



Hangzhou International School
杭州国际学校

Social Studies Standards

K-5

Hangzhou International School Social Studies Standards

Table of Contents

INTRODUCTION	3
INTRODUCTION AND EXPLANATION OF FRAMEWORK COMPONENTS	3
LONGSTANDING IDEAS, RENEWED EMPHASIS	3
INQUIRY AND SOCIAL STUDIES PRACTICES	4
K-12 FRAMEWORK COMPONENTS	4
MAPPING THE STANDARDS TO PYP	5
KINDERGARTEN TO GRADE 2.....	6
K-2 TIME CONTINUITY AND CHANGE.....	6
K-2 CONNECTIONS AND CONFLICT	7
K-2 GEOGRAPHY	8
K-2 CULTURE.....	9
K-2 SOCIETY AND IDENTITY	10
K-2 ORGANISATIONAL SYSTEMS	11
K-2 PRODUCTION, DISTRIBUTION AND CONSUMPTION	12
K-2 SCIENCE, TECHNOLOGY AND SOCIETY	13
GRADES 3 TO 5.....	14
G3- 5 TIME CONTINUITY AND CHANGE	14
GRADE 3-5 CONNECTIONS AND CONFLICT	15
GRADE 3-5 GEOGRAPHY	16
GRADE 3-5 CULTURE	17
GRADE 3-5 SOCIETY AND IDENTITY	18

Hangzhou International School Social Studies Standards

GRADE 3-5 ORGANISATIONAL SYSTEMS..... 19

GRADE 3-5 PRODUCTION, DISTRIBUTION AND CONSUMPTION..... 20

GRADE 3-5 SCIENCE, TECHNOLOGY AND SOCIETY 21

Introduction

Introduction and Explanation of Framework Components

The HIS Social Studies Teaching and Learning Standards are based on social studies standards from the Project AERO. These standards are the base for what students should know and be able to do, at a minimum, by the end of each grade level. Project AERO views social studies as a critical school subject that allows students to gain a comprehensive body of knowledge, understandings, and skills that will enable them to better understand the world as it was and currently is and provide them with the tools necessary to become critical and creative thinkers that can solve complex world problems now and in the future.

The National Council for the Social Studies (NCSS) defines social studies as:

“the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world”.

The purpose of the AERO Social Studies Curriculum Framework is to provide schools with the foundational components for designing a Kindergarten through Grade 12 aligned curriculum and assessment program that prepares students with the knowledge and intellectual processes, practices, and dispositions to be active, informed, engaged participants in public life.

Longstanding Ideas, Renewed Emphasis

The authors of the original AERO Social Studies Framework (2002) designed standards which represented enduring ideas in the field and were international in scope. The first version of the Framework included eight K-12 standards with learning progressions in grade bands: K-2, 3-5, 6-8, and 9-12. The fundamental premise was that the standards remain consistent grade-to-grade, while evidence of learning progresses over time. By design, specific content or course topics were not included, thus allowing schools maximum flexibility to build curricula consistent with their missions and/or specific program needs.

During the revision process in 2012, the eight standards remained intact, but in response to requests from schools, the learning progressions were identified for each grade level. This expansion resulted in tighter sequential alignment of skills and related content across the grades.

Hangzhou International School Social Studies Standards

Inquiry and Social Studies Practices

In the AERO Social Studies Curriculum Framework, questions play a key role in curriculum design. These questions aid students in the exploration of the disciplines in relation to the standards, while others transcend individual disciplinary categories and allow students to develop the habits of mind required of a social scientist. Social scientists share similar practices which refer to those habits of mind that cross the disciplines of social studies. The term practices is used instead of skills to stress that engaging in social studies inquiry requires coordination of knowledge and skills (NRC, 2012).

During the 2018-19 review process, five AERO Social Studies practices were developed, requiring students to:

1. Develop Questions and Plan Inquiries
2. Evaluate the Credibility of the Sources and Relevance of the Information to the Inquiry
3. Construct Coherent, Reasoned Arguments and Explanations
4. Communicate Conclusions From an Inquiry
5. Take Informed Action for the Common Good

K-12 Framework Components

At the K-12 level the framework includes content standards, grade level performance indicators, enduring understandings and essential questions. All are key curricular “macro” components that should be included as schools design a fully- aligned student learning program for social studies.

Hangzhou International School Social Studies Standards

Mapping the standards to PYP

There are eight Social Studies Teaching and Learning Standards, which are the major areas of knowledge and skills that underpin our PYP units.

Transdisciplinary Theme	PYP Strands	AERO Standards	Indicators	Suggested Concepts
Where We Are in Place and Time	Continuity and change through time	Standard 1 Time, Continuity, and Change	Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	Change Perspective
How The World Works	Human systems and economic activities	Standard 2 Connections and Conflict	Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	Connection Causation
How We Organise Ourselves		Standard 6 Organisational Systems*	Students will understand why societies create and adopt organisational systems and how they address human needs, rights, responsibilities and citizenship.	Function Connection
How The World Works		Standard 7 Production, Distribution, and Consumption	Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	Responsibility Function
How The World Works		Standard 8 Science, Technology, and Society	Students will understand how societies have influenced and been influenced by scientific developments and technological developments.	Causation Perspective
Where We Are in Place and Time	Human and natural environments	Standard 3 Geography	Students will understand the interactions and relationship between human societies and their physical environment.	Connection Causation
Sharing The Planet	Resources and the environment	Standard 4 Culture	Students will understand cultural and intellectual developments and interactions among societies.	Form Function
Who We Are / How We Express Ourselves	SS Social organisation and culture / PSPE Identity	Standard 5 Society and Identity	Students will understand social systems and structures and how these influence individuals.	Function Causation

* This standard was adjusted for K-5, to fit the China context and to support our transdisciplinary units.

Kindergarten to Grade 2

K-2 Time Continuity and Change

Standard 1 (Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

Enduring Understandings

The past is a broad term referring to events that happened or people who lived before now.

The past cannot be changed.

Knowing about the past helps us to understand the present better.

The past is preserved in many ways, including in stories and in tales of folk heroes.

Events follow a sequence or happen in a given order.

Essential Questions:

What is meant by “the past?”

How is the past different from the present?

Why is knowing about the past important?

How is knowledge about the past preserved?

Performance Indicators		
Kindergarten	1.2.a	Identify stories about past events, people, places or situations
Grade 1	1.2.b	Differentiate between people, places, and events in the past, present and future
Grade 2	1.2.c	Relate stories about past events, people, places, or situations to help our understanding of the past and present

K-2 Connections and Conflict

Standard 2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war and diplomacy.

Enduring Understandings

- Conflict is when people disagree.
- People in communities cooperate (work together) to meet their needs and solve conflicts.
- Conflict occurs for many reasons, but essentially because people have different wants and needs.
- People can work together in many ways.

Essential Questions

- What is conflict?
- What is cooperation?
- Why do groups of people have conflict?
- How can people work together?

Performance Indicators		
Kindergarten	2.2.a	Give examples of conflict and cooperation among individuals and groups.
Grade 1	2.2.c	Identify that some ways of dealing with disagreements work better than others.
Grade 2	2.2.b	Identify and describe factors that contribute to cooperation and factors that may cause conflict.

Hangzhou International School Social Studies Standards (Grades K-2)

K-2 Geography

Standard 3: (Geography) Students will understand the interactions and relationship between human societies and their physical environment.

Enduring Understandings

- People depend on their physical environment.
- Different physical environments influence different cultures in distinct ways.
- People adapt their physical environments in different ways.
- Maps and globes and geographical techniques help people to understand better their physical environment.
- Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity.

Essential Questions

- Why does someone's physical environment matter?
- How can you explain where a place is located?
- What makes one place different from another place?

Performance Indicators		
Kindergarten	3.2.b	Explain the concept of location.
	3.2.c	Use maps and graphs, tables, and diagrams to read and display geographic information.
Grade 1	3.2.b	Explain the concept of location.
	3.2.c	Use maps and graphs, tables, and diagrams to read and display geographic information.
	3.2.e	Locate and distinguish between landforms.
Grade 2	3.2.c	Use maps and graphs, tables, and diagrams to read and display geographic information.
	3.2.d	Locate and distinguish between landforms.
	3.2.e	Describe the influence of landforms and geographic features on human population and cultures.
	3.2.f	Differentiate between ways in which people from different cultures think about and adapt to the physical environment.

Hangzhou International School Social Studies Standards (Grades K-2)

K-2 Culture

Standard 4: (Culture) Students will understand cultural and intellectual developments and interactions among societies.

Enduring Understandings

- Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.
- Culture and a belief system (religion) are closely related.
- Culture satisfies basic human needs, such as a sense of belonging.
- Peoples' actions influence their culture; someone's culture influences their actions.

Essential Questions

- What is culture?
- Why does culture matter?
- What can we learn about societies through their culture?
- How is it possible to distinguish between two cultures?
- What does it mean to belong?
- How does someone know how to behave, even when that person is not told how to?
- How do different groups of people living in one place influence a culture?

Performance Indicators		
Kindergarten	4.2.b	Describe how people in different types of institutions and organizations (e.g. families, schools, clubs, etc.) interact with each other.
Grade 1	4.2.b	Describe how people in different types of institutions and organizations (e.g. families, schools, clubs, etc.) interact with each other.
Grade 2	4.2.a	Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.
	4.2.b	Describe how people in different types of institutions and organizations (e.g. families, schools, clubs, etc.) interact with each other.
	4.2.c	Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.
	4.2.d	Compare and contrast social environments in different cultures.
	4.2.e	Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.

K-2 Society and Identity

Standard 5: (Society and Identity) Students will understand social systems and structures and how these influence individuals.

Enduring Understandings

- People live in groups and depend on each other to help meet their needs.
- Communities offer connection, relationship, and belonging to individuals.
- All citizens have important roles in the community.
- Social systems and structures set expectations for appropriate and inappropriate behavior.
- People organize themselves and interact with one another in different ways in different environments.
- Individuals choose whether to follow societal norms and expectations.

Essential Questions

- How do people and groups support their community?
- How are we connected to others?
- Culture helps individuals express who they are
- Every individual has a unique identity.
- What can we learn about ourselves by studying cultures in other places?
- How do social, cultural, and national norms influence identity?
- Why are some behaviors acceptable in certain environments and not in others?
- Is behavior always a choice?

Performance Indicators		
Kindergarten	5.2.a	Identify connections between who they are as a person and their place in the world.
	5.2.c	Recognize that individual people are part of a group.
	5.2.e	Explain why people live in social groups (e.g. families, communities, and nations).
Grade 1	5.2.a	Identify connections between who they are as a person and their place in the world.
	5.2.b	Distinguish themselves as individuals from others.
	5.2.d	Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.
	5.2.e	Explain why people live in social groups (e.g. families, communities, and nation).
	5.2.f	Identify roles and behaviors that people demonstrate when in group situations.
Grade 2	5.2.g	Identify opportunities for choice in personal identity.

K-2 Organisational Systems

Standard 6: (Organisational Systems) Students will understand why societies create and adopt organisational systems and how they address human needs, rights, responsibilities and citizenship.

Enduring Understandings

- Every person has certain rights within and responsibilities to broader society.
- Governments are major sources of power within a society.
- Governments have different forms; all have leaders and judicial systems and most have legislatures.
- Governments help provide stability within a country by establishing laws and by resolving conflicts.

Essential Questions

- What is power? How is power gained, justified, and used?
- How do competing interests influence how power is distributed?
- How do organisational systems affect people’s lives?
- What are the more important responsibilities that people have toward their government?

Performance Indicators		
Kindergarten	6.2.a	Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
	6.2.b	Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).
Grade 1	6.2.c	Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
	6.2.d	Identify qualities that leaders need in order to meet their responsibilities.
	6.2.e	Describe the impact of families and schools on their lives.
Grade 2	6.2.f	Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
	6.2.g	Explain reasons for the importance of leadership and service.
	6.2.h	Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).

K-2 Production, Distribution and Consumption

Standard 7: (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

Enduring Understandings

- People have wants and needs, which differ.
- People have limited resources and must make decisions about what to produce or buy.
- People engage in different economic activities and trade to acquire goods and services they do not produce themselves
- Trade can be local or extend around the world.

Essential Questions

- Why do people buy what they do?
- Why cannot people buy whatever they want?
- What kinds of products are made locally? What kinds are made in other places? How does trade work?

Performance Indicators		
Kindergarten	7.2.a	Distinguish between needs and wants.
Grade 1	7.2.b	Describe roles resources play in our daily lives.
	7.2.c	Describe how we depend upon people with specialized jobs.
	7.2.d	Distinguish between goods and services.
Grade 2	7.2.e	Explain why people make choices about how to satisfy wants and needs.
	7.2.f	Identify institutions that are part of economic systems.
	7.2.g	Describe how goods and services can be exchanged.

K-2 Science, Technology and Society

Standard 8: (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

Enduring Understandings

- Science is a field of knowledge that allows humans to understand the physical world.
- Technology use material objects (tools) and processes (techniques) to make jobs easier.
- Scientific and technological advancements influence human life
- Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences.

Essential Questions

- Why do we study, practice, and apply science?
- What does the word technology mean?
- What is the difference between a tool and a technique?
- How do advancements in science and technology change the way people live? How they think?
- Does technology help people? Is technology always good?

Performance Indicators		
Kindergarten	8.2.a	Distinguish between "tool" and "technique."
Grade 1	8.2.b	Describe examples in which tools and techniques have changed the lives of people.
Grade 2	8.2.c	Identify reasons and requirements for making tools and developing techniques.

Grades 3 to 5

G3- 5 Time Continuity and Change

Standard 1 (Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

Enduring Understandings

- People and places change over time.
- Individuals and groups have the power to affect widespread change
- Knowing about the past helps us to understand the present better.
- The past is preserved in many ways, including in stories and in tales of folk heroes.

Essential Questions

- What roles do individuals play in historical change?
- How is the past different from the present?
- Why is knowing about the past important?
- How is knowledge about the past preserved?

Performance Indicators		
Grade 3	1.5.a 1.5.b 1.5.c 1.5.d	Explain why people in different times and places view the world differently. Describe changes in society (e.g., political, social, cultural). Identify cause and effect relationships in history. Identify and use primary and secondary sources to examine the past and present.
Grade 4	1.5.b 1.5.c 1.5.d	Describe changes in society (e.g., political, social, cultural). Identify cause and effect relationships in history. Identify and use primary and secondary sources to examine the past and present.
Grade 5	1.5.b 1.5.c 1.5.d	Describe changes in society (e.g., political, social, cultural). Identify cause and effect relationships in history. Identify and use primary and secondary sources to examine the past and present.

Grade 3-5 Connections and Conflict

Standard 2: (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war and diplomacy.

Performance Indicators

Enduring Understandings

- Conflict may occur when people disagree.
- People in communities cooperate (work together) to meet their needs and solve conflicts.
- Conflicts arise over goods, ideas, land, culture, and movement of people.

Essential Questions

- What is conflict?
- Why (and how) do groups of people cooperate?
- Why do groups of people have conflict?

Performance Indicators		
Grade 3	2.5.b	Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.
Grade 4	2.5.a 2.5.c	Describe how wants and needs have implications beyond the self. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).
Grade 5	2.5.b 2.5.c	Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).

Hangzhou International School Social Studies Standards (Grades 3-5)

Grade 3-5 Geography

Standard 3: (Geography) Students will understand the interactions and relationship between human societies and their physical environment.

Enduring Understandings

- People depend on their physical environment.
- Different physical environments influence different cultures in distinct ways.
- People adapt their physical environments in different ways.
- Geographic tools and techniques help people understand information about places.
- Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity

Essential Questions

- How do values and beliefs impact the relationship between humans and their environment?
- How can location be explained?
- What makes one place different from another place?

Performance Indicators		
Grade 3	3.5.a	Explain and use the elements of maps and globes.
	3.5.e	Describe factors that influence locations of human populations and human migration.
Grade 4	3.5.a	Explain and use the elements of maps and globes.
	3.5.b	Apply appropriate resources and geographic tools to generate and interpret information about the earth.
	3.5.c	Apply concepts such as location, distance, direction, scale, movement and region.
	3.5.d	Describe ways that the earth's physical and human-made features have changed over time.
	3.5.e	Describe factors that influence locations of human populations and human migration.
Grade 5	3.5.f	Describe and explain various types and patterns of settlement and land use.
	3.5.g	Identify why particular locations are used for certain activities.
	3.5.h	Define regions by their human and physical characteristics.

Grade 3-5 Culture

Standard 4: (Culture) Students will understand cultural and intellectual developments and interactions among societies.

Enduring Understandings

- Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.
- Culture and a belief system (religion) are closely related.
- Culture satisfies basic human needs, such as a sense of belonging.
- Peoples' actions influence their culture; someone's culture influences their actions.

Essential Questions

- What is culture?
- Why does culture matter?
- What can we learn about societies through their culture?
- How is it possible to distinguish between two cultures?
- What does it mean to belong?
- How does someone know how to behave, even when that person is not told how to?
- How do different groups of people living in one place influence a culture?

Performance Indicators		
Grade 3	4.5.a	Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).
	4.5.b	Compare and contrast the ways that different cultures meet human needs and concerns.
	4.5.c	Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.
	4.5.e	Explain the elements of culture (language, norms, values, beliefs, etc.).
	4.5.h	Describe advantages and disadvantages associated with cultural diversity.
Grade 4	4.5.f	Define the elements of a belief system (creed, code of behavior, rituals, community).
	4.5.i	Examine cultural diffusion.
Grade 5	4.5.d	Describe how cultural contributions from various groups have formed a national identity.

Grade 3-5 Society and Identity

Standard 5: (Society and Identity) Students will understand social systems and structures and how these influence individual.

Enduring Understandings

- Every person can be described in terms of different categories such as ethnicity, gender, and class.
- Individuals, groups and institutions respond to common social issues and challenges based on attitudes, values, beliefs, norms and traditions.
- Individuals are socialized according to a society’s cultural attitudes, values, beliefs, norms and traditions.

Essential Questions

- How do different cultures affect people differently?
- Why do people from different cultures sometimes seem different?
- How does belief influence action?
- What is the difference between “tolerance” and “acceptance”?
- Where do our perspectives come from?
- How do social, cultural, and national norms influence identity?
- What institutions have the greatest impact on people?
- How are individuals affected by different social systems?

Performance Indicators	
Grade 3	5.5.a Describe how families influence the individual. 5.5.c Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members. 5.5.d Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual. 5.5.e Identify and describe ways that ethnicity and cultures influence people's daily lives. 5.5.g Describe socialization and opportunities for choice in personal identity. 5.5.h Examine the difference between “acceptance” and “tolerance”.
Grade 4	5.5.b Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world. 5.5.f Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.
Grade 5	5.5.c Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members. 5.5.d Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.

Grade 3-5 Organisational Systems

Standard 6: (Organisational Systems)

Students will understand why societies create and adopt organisational systems and how they address human needs, rights, responsibilities and citizenship.

Enduring Understandings

- Every person has certain rights within and responsibilities to broader society.
- Governments are major sources of power within a society.
- Organisational systems must be able to change and improve in order to be effective

Essential Questions

- What is power? How is power gained, justified, and used?
- How do competing interests influence how power is distributed?
- What does it mean to be a responsible citizen (of a community, nation, the world)?
- How do organizational systems affect people’s lives?

Performance Indicators	
Grade 3	6.5.a Identify issues involving rights, roles and responsibilities of individuals in relation to broader society. 6.5.j Explain different strategies to resolve conflict.
Grade 4	6.5.a Identify issues involving rights, roles and responsibilities of individuals in relation to broader society. 6.5.b Describe how organizational systems meet needs and wants of individuals and society.
Grade 5	6.5.a Identify issues involving rights, roles and responsibilities of individuals in relation to broader society. 6.5.c Identify community leaders, local, national, and world leaders. 6.5.e Describe the major responsibilities of individuals at various levels of organizations. 6.5.f Explain what citizenship is. 6.5.g Identify and describe means by which citizens can monitor, evaluate and influence actions of people within their communities. 6.5.h Describe the purpose of laws and institutions. 6.5.i Compare and contrast organizational systems. 6.5.j Explain different strategies to resolve conflict.

Grade 3-5 Production, Distribution and Consumption

Standard 7: (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

Enduring Understandings

- People have wants and needs, which differ.
- People have limited resources and must make decisions about what to produce or buy.
- People engage in different economic activities and trade to acquire goods and services they do not produce themselves.
- Trade can be local or extend around the world.

Essential Questions

- Why do people buy what they do?
- Why cannot people buy whatever they want?
- What kinds of products are made locally? What kinds are made in other places? How does trade work?

Performance Indicators	
Grade 3	<p>7.5.c Describe how changes in transportation and communication have affected trade and economic activities.</p> <p>7.5.d Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services</p> <p>7.5.f Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.</p>
Grade 4	<p>7.5.a Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</p> <p>7.5.d Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services</p>
Grade 5	<p>7.5.b Distinguish among human, natural, and capital resources.</p> <p>7.5.c Describe how changes in transportation and communication have affected trade and economic activities.</p> <p>7.5.e Describe how trade affects the way people earn their living in regions of the world.</p> <p>7.5.g Describe primary causes of world trade.</p>

Grade 3-5 Science, Technology and Society

Standard 8: (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

Enduring Understandings

- Science is a field of knowledge that allows humans to understand the physical world.
- Technology uses material objects (tools) and processes (techniques) to make jobs easier.
- Scientific and technological advancements influence human life.
- Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences.

Essential Questions

- Why do we study, practice, and apply science?
- What does the word technology mean?
- What is the difference between a tool and a technique?
- How do advancements in science and technology change the way people live? How they think?
- Does technology help people? Is technology always good?

Performance Indicators		
Grade 3	8.5.b	Examine ways in which tools and techniques make certain tasks easier.
	8.5.c	Describe ways that tools and techniques can have both positive and negative effects.
	8.5.e	Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.
Grade 4	8.5.a	Explain the difference between science and technology.
	8.5.b	Examine ways in which tools and techniques make certain tasks easier.
	8.5.c	Describe ways that tools and techniques can have both positive and negative effects.
	8.5.d	Describe changes in scientific knowledge and technology that have affected your host country.
	8.5.e	Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.
Grade 5	8.5.e	Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.