



# International School of Kenya

Empowering students to create solutions for tomorrow's challenges

## Elementary Social Studies

The ISK Social Studies program is designed to engage students' natural curiosity. Teachers begin by laying a foundation of knowledge, and then students' own interests and curiosity help guide the learning. Many units integrate social studies and science concepts as well as library skills, art, music and technology.

Social Studies units are designed to help children understand cultural diversity and their place in the global community.

Units are centered around five general strands:

1. *Social Organization*
2. *Culture and Heritage*
3. *Place and Environment*
4. *Time, Continuity and Change*
5. *Resources and Economics*

Each grade level has a unit focusing on Kenya and Kiswahili is integrated into this unit.



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<b>Standards</b>	<p><b>Students will:</b></p> <p>1.1 Understand why societies create and adopt systems of governance</p> <p>1.2 Understand how systems of governance address human needs, rights and responsibilities</p>	<p><b>Students will:</b></p> <p>2.1 Understand how cultural practices vary but reflect similar purposes</p>	<p><b>Students will:</b></p> <p>3.1 Use geographic tools to learn about people and places</p> <p>3.2 Understand how humans and the environment affect each other</p>	<p><b>Students will:</b></p> <p>4.1 Understand how ideas and actions of the past have an impact on people's lives</p>	<p><b>Students will:</b></p> <p>5.1 Understand fundamental economic principles</p>
<b>Pre-Kinder</b>	<p>1.2.1 Identify family and school groups</p> <p>1.2.2 Identify the rules associated with family and school groups</p>	<p>2.1.1 Recognize similarities and differences in daily routines</p> <p>2.1.2 Understand that holidays and celebrations are special events</p>	<p>3.1.1 Use vocabulary related to location (over, under, near, far, left, right)</p> <p>3.1.2 Locate places on the school campus and describe their relative locations</p>	<p>4.1.1 Use vocabulary related to time: (before, after, finish, next)</p> <p>4.1.2 Place events in chronological order</p>	<p>5.1.1 Identify basic human needs (food, clothing, shelter)</p> <p>5.1.2 Identify jobs in the home, school and community</p>



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Kinder	<p>1.1.1 Understand that people belong to different groups for different reasons</p> <p>1.2.1 Identify purposes for having rules</p> <p>1.2.2 Identify rules that provide order and safety at home and at school</p> <p>1.2.3 Understand the individual's place in society</p>	<p>2.1.1 Recognize differences and similarities in daily routines.</p> <p>2.1.2 Understand the unique customs and traditions of people in our school community</p> <p>2.1.3 Identify customs associated with different holidays and festivals</p>	<p>3.1.1 Identify a map as a representation of a real place.</p> <p>3.2.1 Explain how the environment affects individuals</p>	<p>4.1.1 Describe personal changes over time (life stages)</p> <p>4.1.2 Distinguish between past, present and future</p>	<p>5.1.1 Explain how basic needs can be met</p> <p>5.1.2 Explain why people have jobs</p>



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Grade 1	<p>1.1.1 Explain why people need rules and laws at home, school and in the community</p> <p>1.2.1 Identify the specific roles people have within a particular community or organization</p>	<p>2.1.1 Understand the origins of holidays and celebrations within our community</p> <p>2.1.2 Identify characteristics that express culture (e.g. the arts, food, literature, clothing)</p>	<p>3.1.1 Use vocabulary related to cardinal direction (N.S.E.W.)</p> <p>3.1.2 Explain the purpose of a map or globe as a tool</p> <p>3.1.3 Create and use simple maps to identify location of places</p> <p>3.2.1 Compare how environmental factors affect lifestyle (e.g. climate, landforms) in different locations</p>	<p>1.1.1 Describe and measure calendar time</p> <p>1.1.2 Understand that change happens over time within a particular context</p>	<p>5.1.1 Define and identify examples of goods/services</p> <p>5.1.2 Describe how jobs contribute to production of goods/services</p> <p>5.1.3 Identify how goods and services are exchanged (e.g. markets, trade....)</p>



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Grade 2	<p>1.1.1 Identify the rights and responsibilities of individuals have within a group</p> <p>1.2.1 Identify ways different groups within a community interact with one another</p>	<p>2.1.1 Understand the importance of customs and traditions to people</p> <p>2.1.2 Identify the significance of selected stories, poems, music in a specific culture</p>	<p>3.1.1 Read symbols/cardinal directions, to find locations and determine directions on maps and globes</p> <p>3.1.2 Identify continents, oceans and significant bodies of water</p> <p>3.1.3 Identify significant landforms (e.g. mountain, river, lake, island...)</p> <p>3.2.1 Explain how people interact with the physical environment.</p>	<p>4.1.1 Describe time: years, decades, centuries</p> <p>4.1.2 Understand that past events affect the present (e.g. an invention, a discovery....)</p>	<p>5.1.1 Distinguish between producers and consumers</p> <p>5.1.2 Explain how work provides income to purchase goods and services</p> <p>5.1.3 Trace the development of a product from natural resource to finished product</p>



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Grade 3	<p>1.1.1 Recognize that individuals have a role and responsibility in a community</p> <p>1.2.1 Identify services provided within a community</p> <p>1.2.2 Identify ways in which differences are resolved within a community</p>	<p>2.1.1 Compare and contrast the traditions of different groups within a society</p> <p>2.1.2 Explain how the characteristics of culture are maintained or changed by a community</p>	<p>3.1.1 Use and draw maps with a compass rose, equator, poles of tropics</p> <p>3.1.2 Recognize that places are located within the Northern or Southern hemispheres</p> <p>3.2.1 Compare how people in different communities interact with their physical environment</p>	<p>4.1.1 Describe time: years, decades, centuries</p> <p>4.1.2 Explain how people of the past influence the present</p>	<p>5.1.1 Explain how supply and demand affects producers and consumers</p> <p>5.1.2 Explain how geographical factors have influenced the locations of economic activities</p> <p>5.1.3 Explain that technology has changed the way in which people meet basic needs</p>



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Grade 4	<p>1.1.1 Understand the purpose and functions of leadership within communities and countries (e.g. chief justice, president, monarch...)</p>	<p>2.1.1 Explain how traditions, customs and cultural characteristics influence a country's identity</p>	<p>3.1.1 Use map tools including grid systems (latitude and longitude) legends and scales to interpret and construct maps</p> <p>3.1.2 Identify different types of maps and their purposes (e.g. political, physical...)</p> <p>3.1.3 Describe regions (political, geographical, economical) that result from human interaction with the environment</p> <p>3.2.1 Describe ways people have interacted with a particular environment and identify the impact</p>	<p>4.1.1 Interpret a timeline</p> <p>4.1.2 Explain how people preserve and honor the past</p> <p>4.1.3 Explain how industrialization impacts the present</p>	<p>5.1.1 Examine import/export and their interdependence</p> <p>5.1.2 Explain the connection between mass production, specialization and division of labor</p>



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Grade 5	<p>1.1.1 Recognize the responsibilities of governments</p> <p>1.2.1 Identify basic human rights (as declared by the United Nations) and responsibilities</p>	<p>2.1.1 Understand how the movement of people affects cultural practices of a global society</p>	<p>3.1.1 Choose and construct the appropriate map (political, physical...) to communicate specific geographical information</p> <p>3.2.1 Analyze the impact of human interaction with the environment</p>	<p>4.1.1 Create a timeline</p> <p>4.1.2 Identify how exploration causes change (e.g. migration, stagnation....)</p>	<p>5.1.1 Analyze how development in transportation, communication, mass production, etc. influence economic activities</p> <p>5.1.2 Identify economic motivations for "exploration"</p> <p>5.1.3 Analyze the effects of immigration/migration and resources on a particular economy</p>

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