

**DIATHEMATIKON PROGRAMMA**  
**CROSS-THEMATIC CURRICULUM FRAMEWORK**  
**FOR STUDIES OF THE ENVIRONMENT**

**The nature of Studies of the Environment**

Studies of the Environment is an interdisciplinary subject dealing with the growth and structure of natural and human-made environment. A basic nucleus of disciplines contributes to form Studies of the Environment. These are: sociology, political science, economics, geography, environmental studies, technology, science (physics, chemistry, biology).

**1. Teaching/learning aim**

The basic aims of Studies of the Environment curriculum are:

- to assist in the development who are productive and contributing members of their society;
- to help students become conscientious consumer-producers and active citizens;
- to provide students with the necessary scientific methods and tools to investigate complex issues;
- to help students develop the whole spectrum of skills: cognitive, metacognitive, social, emotional and psychomotor.

Central to cognitive development of students is the ability to identify concepts and generalizations necessary to understand and deal with complex social, natural and technological issues.

**2. Content Guiding Principles, General Goals, Indicative Fundamental Cross-thematic Concepts**

**Primary school**

<b>Grade</b>	<b>Content Guiding Principles</b>	<b>General Goals (Knowledge, skills attitudes and values)</b>	<b>Indicative Fundamental Cross-thematic Concepts</b>
<b>1<sup>st</sup></b>	<b>My Class</b>	<p><b>Pupils should:</b></p> <p>feel comfortable with their peers;</p> <p>realize that classroom rules are introduced to facilitate the teaching/ learning process;</p> <p>realize the social role of the class and the needs it is supposed to cover;</p> <p>understand and apply the concept of familiar objects classification;</p> <p>correlate movement to changing position.</p>	<p><b>Interaction</b></p> <p><b>Individual-Group</b></p> <p><b>Similarity-Difference</b></p>
	<b>My School</b>	<p>become sensitized to environmental problems of their school region and those of their neighborhood;</p> <p>develop collaborative skills through participation in school based group activities;</p>	<p><b>System</b></p> <p><b>Interaction</b></p> <p><b>Culture</b></p>

	<p>realize the importance of setting and keeping certain rules in cases of emergency (earthquakes, fire, etc.);</p> <p>develop basic citizenship skills;</p> <p>become familiar with their cultural heritage</p>	
<b>My Family</b>	<p>realize their role in their family;</p> <p>Acknowledge the contribution of nurture in their personal development;</p> <p>Give examples that demonstrate the way love, cooperation and mutual understanding bring peace and safety to family life;</p> <p>give examples of family as an active part of society, i.e. its contribution to the protection of the environment.</p>	<p><b>System</b></p> <p><b>Community</b></p> <p><b>Change</b></p> <p><b>Interaction</b></p>
<b>Time</b>	<p>follow time sequence when narrating familiar events and situations;</p> <p>become aware of the different ways of measuring time.</p>	<p><b>Time-Space</b></p> <p><b>Change</b></p> <p><b>System</b></p>
<b>Neighborhood</b>	<p>describe their neighborhood and people living and working there;</p> <p>come up with solutions related to environmental problems of their neighborhood.</p>	<p><b>Interaction</b></p> <p><b>Change-</b></p> <p><b>Continuity</b></p> <p><b>Space-Time</b></p>

	<b>Environment</b>	distinguish the three states of matter (solids, liquids and gases)	<b>System Interaction Change</b>
	<b>Energy</b>	become aware of the ways electricity is used in everyday life;  demonstrate attitudes and actions for saving energy.	<b>Interaction Change</b>
	<b>Interaction between humans and the environment</b>  <b>Local history</b>	realize that their attitudes and practices have a strong impact on the environment;  realize the significance of local history.	<b>Interaction System Change Space-Time</b>
	<b>Body awareness</b>	identify the different parts of human body;  realize the important role of sensory organs;  adopt attitudes and practices that build good health practices;  develop a positive attitude towards people with special needs.	<b>System Communication Similarity- Difference Interaction</b>
	<b>Human needs</b>	classify human needs according to level of importance;  explain how occupations correlate with the satisfaction of human needs;  be sensitized to children's labor and difficulties in their lives.	<b>Individual-Group Interaction Space-Time</b>

	<b>Information and Communication</b>	determine basic media. Investigate their TV-watching habits (time- duration, types and quality of broadcasting – programs of preference).	<b>Communication Similarity- Difference Interaction</b>
	<b>Leisure</b>	manage their leisure time in a more creative way.	
	<b>Sound</b>	be aware of sound and its properties.	<b>Interaction Change</b>
	<b>Civilization/ Culture</b>	take part in cultural events, traditions and cultural venues of their community and around it;  use and understand terms of their culture.	<b>Civilization Space-Time Change</b>
	<b>Sports in School</b>	realize the need for having and obeying rules in sports;  start working in groups to organize and enjoy athletic events.	<b>System Communication Interaction Cooperation</b>
	<b>Natural environment  Flora and Fauna of Greece</b>	identify plants and animals in the local environment;  identify various plants and animals living in their region (flora and fauna).	<b>System Space-Time Classification Change</b>
	<b>The sun Day and Night</b>	correlate different points of the sun’s orbit to different hours (periods) during daytime;  become aware of the pros and cons of solar energy.	<b>System Space-Time Classification Change</b>

<b>2<sup>nd</sup></b>	<b>Human-made environment</b> <b>My School</b>	<p>become familiar with their school building and grounds and the surrounding area;</p> <p>become aware of the possible environmental problems related to or deriving from their school premises;</p> <p>develop awareness of cultural and individual differences between their peers.</p>	<b>Interaction</b> <b>Space-Time</b> <b>Similarity-Difference</b>
	<b>My locality</b>	<p>be informed of the various services and facilities provided by their local community;</p> <p>become sensitized to environmental problems of their neighborhood and the local environment;</p> <p>work in groups in order to think of solutions to these problems.</p>	<b>Communication</b> <b>Similarity-Difference</b> <b>Change</b> <b>Space-Time</b> <b>Interaction</b>
	<b>Natural environment</b>  <b>Flora and Fauna of Greece</b>	<p>identify the main factors affecting plant and animal growth;</p> <p>become familiar with the concept of interaction between flora, fauna and the environment and its impact on human life quality.</p>	<b>Interaction</b> <b>System</b> <b>Change</b>
	<b>Living and non-living things</b>	<p>become aware of the basic properties of living and non-living things;</p> <p>become aware of changes of matter.</p>	<b>Interaction</b> <b>System</b> <b>Change</b> <b>Space-Time</b>

	<b>The cycle of water</b>	relate seasonal weather patterns to the cycle of water in nature;	<b>Interaction</b>
	<b>Weather and Climate</b>	relate seasonal weather patterns to geographical location;  relate weather conditions and climate to living conditions and human life quality;  develop a positive attitude towards the wise use of water resources.	<b>System</b> <b>Change</b> <b>Space-Time</b>
	<b>Interaction between humans and the environment</b>	become aware of the relationship between the environment and human life quality;  develop environmental awareness.	<b>Communication</b> <b>Interaction</b>
	<b>My locality</b>		
	<b>Orientation</b>	orient themselves using the points of a compass (S, N, W, E).	<b>Space-Time</b> <b>Change</b>
<b>Human life cycle and time</b>	describe and interpret changes in the human body (physical development) and the environment through time;  realize the critical role of parents for children's upbringing.	<b>Change</b> <b>Interaction</b> <b>Space-Time</b>	
<b>Transportation</b>	distinguish between transportation of passengers and transportation of products and the corresponding means;  realize the effects of transportation on the social evolution of humankind;  become familiar with basic traffic rules.	<b>System</b> <b>Classification</b> <b>Change</b>	

	<b>Human needs</b>	realize which are the basic social needs of humans;  appreciate the role of active social groups in meeting human needs.	<b>Interaction Communication Individual-Group</b>
	<b>Energy in our life</b>	identify alternative sources of energy (solar, water, wind energy);  consider ways of protecting the environment against water and air pollution.	<b>Interaction System Change</b>
	<b>Communication Information and Leisure</b>	realize the significance of human communication;  use different ways of communicating with other people (non-verbal, using pictures, etc)  develop a critical attitude towards mass media (public communication and information).	<b>Interaction Communication</b>
	<b>Regional folk culture</b>	become familiar with elements of Greek culture and tradition;  investigate the regional folk culture/folklore.	<b>Culture Space-Time</b>
	<b>Sports and Culture</b>	realize the positive effects of physical activity and sports on mind and body;  become acquainted with the history of the Olympic Games and appreciate their significance.	<b>System Change Culture</b>
	<b>3<sup>rd</sup></b>	<b>Community life</b>	understand why people live in communities;



		realize that rules and regulations are introduced to facilitate community life.	<b>Interdependence</b> <b>Cooperation</b>
	<b>Community-based decision making</b>	recognize the importance of the local government (local authorities) for solving local problems;  become aware of the importance of taking part in local governing bodies.	<b>Interaction</b> <b>Collaboration</b> <b>Conflict</b> <b>Dependence</b> <b>Power</b> <b>System</b>
	<b>Flora and Fauna</b>	understand the contribution of flora and fauna to man's life;  classify plants according to certain characteristics;  classify animals according to their habitat and their way of breeding.	<b>System</b> <b>Classification</b> <b>Function</b>
	<b>Interaction between people and the environment</b>  <b>Orientation</b>	explain the impact of human intervention on natural and man-made environment;  use symbols and signs that are used for mapping down a region (use of special geographical terminology).	<b>Interaction</b> <b>System</b>
	<b>Energy sources: Food and other sources</b>	recognize the human need for food (nutrition);  develop positive attitudes and behaviors for keeping themselves healthy;  determine alternative types of energy.	<b>Interaction</b> <b>Change</b> <b>System</b>
	<b>Communication</b>	distinguish the different ways of human communication and its development throughout time;	<b>Communication</b> <b>Change</b> <b>Similarity</b>

		<p>use different types of media;</p> <p>become sensitized towards people having communication problems (i.e. hearing impaired, foreigners).</p>	<b>Difference</b>
	<b>Mass Media</b>	develop a critical view when reading print material (journals, magazines etc.).	<b>Communication Interaction</b>
	<b>Consuming</b>	<p>give examples that support the view that some goods (i.e. natural products) bear certain significance for the preservation of good health;</p> <p>explain the reasons for over consuming;</p> <p>develop anti- over consuming attitudes and behaviors;</p> <p>distinguish between national products and those imported from other E. U. member states.</p>	<b>System Communication</b>
	<b>Transportation</b>	<p>identify all types of transportation;</p> <p>explain the way transportation addresses human needs;</p> <p>keep road safety rules. Describe the way transportation may have strong impact on people's everyday life and on the environment (in general).</p>	<b>Interaction Individual-Group</b>
	<b>Greek civilization and cultural heritage</b>	<p>recognize places of cultural heritage;</p> <p>develop a positive attitude towards preserving and protecting their national heritage.</p>	<b>Civilization Change Space-Time</b>

	<b>Sports-Olympic ideal</b>	distinguish between group and individual sports; become aware of the importance and the history of the Olympic games and the Paralympics.	<b>Change</b> <b>Similarity</b> <b>Difference</b> <b>Interaction</b>
<b>4<sup>th</sup></b>	<b>Regions and prefectures of Greece</b>  <b>Map reading</b>	<b>Pupils should:</b> identify prefectures of Greece;  identify similarities and differences between prefectures;  explain how signs on maps depict chronological, spatial, cultural and technological facts of a region.	<b>Space-Time</b> <b>Similarity</b> <b>Difference</b> <b>Communication</b>
	<b>Historical cities</b> <b>Islands and mainland</b>	identify significant historical cities and sites within their prefecture;  recognize differences in the landscape between islands and mainland in Greece.	<b>Space</b> <b>Similarity-</b> <b>Difference</b>
	<b>Ecosystems</b>	understand the impact that the fauna and flora of a region have on people's life;  explain the way the quality of natural environment contributes to the development of specific plants and animals (fauna and flora) in the region;  describe the reproductive system of the plants;  classify animals according to their characteristics.	<b>Interaction</b> <b>System</b> <b>Change</b>

	<p><b>Protection of the Environment</b></p>	<p>define problems related to natural and man made environment;</p> <p>develop decision making skills when matters concerning the quality of life are under discussion;</p> <p>take into account local and global considerations concerning environmental and social matters (i.e. destruction of rain forests, poverty, etc);</p> <p>develop co-operative and citizenship skills;</p>	<p><b>Interaction</b> <b>Individual-Inter-dependence</b> <b>Group System</b></p>
	<p><b>Economy</b></p>	<p>use basic concepts of economy in everyday life;</p> <p>identify relationships between products and the economic activity of a region.</p>	<p><b>Interaction System</b> <b>Similarity-Difference</b></p>
	<p><b>Great constructions in Greece</b></p>	<p>understand the impact great constructions have on natural environment and on people's everyday life.</p>	<p><b>Interaction</b> <b>Similarity-Difference</b> <b>System</b></p>
	<p><b>Information and Communication Technology</b></p>	<p>think critically when using old and new technology media (TV, radio, press, internet, etc).</p>	<p><b>Communication</b> <b>Interaction</b> <b>Change</b></p>
	<p><b>Greek and other cultures</b></p>	<p>value aspects of Greek tradition and culture (language, religion, art, aesthetics, etc);</p> <p>study other cultures;</p>	<p><b>Culture</b> <b>Space-Time</b> <b>Interaction</b> <b>Change</b> <b>Similarity-</b></p>

	<p>identify similarities and differences between elements of Greek culture and heritage and other European countries;</p> <p>identify reasons for the great influence of Greek civilization on other civilizations.</p>	<b>Difference</b>
<b>Sports</b>	<p>define concepts such as: (sports) athletics, championship, fan;</p> <p>discuss social issues related to sports, such as violence in football fields.</p>	<b>Interaction Individual-Group Communication</b>
<b>Human body</b>	<p>explain how the muscles and the bones co-operate and interact with each other to move the human body.</p>	<b>System Interaction</b>
<b>Mixing materials</b>	<p>create simple mixtures and take them apart in simple methods.</p>	<b>System Interaction</b>
<b>Heat and materials</b>	<p>measure the temperature of an object;</p> <p>explain changes in the state of an object in order to accommodate to the change of its temperature;</p> <p>develop scientific research methods.</p>	<b>Interaction System Change</b>
<b>The Air</b>	<p>identify the components and properties of air;</p> <p>propose measures to keep the air clean.</p>	<b>Interaction System Change</b>
<b>Light</b>	<p>identify the properties of light;</p> <p>explain the relationship between light and heat.</p>	<b>Interaction System Change</b>

