money • Strategies to save money • Responsible spending of money <p>Students will understand that...</p> <ul style="list-style-type: none"> • Economic decision affect people in different ways • Supply and demand can be used by people to make decisions • People are responsible to be ethical consumers and producers
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Learning will include the development of the following knowledge, concepts and skills	Possible learning outcomes in social studies
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<p>Transdisciplinary theme How we express ourselves</p> <p>Unit 6 Central idea: Pop culture helps generations express their ideals in different ways</p> <p>Related Concepts:</p> <ul style="list-style-type: none"> • culture, generations • Pop culture, ideals, values, generations • Importance, defining <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Pop Culture • Identity of generations • Importance of pop culture <p>Teacher Questions:</p> <ul style="list-style-type: none"> • Form: What does pop culture look like? • Connection: How is pop culture connected to generations of people? • Perspective: Is pop culture important? 	<p>Social studies strand(s) Social organization and culture</p> <p>Social studies skills</p> <p>Formulate and ask questions about the past, the future, places and society</p> <ul style="list-style-type: none"> • Students able to create their own open and closed questions • Students can independently formulate concept questions using key concepts • Students starting to formulate debatable questions connected to the topics or concepts being covered • Students able to formulate questions independently using a question matrix <p>Use and analyse evidence from a variety of historical, geographical and societal sources</p> <ul style="list-style-type: none"> • Student is able to identify some styles of performing arts (Al- Yowla and Al- Razeef, traditional Bedouin dances etc). • Student is able to explain some components of heritage in his/her country (occasions, Haq al Leila Festival, costumes, and songs) 	<p>Students will know...</p> <ul style="list-style-type: none"> • What Pop Culture is • Examples of pop culture through history • Examples of music, art, clothes • Important people connected to pop culture • Examples of generations • Beliefs and values of different generations <p>Students will understand that...</p> <ul style="list-style-type: none"> • Pop culture looks different generation to generation • Pop culture reflects the ideals and values of a generation • People have different perspectives for the importance of pop culture in defining a generation
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