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Social Studies: Grade 12 - United States Government

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Standards Introduction: The standards for twelfth grade cover the study of United States government. The standards focus on knowledge of the United States Constitution, branches of government, foreign affairs, social problems, governmental policies and democratic values. Students evaluate the effect of monetary policies on economic well-being, analyze the role of government in the economy, and design fiscal policies. Students develop the skills needed to be informed citizens in a democracy and identify fundamental American principles contained in the United States Constitution. Students participate in activities based upon evaluation of options for citizen action. The standards encourage students to apply the ideas and theories from political science to examine social problems and issues.

**SK - Skills** The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills so that the learner can:

- Skills:
- SK1a:** detect bias in data presented in various forms.
  - SK1b:** select an appropriate strategy to solve a problem and determine a rational course of action.
  - SK1c:** use a variety of primary and secondary resources to express and defend personal convictions.
  - SK1d:** participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.
  - SK1e:** use primary sources (biographies, journals, interviews, letters).
  - SK1f:** correlate and cross reference social studies materials (indexes, appendixes, glossaries).
  - SK1g:** assemble findings based on spreadsheets, database software, and statistical packages.
  - SK1h:** access and use complex electronic databases and communication networks of all types including, but not limited to, the Internet.
  - SK1i:** create and design PowerPoint presentations using text, color, and importing graphics, sound, special effects and/or animation.

Strand/Theme:  
**SS1 Citizenship** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Standards:
- SS1a:** evaluate the degree to which public policy and citizen behaviors exemplify the stated ideals of democratic government.
  - SS1b:** identify, analyze, and propose solutions to local, state, and national issues.
  - SS1c:** define and demonstrate the attributes, rights, and responsibilities of a democratic citizen to include voting procedures and the election process.

Strand/Theme:  
**SS2 Culture** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- Standards:
- SS2a:** analyze and explain how groups, societies, and culture address human needs and concerns.
  - SS2b:** show how cultural expression is reflected in political ideologies, movements, or events in history.
  - SS2c:** analyze the concept of cultural diversity and its impact on United States government.

Strand/Theme:

**SS3 Time, Continuity and Change**

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standards:

- SS3a:** describe how governments and their institutions change.
- SS3b:** evaluate Supreme Court decisions within their historical contexts.
- SS3c:** trace the development of political parties in the United States.
- SS3d:** analyze reoccurring themes and issues in United States government (e.g., universal suffrage and health care).

Strand/Theme:

**SS4 Space and Place**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

- SS4a:** use geographic tools to collect, analyze, and interpret political data.
- SS4b:** describe the relationship between a nation's economic and historical development and its geographical features

Strand/Theme:

**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

- SS5a:** explain how political beliefs are influenced by family, ethnicity, gender, group, and culture.
- SS5b:** identify how individual behaviors are sanctioned and rewarded in society.
- SS5c:** describe the influences of various historical and contemporary cultures on an individual's life.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

- SS6a:** analyze the evolution of social and political institutions (e.g., political parties, expansion of federal regulatory groups).
- SS6b:** explain how groups and institutions perpetuate values, beliefs, and attitudes.
- SS6c:** analyze examples of tensions between expressions of individuality and efforts used to promote social conformity.
- SS6d:** evaluate ways in which technological, political, economic, and environmental changes affect the social system.

Strand/Theme:

**SS7 Production, Distribution and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Standards:
- SS7a:** investigate and explain how abundance and scarcity of goods and services require economic system intervention.
  - SS7b:** explain the major economic functions of government.
  - SS7c:** define the principles and analyze the development of fiscal and monetary policy in the United States (e.g., Federal Reserve, Nation Bank, debt).
  - SS7d:** Recognize and analyze the inherent conflict between environment and developmental interests.

Strand/Theme:  
**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- Standards:
- SS8a:** compare and contrast governments at all levels (e.g., Constitutional development, checks and balances, political parties).
  - SS8b:** analyze the development and role of international and multinational organizations and agencies.
  - SS8c:** investigate the concept and development of basic human rights (e.g., universal human rights, civil rights, basic US rights as outlined in the Bill of Rights).
  - SS8d:** assess the roles and responsibilities of elected officials.
  - SS8e:** develop and maintain an awareness and understanding of national and international political issues.

Strand/Theme:  
**SS9 Science, Technology, and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- Standards:
- SS9a:** evaluate the impact of technology (e.g., media) on government institutions.
  - SS9b:** examine how laws and policies affect scientific and technological applications.
  - SS9c:** analyze how science and technology influence core values, beliefs, and attitudes of society.

Strand/Theme:  
**SS10 Global Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- Standards:
- SS10a:** analyze policies that address current concerns and issues related to human rights, environmental quality, and territorial disputes.
  - SS10b:** discuss the concept of national sovereignty in relation to political developments.
  - SS10c:** analyze formal and informal means of interaction with governments of other nations.

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## Social Studies: Anthropology

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Standards Introduction: The standards of anthropology emphasize the study of early and contemporary human beings in relation to culture and physical environment. Students study language development, social institutions, religion, the arts, physical and mental traits, and similarities and differences among cultures. Students will investigate cultures and plan and develop projects that illustrate cultural diversity of groups.

### **SK – Skills**

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills: **SK1a:** select an appropriate strategy to solve a problem or plan a field study.  
**SK1b:** use a variety of sources to complete oral and written reports on anthropological inquiry.  
**SK1c:** access and use complex electronic databases and communication networks of all types including, but not limited to, the Internet.

Strand/Theme:

### **SS1 Citizenship**

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards: **SS1a:** describe the concept of civilization.  
**SS1b:** identify why humans live in societal patterns.  
**SS1c:** explain how cultural views influence characteristics of citizenship.

Strand/Theme:

### **SS2 Culture**

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards: **SS2a:** identify characteristics of culture.  
**SS2b:** Explain how various family structures, traditions, celebrations, and heritage affect societal systems.  
**SS2c:** Explain the value of cultural diversity and cohesion within and across groups.  
**SS2d:** Explain the major themes of anthropological inquiry.

Strand/Theme:

### **SS3 Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standards: **SS3a:** describe the changing relationship between human beings and their environment.  
**SS3b:** Compare and contrast differences in life styles for specific geographical locations and identify changes.  
**SS3c:** Describe ways in which technological, political, economic, or environmental changes affect the structure and function of a social system.  
**SS3d:** Relate how people interpret and view history differently.

Strand/Theme:  
**SS4 Space and Place**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

- SS4a:** describe the effects of physical environment and population on societal development.
- SS4b:** explain the effects of geography on patterns of global connections and interdependence.
- SS4c:** Identify cultural similarities and differences as influenced by the geography of a region.

Strand/Theme:  
**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

- SS5a:** identify the theories of physical and physiological development of homo sapiens.
- SS5b:** describe the relationship of the individual to various cultures and ethnic groups.
- SS5c:** explain how racial, cultural, economic, and religious status influence an individual's self-concept.

Strand/Theme:  
**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

- SS6a:** explain how and why groups and institutions are formed.
- SS6b:** describe how individuals, groups, and institutions interact and how beliefs, values, and attitudes influence and perpetuate those interactions.
- SS6c:** explain the role of groups and institutions in furthering continuity and change.
- SS6d:** Identify cultural influences on individuals, groups, and institutions.

Strand/Theme:  
**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

- SS7a:** describe how civilizations/nations use resources to meet basic needs.
- SS7b:** explain how economics are influenced and affected by individuals, groups, and institutions.
- SS7c:** evaluate the relationship among cultural universals such as food, shelter, and economic systems.
- SS7d:** explain how economic factors such as the impact of money and monetary systems contribute to cultural change and global interdependence.

Strand/Theme:  
**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

- SS8a:** explain the development of and differences among political systems.

- SS8b:** describe the need for and the development of rules and laws.
- SS8c:** compare government institutions, agencies, and organizations.
- SS8d:** explain the concepts and development of civil, equal, and universal human rights.

Strand/Theme:

**SS9 Science,  
Technology,  
and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

- SS9a:** explore the historical relationship of science and technology to societal systems.
- SS9b:** evaluate how science and technology have transformed the physical world and human society.
- SS9c:** determine how humans shape and adapt the environment to meet various needs.
- SS9d:** explain how changes in values, beliefs, and attitudes have resulted from scientific knowledge

Strand/Theme:

**SS10 Global  
Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

- SS10a:** detail the historical development of a global consciousness and the concept of a world citizen.
- SS10b:** explain why certain areas of the world have been cradles of civilization.
- SS10c:** examine behaviors which foster global cooperation and conflict among individuals, communities, and nations.
- SS10d:** evaluate the effect of cultural conditions and motivations of global cooperation among societies

## Social Studies: Economics

Standards Introduction: The standards of economics emphasize the major concepts in the study of economics. Students use a broad range of economic concepts as they examine the complex nature and essential characteristics of economic systems throughout the world. The problem of scarcity and the resulting need for societies to form economic systems are emphasized. Students focus on the market as the place where the consumers decide how they allocate their spending among competing goods and services. Students analyze the production, distribution, and accumulation of wealth. Students study the topics dealing with supply and demand, money and banking, the role of the federal government, the organization of business, and comparisons among economic systems.

### SK – Skills

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills: **SK1a:** acquire information by reading print, visual and graphic materials, by on-site observations and by using databases  
**SK1b:** use economic data to engage in hypothetical and real decision making  
**SK1c:** plan and design budgetary graphs that reflect distribution of resources  
**SK1d:** access and use complex electronic databases and communication networks of all types

Strand/Theme:

### SS1 Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards: **SS1a:** describe the role and responsibilities of the citizen within a free enterprise society.  
**SS1b:** explain how actions of citizens can affect the economic system.  
**SS1c:** determine how economic public policies stem from issues of public concern.  
**SS1d:** describe how the values and beliefs of individuals influence different economic situations.

Strand/Theme:

### SS2 Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards: **SS2a:** identify the economic values and ideals of various cultures.  
**SS2b:** describe how economics often determines class and status.

Strand/Theme:

### SS3 Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

Standards: **SS3a:** explain the historical development of the leading economic systems.  
**SS3b:** use economic indicators to predict and evaluate economic trends.

**SS3c:** evaluate the role of institutions and interest groups in furthering economic continuity and change.

**SS3d:** examine the ways prominent economists have been influenced by their societies and environment.

Strand/Theme:

**SS4 Space and Place**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

**SS4a:** explain how economic patterns are affected by geography.

**SS4b:** describe how people use the earth's resources to meet their economic needs.

**SS4c:** explain the relationship between economic necessity and population movement.

Strand/Theme:

**SS5 Individual Development and Identity**

Social studies programs should include experience that provide for the study of individual development and identity, so that the learner can:

Standards:

**SS5a:** determine how economics influence individual and group behavior.

**SS5b:** explain how socioeconomic factors affect self-concept.

**SS5c:** explain the relationship between socioeconomic factors and personal and cultural opportunity.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

**SS6a:** analyze the role of economics in the formation of institutions and groups (e.g., labor unions and corporations).

**SS6b:** explain how beliefs, values, and attitudes influence a society's economic development.

**SS6c:** describe how individuals, groups, and institutions influence economics.

Strand/Theme:

**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

**SS7a:** identify and define economic terminology relating to various economic systems.

**SS7b:** describe the principles and theories economists use to solve economic problems.

**SS7c:** trace the development of various economic systems.

**SS7d:** explain how decisions about spending and production made by households, businesses, and governments influence the nation's levels of income, employment, and prices.

Strand/Theme:

**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

**SS8a:** explain the relationship between politics and economics.

**SS8b:** describe the concept of international trade and its relationship to government regulations.

**SS8c:** evaluate the effects of technology, global economic interdependence, and competition on the development of national policies.

Strand/Theme:

**SS9 Science,  
Technology,  
and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

**SS9a:** determine how individuals and societies shape and adapt the environment to meet economic needs.

**SS9b:** explain how science and technology affect and influence economic development.

**SS9c:** analyze how technology affects a nation's work force and economy.

Strand/Theme:

**SS10 Global  
Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

**SS10a:** evaluate economic behaviors which lead to and foster global conflicts.

**SS10b:** explain the basic characteristics of international trade (e.g., absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade).

**SS10c:** cite examples to illustrate global economic interdependence and competition.

## Social Studies: Psychology

Standards Introduction: The standards of psychology engage students in an exploration of human behavior and the personal characteristics of individuals. Students examine methods used by professional psychologists to study human behavior. Students focus on human growth and development, learning, the effects of emotions on behavior, and adaptation to and interaction in a variety of environments. Students study motivational theory, theories of personality, and mental wellness, and illness.

**SK - Skills** The Social Studies program promotes essential skills to increase the students' ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills so that the learner can:

Skills: **SK1a:** acquire information from a variety of sources including written, graphic and experimental sources.  
**SK1b:** use rational decision making strategy for planning and problem solving.  
**SK1c:** conduct interviews and participate in self-awareness and group dynamic activities.  
**SK1d:** complete research through oral and written reports, interviews with resource people and visits to institutions.  
**SK1e:** access and use complex electronic databases and communication networks of all types.

Strand/Theme:  
**SS1 Citizenship** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards: **SS1a:** exhibit sensitivity to attitudes and values of others.  
**SS1b:** recognize the social influence of groups on attitude development, (e.g., conformity, prejudice, and obedience to authority).  
**SS1c:** compare/contrast the effect of communication patterns and leadership styles on group interactions.

Strand/Theme:  
**SS2 Culture** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards: **SS2a:** describe positive aspects of diversity.  
**SS2b:** explain why environment, cultural attitudes, and goal expectations influence perception of self and others.  
**SS2c:** examine the effects of prejudice on the individual and group.  
**SS2d:** analyze why behaviors do not occur in isolation.

Strand/Theme:  
**SS3 Time, Continuity, and Change** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standards: **SS3a:** identify classical and modern personality theorists with emphasis on Freud, Skinner, Maslow and Rogers.

**SS3b:** recognize psychological disorders that “short circuit” a person’s view of the world.

**SS3c:** evaluate the effects of perception, motivation, stress, environment, and personal experiences as they relate to one’s view of self and the surrounding world.

Strand/Theme:

**SS4 Space and Place**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

**SS4a:** develop an understanding of the unique nature of one’s personal environment through aesthetic modes of literary and visual expression.

**SS4b:** describe the effects of interaction between people and the environment.

**SS4c:** explain how geographic location affects one’s perception of the world.

Strand/Theme:

**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

**SS5a:** evaluate the emotional, intellectual, and physical factors that influence the development of the individual from infancy to old age.

**SS5b:** examine basic survival, psychological, and self-actualization needs as they relate to individual development and identity.

**SS5c:** analyze the influence of groups on individual perceptions, prejudices, and values.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

**SS6a:** analyze impact of group motives and values on the individual’s need to conform.

**SS6b:** examine how individuals, groups, and institutions react to stress and other emotional stimuli.

**SS6c:** apply conflict resolution techniques to a variety of scenarios.

Strand/Theme:

**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

**SS7a:** examine the impact of psychological research and media on the economy.

**SS7b:** evaluate the cost of mental health care services provided by government and/or the private sector.

**SS7c:** Explain how economics (e.g., employment, unemployment, affluence) influence and affect the behavior of individuals and groups.

Strand/Theme:

**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the the study of how people create and change structures of power, authority, and governance, so the learner can:

Standards:

**SS8a:** identify societal sanctions on unacceptable behavior.

**SS8b:** locate and access information related to government-sponsored mental health studies and programs.

**SS8c:** identify laws which have changed educational policies for mentally challenged citizens.

Strand/Theme:

**SS9 Science,  
Technology,  
and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

**SS9a:** trace the changes in treatment for the mentally ill and show the impact on the fabric of society.

**SS9b:** evaluate psychology as a behavioral science.

**SS9c:** examine the impact of the media on the psychological development of the individual.

**SS9d:** access sources of information pertaining to jobs and careers in the field of psychology.

**SS9e:** analyze how age, perception, and emotion affect retrieval and processing of information.

Strand/Theme:

**SS10 Global  
Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

**SS10a:** identify physiological, psychological, and self-actualization needs common to all people.

**SS10b:** evaluate the effects of media on our perception of the world.

**SS10c:** discriminate stereotypical and prejudicial messages in the media.

**SS10d:** analyze the impact of global events on an individual.

## Social Studies: Sociology

Standards Introduction: The standards for sociology deal with the study of the structure of society, its groups, institutions, and cultures. Students investigate societal and cultural phenomena that influence the behavior of groups and individuals. Students study current social problems and use methods of sociological investigation and research.

**SK – Skill** The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills: **SK1a:** plan, design, and develop research projects relative to the study of institutions and society.  
**SK1b:** participate in interviews, conduct case studies, and interact with agencies and community personnel who are working with people.  
**SK1c:** correlate and cross reference social studies materials (indexes, appendices, glossaries).  
**SK1d:** access and use complex electronic databases and communication networks of all types. Select an appropriate strategy to solve a societal problem and determine a rational course of action to solve that problem.

Strand/Theme:  
**SS1 Citizenship**

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards: **SS1a:** explain factors that affect social change.  
**SS1b:** recognize group behavior as shown by fads, language, leadership, and tradition.  
**SS1c:** identify how group behavior can be influenced through voting.  
**SS1d:** analyze factors that encourage or impede social mobility.

Strand/Theme:  
**SS2 Culture**

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards: **SS2a:** classify the traits of culture as artifacts, beliefs, practices, or values.  
**SS2b:** explore reasons for cultural diversity.  
**SS2c:** discuss cultural pluralism in societal systems.  
**SS2d:** describe how ethnocentrism and nationalism impact our relationships with other groups.

Strand/Theme:  
**SS3 Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

Standards: **SS3a:** describe the changing relationship between human beings and their environment.  
**SS3b:** identify factors that lead to group identification.  
**SS3c:** explore the development and changing roles of the family.

- SS3d:** explain the impact of women in the work force on society.
- SS3e:** describe the problems faced by the elderly in societal systems.

Strand/Theme:

**SS4 Space and Place**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

- SS4a:** assess how location affects an individual or a group's perception of the world.
- SS4b:** recognize the interrelationship between geographical location and behavior.

Strand/Theme:

**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

- SS5a:** describe the influences of various historical and contemporary cultures on the life of an individual.
- SS5b:** assess various institutional influences that affect personal goals.
- SS5c:** evaluate the effects of social class on individual aspirations and potential.
- SS5d:** explain how socialization transmits cultural beliefs and values.
- SS5e:** identify effects resulting from contact between two or more cultures.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, institutions, so that the learner can:

Standards:

- SS6a:** apply sociological methodology to the basic institutions in our society.
- SS6b:** analyze the development of various institutions.
- SS6c:** identify societies' sanctions for unacceptable behavior.
- SS6d:** discuss criminal justice systems, and evaluate suggested reforms.

Strand/Theme:

**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

- SS7a:** describe how economic development affects the social system and societal values.
- SS7b:** describe various ways in which a society creates divisions of labor related to status, class, rank, and prestige.
- SS7c:** analyze social problems that arise from economic imbalance.

Strand/Theme:

**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance so that the learner can:

Standards:

- SS8a:** discuss criminal justice systems, and evaluate suggested reforms.
- SS8b:** describe how different forms of government (e.g., local, state, national, foreign) address social issues.
- SS8c:** explain factors that contribute to conflict and cooperation within and among nations.

**SS8d:** explain factors that contribute to conflict and cooperation within and among nations.

**SS8e:** analyze ideas and mechanisms to manage conflict and establish order and security.

**SS8f:** examine recurring issues involving rights, roles, and status of the individual.

Strand/Theme:

**SS9 Science,  
Technology,  
and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

**SS9a:** explain and apply existing scientific theory and modes of inquiry examining recurring social issues and problems.

**SS9b:** analyze how science and technology influence the core values, beliefs, and attitudes of society.

**SS9c:** evaluate how science and technology have transformed the physical world and human society.

Strand/Theme:

**SS10 Global  
Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

**SS10a:** analyze the interrelationships between national and international institutions.

**SS10b:** identify and discuss universal human rights issues.

**SS10c:** explain the causes and effects of xenophobia.

## Social Studies: Asian Culture

Standards Introduction:	Asian culture is designed to study the historical and current developments that have influenced culture characteristics of China, Japan, India, Korea and other Asian nations. Students study the historical developments of nations from pre-history to the present. The study of the historical development helps students identify the major characteristics of Asian society and how these characteristics influence foreign affairs, economics, and demographic trends.
<b>SK – Skills</b>	The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:
Skills:	<b>SK1:</b> interpret climate, topographic, demographic and historical maps. <b>SK1a:</b> formulate and communicate an opinion based on critical examination of information. <b>SK1b:</b> use and cite a variety of primary and secondary sources to formulate and defend positions on issues both orally and in writing. <b>SK1c:</b> design and develop a personal database. <b>SK1d:</b> access and use electronic databases and communication networks of all types including the Internet.
Strand/Theme: <b>SS1 Citizenship</b>	Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:
Standards:	<b>SS1a:</b> describe changes in governments. <b>SS1b:</b> exhibit tolerance for people from other cultures. <b>SS1c:</b> be aware of the rights of citizens in societies.
Strand/Theme: <b>SS2 Culture</b>	Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:
Standards:	<b>SS2a:</b> recognize the diversity of Asian cultures. <b>SS2b:</b> evaluate the roles of families and the influence of language in unifying or dividing Asian peoples. <b>SS2c:</b> describe and interpret values and attitudes that pose obstacles to cross-cultural understanding. <b>SS2d:</b> analyze how language, literature, the arts, artifacts, religions, and philosophies have contributed to the transmission of culture.
Strand/Theme: <b>SS3 Time, Continuity, and Change</b>	Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:
Standards:	<b>SS3a:</b> trace the arrivals of people to Asian lands. <b>SS3b:</b> discuss economic and social changes that have resulted from contact with foreign nations.

Strand/Theme:

**SS4 Space and Place**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

**SS4a:** analyze geographic explanations for the distribution of Asia's population.

**SS4b:** compare factors that contributed to the development of industry and agriculture.

**SS4c:** contrast life in rural and urban areas.

**SS4d:** analyze the ecological consequences of rapid economic development in Asia.

**SS4e:** compare land use in Asia with other parts of the world.

Strand/Theme:

**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

**SS5a:** evaluate how an individual's view of the world is affected by one's gender, class, religion, education, race, and family.

**SS5b:** describe experiences that broaden perceptions of Asian cultures.

**SS5c:** analyze conflicts which develop between one's individual needs and one's obligations and service to their nation.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

**SS6a:** assess how family life, women's roles, and minority rights have been impacted by changes in technology, politics, the economy, and the environment.

**SS6b:** explain how groups and institutions influence and perpetuate people's values, beliefs, attitudes, events, and culture.

Strand/Theme:

**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

**SS7a:** analyze how trade is affected by relationships among Asian nations.

**SS7b:** describe the impact of international policies on economic development.

Strand/Theme:

**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

**SS8a:** describe how cultural views have influenced the development and establishment of power.

**SS8b:** compare and contrast the political and economic systems in Asia.

**SS8c:** evaluate the concept of universal human rights in Asia.

**SS8d:** analyze the influences of foreign nations on Asian governments and economies.

Strand/Theme:

**SS9 Science,  
Technology,  
and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

- SS9a:** trace the development of technology and its effects on society.
- SS9b:** evaluate the conflicting ideas between traditional Asian societies and the modern “Western” culture.
- SS9c:** discuss the impact of education on a nation’s scientific and technological advancements.

Strand/Theme:

**SS10 Global  
Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

- SS10a:** describe how trade contributed to the exchanges of languages, art, belief systems, and scientific knowledge.
- SS10b:** analyze conditions and events that led to conflict and cooperation among Asian societies and foreign nations.
- SS10c:** evaluate the effect of world opinion on Asian policies when discussing human rights, the environment, and territorial disputes.
- SS10d:** analyze the impact of foreign influence on Asian cultures.

## Social Studies: Minority Studies

Standards Introduction: The standards for Minority Studies require students to study the cultural, sociological, and historical development of minorities. Students study the concepts of human, civil, and equal rights. Students examine the role of economical, political, cultural, and social processes in shaping patterns of human interdependence.

### **SK – Skills**

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

- Skills:
- SK1:** select an appropriate strategy to solve a problem and determine a rational course of action.
  - SK1a:** use a variety of primary and secondary resources to express and defend personal convictions.
  - SK1b:** participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.
  - SK1c:** participate in interviews, conduct case studies, and interact with agencies and community personnel who are working with people.

Strand/Theme:

### **SS1 Citizenship**

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Standards:
- SS1a:** identify and explain the reasons for having fair and equitable laws and rules.
  - SS1b:** demonstrate respect and tolerance for all groups.
  - SS1c:** exemplify principles of good citizenship.
  - SS1d:** evaluate and analyze the concepts of liberty and “justice for all.”

Strand/Theme:

### **SS2 Culture**

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- Standards:
- SS2a:** describe and evaluate values and attitudes that pose obstacles to cross-cultural understanding.
  - SS2b:** identify characteristics of culture and tradition.
  - SS2c:** examine the effects of cultural interactions.
  - SS2d:** analyze how language, literature, the arts, and artifacts transmit varied cultural beliefs and values.
  - SS2e:** Show how cultural values affect one’s personal life.

Strand/Theme:

### **SS3 Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

- Standards:
- SS3a:** analyze liberty and “justice for all” from a variety of present-day and historical perspectives to include women, Native Americans, African Americans etc.

- SS3b:** develop timelines that clarify the relationship between historical events and the development of minority groups.
- SS3c:** identify religious, political and philosophical ideas that have influenced the course of history.
- SS3d:** trace the evolution and historical significance of oppressed and minority groups.
- SS3e:** use historical inquiry processes and resources.

Strand/Theme:

**SS4 Space and Place**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

- SS4a:** describe the demographic structure of a population.
- SS4b:** examine how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict.
- SS4c:** trace the development of specific cultural groups in the different regions of the United States.

Strand/Theme:

**SS5 Individual Development Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

- SS5a:** examine personal beliefs and biases as they relate to discrimination.
- SS5b:** explain how an individual's view of the world is affected by one's gender, class, religion, age, education, race and family.
- SS5c:** use the perspective of diversity as a framework for the examination of intolerant behaviors.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

- SS6a:** predict/assess the effects of government policies on minority groups.
- SS6b:** explain how individuals, groups, and institutions perpetuate values, beliefs and attitudes.
- SS6c:** identify groups or historical figures that have influenced our individual or national identity.
- SS6d:** practice positive interpersonal behavior.
- SS6e:** examine the impact of intolerance on racial, cultural and religious groups.

Strand/Theme:

**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

- SS7a:** examine how economic changes contribute to civil unrest.
- SS7b:** identify and analyze how policies are formulated in response to economic demand or the resolution of economic problems.
- SS7c:** examine the relationship between politics and the distribution of wealth.
- SS7d:** analyze our economic system and its impact on minorities/cultural groups.

Strand/Theme:

**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

**SS8a:** analyze and explain the concepts of human, civil and equal rights.

**SS8b:** examine the impact of governmental policies on social issues and minority groups.

**SS8c:** examine how political, economic, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.

**SS8d:** identify and analyze the complex nature of decision making to include weighing alternatives and assessing multiple perspectives.

**SS8e:** analyze current legislation that suggests continued intolerance.

Strand/Theme:

**SS9 Science, Technology, and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

**SS9a:** discuss and explain how science, technology and economic activity have affected cultural and minority groups.

**SS9b:** analyze how core values, beliefs, and attitudes shape scientific and technological change.

**SS9c:** compare and contrast changes in standards of living and their impact on minority groups.

**SS9d:** discuss and explain intolerance within a cause and effect framework making inferences, hypotheses and predictions.

Strand/Theme:

**SS10 Global Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

**SS10a:** identify stereotypical and prejudicial messages in the media.

**SS10b:** analyze the impact of global events on minority groups.

**SS10c:** Analyze and explain how language, art, music, literature, belief systems, and other cultural elements either connect people or cause conflict and misunderstanding.

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Social Studies: Street Law

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Standards Introduction: The standards for Street Law cover the study of practical law and the United States legal system. Students participate in activities based on key concepts and content dealing with juvenile justice, criminal law, family law, rights in the community and citizen advocacy. Students develop skills in critical thinking, expressing judgment, communication, observation and problem solving. The standards encourage effective and informed citizen participation in our legal system.

**SK – Skills** The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills: **SK1a:** select an appropriate strategy to solve a problem and determine a rational course of action.  
**SK1b:** use a variety of primary and secondary resources to express and defend personal convictions.  
**SK1c:** participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.  
**SK1d:** participate in interviews, conduct case studies, and interact with agencies and community personnel who are working with people.

Strand/Theme:  
**SS1 Citizenship** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards: **SS1a:** evaluate the degree to which public policy and citizen behaviors exemplify the stated ideals of democratic government.  
**SS1b:** define and demonstrate the attributes, rights, and responsibilities of a democratic citizen to include voting procedures and the election process.  
**SS1c:** recognize group behavior as shown by fads, language, leadership, and tradition.

Strand/Theme:  
**SS2 Culture** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards: **SS2a:** examine the effects of prejudice on the individual and group.  
**SS2b:** analyze why behaviors do not occur in isolation.

Strand/Theme:  
**SS3 Time, Continuity, and Change** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standard: **SS3a:** evaluate Supreme Court decisions within their historical contexts.

Strand/Theme:  
**SS4 Space and Place** Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards: **SS4a:** assess how location affects an individual or a group's perception of the world.

**SS4b:** recognize the interrelationship between geographical location and behavior.

Strand/Theme:

**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

- SS5a:** identify how individual behaviors are sanctioned and rewarded in society.
- SS5b:** develop the ability to resolve disputes through formal and informal mechanisms.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

- SS6a:** analyze examples of tensions between expressions of individuality and efforts used to promote social conformity.
- SS6b:** identify societies' sanctions for unacceptable behavior.

Strand/Theme:

**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

- SS7a:** describe how economic development affects the social system and societal values.
- SS7b:** analyze social problems that arise from economic imbalance.

Strand/Theme:

**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

- SS8a:** investigate the concept and development of basic human rights (e.g., universal human rights, civil rights, basic US rights as outlined in the Bill of Rights).
- SS8b:** discuss criminal justice systems, and evaluate suggested reforms.
- SS8c:** examine the fundamental principles and values underlying our Constitution, laws, and legal system.
- SS8d:** analyze ideas and mechanisms to manage conflict and establish order and security.
- SS8e:** examine recurring issues involving rights, roles, and status of the individual.

Strand/Theme:

**SS9 Science, Technology, and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

- SS9a:** examine how laws and policies affect scientific and technological applications.
- SS9b:** explain and apply existing scientific theory and modes of inquiry examining recurring social issues and problems.

**SS9c:** analyze how science and technology influence the core values, beliefs, and attitudes of society.

Strand/Theme:

**SS10 Global Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

**SS10a:** identify and discuss universal human rights issues.

**SS10b:** describe sense of justice, tolerance, and fairness.

**SS10c:** evaluate the effects of media on our perceptions of the world.

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Social Studies: Contemporary Issues

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Standards Introduction:	Students of Contemporary Issues examine contemporary world problem areas. Emphasis is placed upon the role of the United States in these areas. Shaping of United States foreign policy, in addition to studying the relationship among the superpowers, is studied in detail. Students will study about world crises and problems (population, poverty, famine, and environmental degradation).
<b>SK – Skills</b>	<b>SK1: The students will acquire information from a variety of sources:</b> <b>SK1a:</b> Gather and organize information about a given contemporary event/issue from a variety of sources. <b>SK1b:</b> Show relationships between historical events and contemporary events/ issues. <b>SK1c:</b> Compare and contrast different interpretations of key contemporary events/issues. <b>SK1d:</b> Evaluate documents related to a contemporary event or issue in terms of reliability, credibility, authority, authenticity, and completeness. <b>SK1e:</b> Establish a plan to detect bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.
<b>SK – Skills</b>	<b>SK2: The students will use information for problem solving, decision-making, and planning:</b> <b>SK2a:</b> Pose analytical questions or hypotheses that suggest solutions for an issue. <b>SK2b:</b> Formulate conclusions or generalizations that suggest solutions for an issue. <b>SK2c:</b> Evaluate a decision by raising new questions or issues for further investigation.
<b>SK – Skills</b>	<b>SK3: The students will develop skills in constructive interpersonal relationships and in social participation:</b> <b>SK3a:</b> Develop an ability to listen actively and critically. <b>SK3b:</b> Use questioning techniques to understand personal thoughts, develop ideas, or evaluate an event or issue. <b>SK3c:</b> View contemporary events/issues through the eyes of those who experience them. <b>SK3d:</b> Investigate the roles and contributions of individuals and groups in relation to key contemporary events/issues.
<b>SK – Skills</b>	<b>SK4: The students will participate effectively in civic affairs:</b> <b>SK4a:</b> Take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs. <b>SK4b:</b> Prioritize the solutions based on established criteria. <b>SK4c:</b> Propose an action plan to address the issue or to resolve the problem. <b>SK4d:</b> Evaluate the consequences for each solution or course of action proposed in an action plan.

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*The issues will be studied under the 10 Themes of Social Studies.*