

# Early Childhood

The standards for the students in pre-kindergarten through second grade include the basic concepts of the individual, family, and neighborhood. Instruction centers on the similar and different ways that individuals and groups address human needs and concerns. Students learn vocabulary associated with time such as past, present, future, and long ago. Students use maps and globes to identify and locate some places and geographic features. They learn the concepts of self-control, fairness, and leadership. Citizenship education emphasizes following rules and respecting the rights of people. Students build time lines, identify the purposes of government, and use economic concepts. They also explore ways that language, art, music, and other cultural elements lead to global understanding.

## Skills

- Follow directions
- Acquire information through listening and observing
- Arrange events and ideas in sequence
- Construct simple picture maps and graphs
- Participate in making rules and guidelines
- Participate in simulations using technology

**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:

- a. Identify examples of good citizenship.
- b. Work with a partner.
- c. Participate in a sharing experience.
- d. Use compromise as one way to cooperate.
- e. Recognize the flag as a symbol of the United States.

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

- a. Identify various family structures (e.g., extended families, changing families).
- b. Define and use vocabulary appropriate to the family structure (e.g., grandparent, aunt, and uncle).
- c. Identify various types of shelters, food, and clothing.
- d. Describe customs of specific holiday celebrations.

**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:

- a. Identify personal information about oneself.
- b. Recognize people from different times and places.
- c. Sequence the events of a daily routine.

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

- a. Describe how maps show where people live.
- b. Recognize that the globe is a model of the earth.
- c. Use a globe to describe features of the earth.

- d. Compare/contrast relative location of people, places, and things (e.g., near, far, over, under).

**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:

- a. Recognize and describe feelings.
- b. Exhibit friendliness, thoughtfulness and helpfulness.
- c. Demonstrate self-control.
- d. Show respect and concern for the rights of others.

**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:

- a. Explain the need for rules.
- b. Recognize the need for authority.
- c. Identify community helpers and their roles.
- d. Participate in walks or trips to places in the community and relate what has been seen.

**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:

- a. Distinguish between wants and needs.
- b. Participate in activities that require division of jobs.
- c. Identify uses of money.

**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:

- a. Explain rights and responsibilities of students.
- b. Identify rules that provide order, security, and safety in home and school.
- c. Describe consequences of breaking rules.

**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:

- a. Recycle, reduce, reuse.
- b. Explore the uses of technology.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Develop friendships with people of varying backgrounds.
- b. Develop and use skills to communicate with individual and groups.
- c. Participate in activities with people from diverse backgrounds.

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## Grade One Families

The standards for first grade focus on the concept of family. Instruction centers on the interdependence within various family structures. Students learn vocabulary associated with time, seasons of the year, cultural celebrations, and the family unit. Students use maps to locate familiar places and geographic features. Citizenship education emphasizes the roles and responsibilities within the family as part of a community. Students build timelines, identify symbols, and learn basic concepts of economy.

### Skills

- Use picture cues and picture captions to aid comprehension
- Locate places on a map and globe
- Make decisions based on data
- Demonstrate responsibility for one's actions
- Arrange related events in chronological order
- Participate in problem solving simulations using technology

**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:

- a. Recognize symbols and leaders of the United States.
- b. Practice good citizenship.
- c. Relate self and the family as part of a community.

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

- a. Define and use vocabulary appropriate to family structure.
- b. Recognize roles of family members and important people.
- c. Compare various types of shelter, food, and clothing
- d. Compare and contrast roles, customs, and activities of families.
- e. Use personal examples to identify shelter, food, and clothing and the need to belong.
- f. Describe customs of specific holidays.

**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:

- a. Trace family information over time.
- b. Compare how people of long ago and people today meet similar needs.
- c. Distinguish among past, present, and future.
- d. Compare/contrast the seasons of the year.

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

- a. Use a map to locate and describe familiar places in home, classroom, school, and community.
- b. Identify directions (e.g., east, south, north, west).
- c. Distinguish between land and water masses on a globe.
- d. Explain patterns of movement (e.g., classroom home/school, travel, etc.).

**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:

- a. Recognize and describe various kinds of emotions.
- b. Demonstrate personal responsibilities.
- c. Show respect and concern for rights of others.
- d. Recognize the value of community and the need to belong

**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:

- a. Describe how a community depends upon its helpers.
- b. Participate on walks and trips to places in the community and relate experiences.

**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:

- a. Discuss the importance of sharing resources.
- b. Describe how we depend on workers with specialized skills and how this results in exchange of goods and services.
- c. Describe the concept of earning, saving, and spending money.
- d. Distinguish between wants and needs.

**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:

- a. Justify the need for rules and appropriate standards of behavior.
- b. Describe the consequences of breaking rules.
- c. Explain how voting is a way to make a decision.

**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:

- a. List examples of pollution.
- b. Recycle, reuse, reduce.
- c. Describe how our physical environment influences a family's food, clothing, and shelter.
- d. Relate how the technological advances of communication and transportation affect society.
- e. Interpret information from pictures, graphics, media.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Develop and use skills to communicate with individuals and groups.
- b. Define basic social concepts of cooperation, conflicts, and competition in a global society.

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## Grade Two Neighborhood

The standards for students in second grade focus on the concept of the neighborhood. Instruction centers on ways individuals and groups address human needs and concerns. Students learn vocabulary as it relates to citizenship and the neighborhood. They learn the concepts of self-control, fairness, and leadership. They also explore the impact of language, art, music, and cultural elements on global understanding.

### Skills

- Orient a map and note directions
- Make timelines and graphic organizers
- Note cause and effect relationships
- Use print and non-print reference sources to locate information
- Locate pictures, words, or illustrations that support the main idea
- Participate in problem solving simulations using technology

**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:

- a. Identify, describe, and display attributes of good citizenship.
- b. Define his/her role as a member of a group.
- c. Explain actions citizens can take to influence policy.

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

- a. Describe things communities have in common and what makes a community unique.
- b. Describe cultural customs of specific holiday celebrations.
- c. Relate how people from various cultures make contributions to communities.

**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:

- a. Describe how communities change to meet the needs of their members.
- b. Compare/contrast how the various models of communication and transportation have been developed.
- c. Generate a calendar and timeline of events.

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

- a. Design and construct a map with a key.
- b. Use globes and maps as sources of information.
- c. Describe how weather and seasonal patterns affect land and living things.
- d. Locate various cities, states, countries, and continents on a map.

- e. Use geographical terms to describe landforms, bodies of water, weather and climate.

**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:

- a. Recognize that people vary in abilities and talents.
- b. Recognize the need for personal goals.
- c. Demonstrate appropriate behavior in a variety of settings.

**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:

- a. Explain an individual's responsibility toward his/her own family and community.
- b. List ways people depend on human resources and institutions.
- c. Relate content to real or simulated study trips.

**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:

- a. Define concepts of cooperation, competition, and conflict.
- b. Describe various jobs/careers.
- c. Define goods, services, workers, income, and consumers.
- d. Distinguish between goods and services and between producers and consumers.

**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:

- a. Explain rights and responsibilities.
- b. Relate the concept of authority to home, school, and community.
- c. Describe the need for laws.

**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:

- a. Name energy sources found in homes and explain how they have developed.
- b. Identify ways people can conserve/replenish natural resources.
- c. Name the ways science and technology have led to changes in the world.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Recognize the impact of individuals on a global society.
- b. Discuss the traditions and customs that are transmitted within a family or community.
- c. Identify the responsibilities of a global citizen.

# Grade Three

## Community

The standards for third grade enable students to develop an understanding of the larger community. Students are introduced to the concept of government and the process of elections. The roles of local, state, and national officials are defined. Students describe human-environment interactions and explain the effects population on a community. Third graders can locate, access, and organize information from several points of view and can discuss civic issues. Students are able to define institutions that make up economic systems such as families, workers, banks, and labor unions.

### Skills

- Use geographic tools (map key, compass rose, scale)
- Observe, interpret, and construct visual data
- Recognize and apply social studies terms
- Follow set rules to complete an assigned task, individually or within a group
- Use title page, table of contents, and glossary to locate information
- Develop skills to search a database to locate information

**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:

- a. Identify, describe, and display examples of citizens' rights and responsibilities.
- b. Identify key ideals of the United States form of government.
- c. Explain actions citizens can take to influence public policy.

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

- a. Explain why people choose to live in certain communities.
- b. Compare cultures in terms of contributions, attitudes, and ideas.

**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:

- a. Name various resources for constructing the past (e.g., documents, letters, diaries, maps, and textbooks).
- b. Trace contributions of ethnic groups to the community's historical development.
- c. Identify historically significant places and individuals.
- d. Place dates and events in chronological sequence.

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

- a. Use a variety of geographic tools, (maps, globes, charts, graphs, technology, map keys, and symbols) to gather and interpret data and draw conclusions about physical patterns.
- b. Describe how the physical environment of a community affects the people who live there.
- c. Define geographic themes of location, places, human - environment interaction, movement, and region.
- d. Explain how historical events have been influenced by geographic factors.
- e. Use correct terminology to describe land forms and bodies of water.

**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:

- a. Describe influences and contributions of family members on one's identity.
- b. Explain how culture influences the development of behavior, attitudes, values, and opinions.

**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:

- a. Describe how the individual contributes to the group.
- b. Identify and describe examples of why tension exist between individuals and groups.
- c. Apply knowledge of how groups and institutions meet individual needs and promote the common good.

**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:

- a. Give examples of how goods are made, bought, sold, distributed, and used in an economic system.
- b. Differentiate between goods and services and categorize some examples.
- c. Explain the concept of supply and demand and the division of labor.
- d. Explain the need for the development of a budget.

**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:

- a. Explain why government is necessary in the classroom, school, community, state, and nation.
- b. Identify and describe the basic features of local and state political systems to include officials and their roles.

**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:

- a. List examples in which science and technology have led to changes in the physical environment.
- b. Describe ways to control technology in order to protect the physical environment.
- c. Explain how technology affects society.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Explain the needs of one community and show how other communities meet those needs.
- b. Identify the unique resources of communities around the world.
- c. Identify basic needs common to all individuals.
- d. Describe ways the community is connected to the world.

# Grade Four Regions

The standards for fourth grade require the students to explore regions of the United States and the world. Historical, economic, and geographical concepts expand discussions on national topics, developmental stages of the nation, global issues, supply and demand, and the role of technology, and geographic patterns. Students should participate in the process of nomination and election of officers, understand the concept of majority, and be able to explain motivations that contribute to conflicts and cooperation.

## Skills

- Locate and analyze information from a variety of sources (books, newspapers, periodicals, and computer resources)
- Determine sequence of events and identify cause and effect relationships
- Organize and summarize information into usable and efficient forms (graphs, charts, maps, outlines, tables, timelines) when appropriate, using technology
- Recognize the appropriate level of government to use with a given problem
- Decide data necessary to support or disprove an hypothesis
- Create a multimedia report using text, graphics, color, and sound

**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:

- a. Explain citizens' rights and responsibilities in given regions, states, counties, and cities.
- b. Participate as a responsible and involved citizen.
- c. Examine ways to strengthen the common good that include a range of options for citizen actions.

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

- a. Describe cultural characteristics to include customs, arts, and traditions.
- b. Explain the value of cultural diversity within and across groups.
- c. Identify the influence of immigration and migration.

**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:

- a. Trace factors influencing population movement.
- b. Explain the developmental stages of a region.
- c. Identify political, religious, and economic factors that influence the settlement of specific geographical locations.

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

- a. Use a variety of geographic tools, (e.g., maps, globes, charts, graphs, technology, map keys, and symbols) to gather and interpret data and draw conclusions about physical patterns.
- b. Use the geographic concepts of location, place, human - environment interactions, movement and regions.
- c. Explain how historical events have been influenced by geographic factors.
- d. Identify demographic factors as they relate to geography, economics, shelter, the environment, jobs, and health.

**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:

- a. Explore factors that contribute to one's identity (e.g., interests, capabilities, perceptions, and location).
- b. Describe personal connections to family and school.
- c. Identify and describe ways regional, ethnic, and national cultures influence daily lives.

**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:

- a. Interpret group and institutions' influence on society.
- b. Describe the basic institutions that serve the needs of individuals and groups.

- d. Examine the rights and responsibilities of the individual in various situations.

**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:

- a. Explain how natural resources, transportation, and geographic factors help determine the kinds of jobs available in a particular region.
- b. Use economic concepts such as supply, demand, and price to explain events in a region.
- c. Define the terms specialization, market, economic choice, unlimited wants with limited resources, goods and services, and scarcity when describing a region's economy.
- d. Describe the various institutions that make up economic systems (e.g., households, business firms, banks, government agencies, labor unions, and corporations).

**S8 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:

- a. Describe the purpose of government and its powers
- b. Distinguish among local, state, and national government
- c. Identify representative leaders and their roles (e.g., mayor, governor, and president).

**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:

- a. Explain the need for laws and policies that affect scientific and technological applications.
- b. Use environmental terminology to explain how humans shape and adapt to their environment.
- c. Recognize how the needs of a region influence scientific and technological choices and advancements.
- d. Explain how major inventions affect society (e.g., limitations and advantages).

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Explain how regions are interdependent.
- b. Show how cultural elements (e.g., language, art, music, and belief systems) can both connect people and cause misunderstandings.
- c. Explain the relationships and tensions among national, regional, and state interests.

# Grade Five - US History

## Pre-Columbian to the Present

The standards for grade five emphasize the history of the United States from Pre-Columbian times to the present. The ten themes of social studies still provide the basis of instruction. Students use a variety of sources of historical information to explore the historical development of the United States. Students study important U.S. documents to include treaties, the Constitution, Bill of Rights, Civil Rights legislation and federal regulations. The roles of the various branches of government are defined, and students have the opportunity to examine how science and technology influence government. Students participate in simulations, debates and projects as part of the learning experience. Comparisons among the U.S. and other countries provide students the experience of identifying commonalities and differences among cultures. Emphasis is placed on identifying the contributions that all people have made to American history.

### Skills

- Select an appropriate strategy from alternative courses of action, predict consequences, and determine a rational course of action
- Make a decision based on the data with information gathered from a database
- Use appropriate sources (glossary, dictionary, text, word lists) to gain meaning of essential terms and vocabulary
- Gather information and summarize on issues that affect society
- Use graphic tools to organize and summarize key ideas related to a topic
- Create a multimedia report using text, graphics, color, sound, special effects and/or animation.

**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:

- a. Discuss the value of participation in community organizations.
- b. Demonstrate that different situations call for different forms of action.
- c. Give examples of citizens' rights and responsibilities.
- d. Locate, access, and organize information to draw conclusions, form hypotheses, make judgments and form opinions to solve community issues.
- e. Explain the key ideals of a democratic form of government.
- f. Participate as a responsible and involved citizen.

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

- a. Evaluate the cause and effects of immigration and migration.
- b. Compare commonalities and differences among cultures.
- c. Describe alternatives and analyze historical alternatives for dealing with social tensions and issues.
- d. Identify the contributions of people of various racial, ethnic, and religious groups to the United States.
- e. Analyze the impact of slavery and discrimination on the development of the nation.

**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:

- a. Trace changes over time in the history of the United States and identify reasons for the change.
- b. Explain when, where, and why groups of people colonized and settled in the United States.
- c. Describe the changing concept of freedom in the historical development of the United States.
- d. Identify factors which transform the development of the United States (e.g., agricultural, industrial, informational) economy.

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

- a. Summarize how geography and location affect historical events.
- b. Use maps, globes, charts, graphs, technology, geographic tools, maps, and symbols to gather and interpret data and to draw conclusions about American regions.
- c. Discuss the geography of an area in terms of location, human-environmental interaction, place, movement, and region.
- d. Summarize the relationship between physical features, natural resources, and land use.
- e. Describe how people in the United States adapted and modified their environment.

**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:

- a. Analyze how a person's connection to a geographic place influences attributes, perceptions, values, and beliefs and molds personal identity.
- b. Discuss how social, racial, cultural, economic, and religious status influence an individual.

**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:

- a. Explain the need for social institutions in providing safety, security, and order.
- b. Describe how groups and institutions promote the common good.
- c. Identify how reform movement affect existing values to all members of society through institutions and practices.

**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:

- a. Define barter, mercantilism, tariff, national debt, taxation, duties, and credit.
- b. Describe how inventions have influenced the development of United States economy.
- c. Identify the impact of consumerism on the United States economy.
- d. Apply the concept of supply and demand to a historical event.

**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:

- a. Explain how and why laws and governments have changed.
- b. Distinguish the differences among privileges, obligations, rights and duties.
- c. Define legislation, executive, and judicial functions at the national level.
- d. Identify key leaders of the national government in a given historical period.

**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:

- a. Describe how science and technology influence the economy and government.
- b. Predict problems that arise when scientific advancements and social standards or mores come into conflict.
- c. Explain the need for laws and policies to regulate scientific and technological applications.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Explain how language, art, music, literature, belief, systems, and other cultural elements can both connect people and cause misunderstandings.
- b. Identify factors that contribute to cooperation among societies.
- c. Explore global issues. (e.g. such as health, security, resource allocation, economic development, and environmental quality).

# Grade Six

## Ancient and Medieval Civilizations

The standards for grade six build on the study of the world. Students engage in activities that include lessons relative to early civilizations to the countries of the world. Students learn map and globe skills, interpret information, and use processes to reconstruct events. Students compare ancient civilizations and cultures, locate geographic features, explain their relationships within the ecosystem, and describe ways that historical events have influenced national and global settings.

### Skills

- Use geographical and historic tools (time zones, longitude, latitude, atlas, almanac, artifacts) for measurement
- Select an appropriate strategy from alternative courses of action, predict consequences, and determine a rational course of action
- Compare map and text descriptions to draw inferences
- Infer information from captions, cartoons, photographs, etc.
- Distinguish between primary and secondary sources
- Recognize appropriate ways to influence public policy and action
- Create a multimedia report using text, color, and importing graphics, sound, special effects, and/or animation.

**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:

- a. Analyze the role of dissent and related forms of citizen actions as efforts to change public policy.
- b. Identify roles and responsibilities of citizens throughout history.
- c. Determine how opinion influences the shaping of public policy and decision making.
- d. Participate in activities with a variety of persons from diverse backgrounds.

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

- a. Identify the cultural contributions of individuals, groups, and societies.
- b. Explore how information and experiences may be interpreted by people from diverse cultural perspectives.
- c. Explain the interaction of culture and religion.
- d. Generate alternatives for dealing with social tensions and issues within and across cultures.

**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:

- a. Use sources of historical information to analyze change.
- b. Compare and contrast the effects of inventions and ideas across civilizations.
- c. Analyze connections and patterns of historical change through the use of timelines.
- d. Analyze social change resulting from social conflict.
- e. Analyze the historical development of a current event.

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

- a. Apply the geographic concepts of location, place, human-environment interactions, movement, and region to the area of study.
- b. Describe how geographic factors have influenced historical events, patterns of change, and daily life.

**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:

- a. Identify how controls and changes imposed by society influence personal growth.
- b. Describe how regional, ethnic, and national cultures influence individual development.
- c. Describe the conflict between one's personal values and society's values.

**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:

- a. Analyze the changing role of family throughout history.
- b. Explain concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- c. Identify major groups and institutions that have played important roles in the development of civilizations.
- d. Analyze examples of tensions between expressions of individuality and social conformity.

**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:

- a. Assess the effect of the unequal distribution of wealth.
- b. Discuss the effect of trade on the development of civilization.
- c. Discuss the impact of economic, technological, and social changes on work.
- d. Analyze the development of economic systems over time.

**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:

- a. Explain how historical events have influenced an individual's participation in government.
- b. Analyze the qualities needed for successful leadership.
- c. Analyze the political, economic, religious, and social structures of the civilizations.
- d. Trace the historical development of political institutions.
- e. Trace the historical development of democratic ideals.

**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:

- a. Describe the changes and issues that have occurred in societies as a result of technological and scientific change.
- b. Describe how science and technology have changed perceptions of the world.
- c. Evaluate the success of civilizations' uses of technology in relationship with their place in time.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Describe how cultural elements such as language, art, music, and belief systems can both connect people and cause misunderstandings.
- b. Demonstrate an understanding of how concerns, standards, issues, and universal human rights are viewed differently in societies.
- c. Describe the effects of technology on the global community.

# Grade Seven

## World Geography

The standards for seventh grade students cover the geography of the world and human interaction with the environment. Students use data resources, geographic tools, map projections, and satellite images to generate, manipulate and interpret information. Atlases, data bases, grid systems, charts, graphs, and maps are used to explore geographic relationships. Students explore the causes, consequences, and possible solutions to global issues, such as health, security, resource allocation and environmental quality.

### Skills

- Interpret political and world maps
- Interpret data and create graphic displays (charts, graphs, diagrams, graphic organizers, and timelines) using technology
- Infer information from advertisements, news articles, cartoons, captions, photographs, etc.
- Use primary sources (biographies, journals, interviews, letters) to collect, analyze and synthesize information
- Correlate and cross reference social studies materials (index, appendix, glossary)
- Create a multimedia report using text, color, and importing graphics, sound, special effects and/or animation.

**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:

- a. Apply methods of geographical inquiry to make an informed decision about an issue.
- b. Demonstrate tolerance for other people and cultures.
- c. Identify sources and examples of citizens' rights and responsibilities in different cultures.
- d. Define and demonstrate the attributes of a global citizen.

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

- a. Describe the concept of civilization and its key components.
- b. Explain and describe how language, literature, the arts, and artifacts demonstrate beliefs, values, and contributions to the transmission of culture.
- c. Identify commonalities and differences among cultures.

**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:

- a. Use key concepts to explain, analyze, and show connections among patterns of historical change.

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

- a. Use geographic tools to collect, analyze, and interpret data and locate geographic sites.
- b. Describe adaptation as necessary for living in a specific geographic region.
- c. Develop and apply an understanding of the physical world through aesthetic modes of literary expression.
- d. Analyze the distribution and migration of populations.

**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:

- a. Identify ways regional, ethnic, and national cultures influence individuals' daily lives.
- b. Explain the ways family, gender, ethnic, national, and institutional affiliations influence personal identity.
- c. Describe an individual's connections to various places, based on personal experiences.

**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:

- a. Demonstrate an understanding of concepts such as role, status, and social class.
- b. Relate how groups and institutions form, influence, and perpetuate values, beliefs, and attitudes.
- c. Describe the roles of international and multinational organizations.

**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:

- a. Identify the major factors that have contributed to the economic development of a given nation.
- b. Use appropriate economic terminology in problem solving.
- c. Analyze the impact of unequal distribution of wealth nations.

**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:

- a. Know the roles and functions of basic political systems and organizations.
- b. Evaluate ways that nations and organizations respond to economic instability and political problems.
- c. Compare how dissent and related forms of citizen actions influence public policy.
- d. Develop an awareness of current information about community, national, and world events.

**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:

- a. Describe the influence of culture on scientific and technological advancements.
- b. Understand how changes in values, beliefs, attitudes, and choices have resulted from new scientific knowledge.
- c. Use appropriate software for researching geographic data, constructing maps, and conducting computer simulations.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Identify behaviors which foster global cooperation among individuals, communities, and nations.
- b. Describe how cultural elements such as language, art, music, and belief systems can both connect people and cause misunderstanding.
- c. Show how technology affects global interdependence.
- d. Evaluate the concept of universal human rights and its effects on countries.
- e. Explore the causes and consequences of global issues such as resource allocation, pollution, environmental quality, security, and economic development.

# Grade Eight - United States History

## Pre-Columbian to 1877

The standards for the eighth grade enable students to explore in depth the history of the United States from its origin to 1877. Students use key concepts of chronology, causality, conflict, and change to show connections among patterns of historical change and continuity. Students use knowledge from texts, maps, stories, charts, diagrams and research to inform decision making about public issues. Students should analyze the influence of various forms of public opinion on the development of public policy.

### Skills

- Interpret United States maps
- Interpret data and create graphic displays (charts, graphs, diagrams, graphic organizers and timelines) using technology
- Infer information from captions, cartoons, photographs, etc.
- Use primary sources (art work, biographies, journals, interviews, letters) to collect, analyze, summarize, and synthesize information
- Correlate and cross reference social studies materials (index, appendix, glossary)
- Research information using text based databases
- Create a multimedia presentation using text, color, and importing graphics, sound, special effects and/or animation

**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:

- a. Explain the citizen's role and influence on public policy decisions.
- b. Display tolerance for all cultures.
- c. Describe the origins of key ideals and documents of democratic government.

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

- a. Identify common elements of culture.
- b. Discuss the impact of immigrant cultures on native societies
- c. Explain and describe how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to cultures.
- d. Summarize how economic conditions affected cultural patterns.

**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:

- a. Survey the timing and pattern of American settlement as affected by world events.
- b. Investigate, interpret and analyze multiple historical viewpoints as related to important events
- c. Summarize the economic, political, and social changes that resulted from conflicts and compromises.
- d. Explain the gradual transformation of US society from agrarian to industrial.
- e. Outline the history of political parties.

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

- a. Analyze settlement patterns and population density.
- b. Analyze the ecological and societal consequences of the Europeans on the New World.
- c. Compare and contrast land use patterns in America.
- d. Distinguish the natural resources and geographical features necessary for trade and industry.

**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:

- a. Interpret the conflict between industrialization and individual needs.
- b. Analyze the qualities needed for successful leadership.
- c. Relate how religious beliefs influence the development of American culture.
- d. Explore the motivations for immigration and migration.

**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:

- a. Explain the institution of slavery.
- b. Describe how society in North America became stratified.
- c. Identify the philosophical strands underlying the formation of democratic ideals.
- d. Assess the basic socioeconomic interests in the US and their impact on formation of the government.
- e. Recognize the role of the media and its effects on historical events.

**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:

- a. Chart the economic factors underlying the national and international rivalry in the Americas.
- b. Delineate the financial problems faced by the United States in establishing a sound fiscal system.
- c. Outline the differences in the economic structures of US regions.

**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:

- a. Compare and contrast governments (e.g., colonial, confederated).
- b. Evaluate the factors that promote independence, self-government, and self-determination.
- c. Explain the purposes of government and how its powers are acquired, used, and justified. .
- d. Examine the impact of conflicts on the American government system.
- e. Explain how and why the Constitution has been interpreted to exclude certain groups from its protection and rights.

**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:

- a. Relate how new skills and inventions led to the “Age of Exploration.”
- b. Survey American scientific developments and contributions to the advancement of science.
- c. Evaluate policies proposed to deal with social changes that result from new technologies.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Compare native American civilizations with their contemporary societies/civilizations.
- b. Analyze how the success of the American Revolution was aided by the European power struggle and triggered an era of worldwide revolutionary movements.
- c. Discuss the external and internal influences on US foreign policy.
- d. Compare world policies toward slavery and abolition.

# Grade Nine

## World Regions/Cultures

The standards for ninth grade students provide opportunities to expand knowledge of world cultures and world regions. The standards include major emphasis on the themes of Culture, Space and Place, Individuals, Groups and Institutions, and Power, Authority and Governance. Students learn to recognize characteristics of a community or culture and explain reasons for cultural diversity. The ability to compare and contrast regional geographic features throughout the world is an important student outcome. Activities include using texts, maps, charts, other resources, research, and technological skills to aid in historical analysis.

### Skills

- Interpret world maps
- Interpret data and create and design graphic displays (charts, graphs, diagrams, graphic organizers) using technology
- Infer information from captions, cartoons, political posters, photographs, etc.
- Test the validity of information using primary sources (biographies, journals, interviews, letters)
- Correlate and cross reference social studies materials (index, appendix, glossary)
- Observe, analyze interpret and draw conclusions using the Internet and databases
- Create multimedia presentations using text, color, and importing graphics, sound, special effects and/or animation

**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:

- a. Model the qualities of being a global citizen.
- b. Exhibit tolerance for people from other cultures.
- c. Participate in service programs.

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

- a. Compare and contrast cultures.
- b. Analyze and describe how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture.
- c. Analyze changes in traditional cultures.
- d. Explain reasons for cultural diversity and the need for tolerance.

**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:

- a. Identify the influence of developed nations on developing nations.
- b. Analyze the roles of art, music, literature, and folklore in historical development.
- c. Describe the historical development of culture in a specific region.
- d. Analyze attitudes, values, and behaviors of people in different historical contexts.

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

- a. Apply geographical tools (e.g., maps, charts, tables, graphs) to analyze and solve problems.
- b. Explain how topography, climate, vegetation, population, distribution, and resources impact a region or country.
- c. Differentiate ways that humans shape and adapt the environment to meet their needs.

**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:

- a. Explore how gender, race, culture, nationality, family, economic, and religious status influence an individual's self concept.
- b. Explain how knowledge and experiences broaden an individual's perception.
- c. Describe how individuals can contribute to the well-being of others.

**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:

- a. Identify groups based on language, religion, family, and nationality.
- b. Discuss ways in which technological, political, economic, or environmental changes affect a social system.
- c. Explain how groups and institutions influence and perpetuate people's values, beliefs, attitudes, events, and culture.
- d. Compare differences in gender roles for various cultures.
- e. Identify resources for participation in community/related projects.

**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:

- a. Compare how countries' resources are allocated and utilized.
- b. Analyze how the unequal distribution of wealth creates conflict.
- c. Describe the significance of international economic organizations.

**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:

- a. Compare and contrast basic political and economic systems.
- b. Explain the development and role of international political organizations and multinational organizations.
- c. Discuss how universal human rights are viewed by different political systems.

**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:

- a. Explain how science and technology have transformed the physical world and have influenced economic and political institutions.
- b. Evaluate the effects of technology on cultural values and the physical environment.
- c. Explain societal changes in values, beliefs, and attitudes that have resulted from new scientific knowledge.
- d. Identify laws and policies which affect science and technology.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Identify behaviors which foster global cooperation and create conflict.
- b. Explain how technology and economics affect global cooperation.
- c. Analyze how language, art, music, literature, belief systems, and other cultural elements can either connect people or cause misunderstandings.
- d. Describe the historical development of a global consciousness and concept of a world citizen.
- e. Develop an awareness of current events.

# Grade Ten – World History

## Middle Ages to the Present

World history is the focus of the tenth grade course. The standards cover historical and geographical content from the Middle Ages to the present. The course includes the historical development of people, places, and environments. Students interpret patterns of behavior that contribute to cultural understanding. Students compare civilizations and evaluate their contributions to societies and their impact on Western civilization. The study of origins, traditions, customs, and beliefs is essential to the standards. The events of the nineteenth and twentieth centuries are emphasized in the modern world history course. Chronological events and geographic influences on history are explored. Students use maps, texts, charts, other resources, and technology to construct data and interpret information.

### Skills

- Interpret climate, topographic, and demographic maps
- Analyze information from charts, graphs, diagrams, graphic organizers
- Interpret data and create and design graphic displays (charts, graphs, diagrams, graphic organizers) using technology
- Infer information from captions, cartoons, photographs, newspapers, and advertisements
- Evaluate the appropriateness of resource materials (biographies, journals, letters)
- Use and cite a variety of primary and secondary sources to formulate and defend positions on issues both orally and in writing
- Research and analyze information using text based databases and communication networks
- Create PowerPoint presentations using text, color, and importing graphics, sound, special effects and/or animation

**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:

- a. Identify new social and political philosophies across history that have expanded the concept of democratic government.
- b. Discuss citizenship in tolerant societies.
- c. Trace the development of individual freedoms in history.
- d. Demonstrate how periods of history set the standards for citizenship in a democratic society
- e. Assume the responsibilities of a global citizen.

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

- a. Explain and give examples of how international trade has served as a conduit for cultural exchange.
- b. Compare the accomplishments of the European Renaissance with similar movements in other cultures.
- c. Determine and give examples of how the strife between science and religion has been defined differently in various cultures.
- d. Relate the effects that industrial development has had on world cultures.
- e. Analyze how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture.

**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:

- a. Explain the historical development of forms of governments.
- b. Describe how the perception of time affects culture and society.
- c. Trace the evolution and evaluate the historical significance of oppressed groups and minorities.

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

- a. Compare urban and rural physical structures and use of space in a given historical period.
- b. Evaluate the effect of geography on the creation of a nation state.

**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:

- a. Articulate how personal beliefs are reflected in attitudes toward government.
- b. Examine personal beliefs about discrimination.

**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:

- a. Describe changes in belief systems over time (e.g., development, reform, reaction).
- b. Examine the role of social institutions on the rise of nation states (e.g., middle class, church, university).
- c. Examine the change in status of social classes.

**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:

- a. Identify governmental programs implemented to reverse economic decline.
- b. Describe economic instruments (e.g., bank notes, letters of credit, stocks, bonds) and institutions to promote trade.
- c. Explain the causes and effects of a world financial crisis.
- d. Summarize the advantages and disadvantages of various economic philosophies.

**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:

- a. Trace the impact of revolutions on governments.
- b. Discuss the impact of the Industrial Revolution on governments.
- c. Appraise the effects of social and economic philosophies on governments during a given historical period.
- d. Identify methods governments use to control citizens (e.g., authoritarian, totalitarian, divine right, written laws, taboos).
- e. Outline the evolution of power and influence of world organizations (e.g., NATO, UN, OPEC, ANZUS, Warsaw Pact)

**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:

- a. Analyze how core values, beliefs, and attitudes of society shape scientific and technological change.
- b. Show the relationship between stable government and technological and scientific advances.
- c. Explain the effects of scientific and technological discoveries for a specific historical period.
- d. Compare the changes occurring in standards of living for various social classes.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Explain how oppression and displacement affect the community of nations.
- b. Assess the impact of the global market on cultures.

# Grade Eleven - United States History

## 1877 to Present

The standards for eleventh grade students cover United States history from 1877 to the present. Students build on the eighth grade standards and expand their knowledge on the major issues, movements, people, and events in United States history. Students summarize cause and effect of the major events. Students develop skill in analyzing documents, writing journals, evaluating sources, and communicating findings, orally and in detailed papers. Discussions, debate, and persuasive writing are skills used to address issues.

### Skills

- Interpret climate, topographic, demographic and historical maps
- Formulate and communicate an opinion based on critical examination of information
- Detect bias in data presented in various forms
- Evaluate the appropriateness of resource materials (biographies, journals, interviews, letters)
- Use and cite a variety of primary and secondary sources to formulate and defend positions on issues both orally and in writing
- Design and develop a personal database
- Access and use electronic databases and communication networks of all types including the Internet
- Create and design PowerPoint presentations using text, color, and importing graphics, sound, special effects and/or animation.

**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:

- a. Assume the responsibilities of a democratic citizen
- b. Discuss national security and individual rights.
- c. Trace the historical development of options that citizens may use to change government policies.
- d. Prepare examples of the impact of media on the formation of public opinion.

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

- a. Evaluate how a society's norms and mores greatly influence its laws.
- b. Identify effects resulting from contact between two or more cultures.
- c. Discuss the philosophical move from self-reliance to reliance on the government.
- d. Describe and interpret values and attitudes that pose obstacles to cross-cultural understanding.
- e. Analyze how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture.

**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:

- a. Explain the cycle of reform philosophies in United States society.
- b. Trace perceptions of government as they change over time.
- c. Discuss the increase in awareness of minority problems.
- d. Show the impact of given historical events on the social fabric of the United States.

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

- a. Discuss the effects of the philosophy of the frontier.
- b. Show the relationship between transportation and the development of major urban centers.
- c. Compare factors that contributed to the development of industry and agriculture in United States' expansion.
- d. Locate the geographic sites where the United States has acted as peacekeepers.

**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:

- a. Evaluate violence and civil disobedience in society.
- b. Summarize how and why a distinct American character has developed and continues to evolve.
- c. Describe how an individual's view of the world is affected by one's gender, class, religion, education, race, and family.

**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:

- a. Describe the effects of government policies on minority and political groups.
- b. Identify and summarize the major reform leaders (to include protest groups) and their programs.
- c. Evaluate the impact of the media on the development of foreign and domestic policy.
- d. Analyze how groups influence United States' involvement in foreign affairs.
- e. Discuss examples of citizens' reactions to fear (e.g., government control, technology, Red Scare, terrorism).

**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:

- a. Discuss the role of the stock market in both domestic and international settings.
- b. Examine how economic flux contributes to civil unrest.
- c. Analyze how global economic interests lead to United States' international involvement.
- d. Identify and analyze how policies are formulated in response to economic demand or to solve an economic problem.
- e. Describe the conditions which fostered the creation of industrial development in the United States (e.g., immigration, government policies).

**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:

- a. Trace the historical development of the growth of government and federal agencies.
- b. Summarize the impact of domestic and international efforts to promote peace (e.g., Nye Committee, League of Nations, United Nations, Sovereignty Debate).
- c. Explain the rationale for government regulations of financial and business organizations.
- d. Describe how position, doctrines, and the alliance systems expanded governmental authority (e.g., Truman Doctrine, Marshall Plan, NATO, SEATO).
- e. Outline the development of the protection of civil rights and civil liberties.

**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:

- a. Trace the development of technology and its effects on society.
- b. Discuss the need for the governmental regulation of science and technology (e.g., FAA, AEC, FCC).

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Describe how the United States economy is linked to world markets and events.
- b. Analyze world reactions to United States policies (e.g., terrorism, boycotts).
- c. Explain and propose solutions to global problems.
- d. Discuss the role of the United States as a peace keeper.

# Grade Twelve

## United States Government

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.

### Skills

- Detect bias in data presented in various forms
- Select an appropriate strategy to solve a problem and determine a rational course of action
- Use a variety of primary and secondary resources to express and defend personal convictions
- Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences
- Use primary sources (biographies, journals, interviews, letters)
- Correlate and cross reference social studies materials (indexes, appendixes, glossaries)
- Assemble findings based on spreadsheets, database software, and statistical packages
- Access and use complex electronic databases and communication networks of all types including, but not limited to, the Internet
- Create and design PowerPoint presentations using text, color, and importing graphics, sound, special effects and/or animation

**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:

- a. Evaluate the degree to which public policy and citizen behaviors exemplify the stated ideals of democratic government.
- b. Identify, analyze, and propose solutions to local, state, and national issues.
- c. Define and demonstrate the attributes, rights, and responsibilities of a democratic citizen to include voting procedures and the election process.

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

- a. Analyze and explain how groups, societies, and culture address human needs and concerns.
- b. Show how cultural expression is reflected in political ideologies, movements, or events in history.
- c. Analyze the concept of cultural diversity and its impact on United States government.

**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:

- a. Describe how governments and their institutions change.
- b. Evaluate Supreme Court decisions within their historical contexts.
- c. Trace the development of political parties in the United States.
- d. Analyze reoccurring themes and issues in United States government (e.g., universal suffrage and health care).

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

- a. Use geographic tools to collect, analyze, and interpret political data.
- b. Describe the relationship between a nation's economic and historical development and its geographical features.

**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:

- a. Explain how political beliefs are influenced by family, ethnicity, gender, group, and culture.
- b. Identify how individual behaviors are sanctioned and rewarded in society.
- c. Describe the influences of various historical and contemporary cultures on an individual's life.

**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:

- a. Analyze the evolution of social and political institutions (e.g., political parties, expansion of federal regulatory groups).
- b. Explain how groups and institutions perpetuate values, beliefs, and attitudes.
- c. Analyze examples of tensions between expressions of individuality and efforts used to promote social conformity.
- d. Evaluate ways in which technological, political, economic, and environmental changes affect the social system.

**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:

- a. Investigate and explain how abundance and scarcity of goods and services require economic system intervention.
- b. Explain the major economic functions of government.
- c. Define the principles and analyze the development of fiscal and monetary policy in the United States (e.g., Federal Reserve, Nation Bank, debt).
- d. Recognize and analyze the inherent conflict between environmental and developmental interests.

**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:

- a. Compare and contrast governments at all levels (e.g., Constitutional development, checks and balances, political parties).
- b. Analyze the development and role of international and multinational organizations and agencies.
- c. 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).
- d. Assess the roles and responsibilities of elected officials.
- e. Develop and maintain an awareness and understanding of national and international political issues.

**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:

- a. Evaluate the impact of technology (e.g., media) on government institutions.
- b. Examine how laws and policies affect scientific and technological applications.
- c. Analyze how science and technology influence core values, beliefs, and attitudes of society.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Analyze policies that address current concerns and issues related to human rights, environmental quality, and territorial disputes.
- b. Discuss the concept of national sovereignty in relation to political developments.
- c. Analyze formal and informal means of interaction with governments of other nations.

# Anthropology

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.

## Skills

- Select an appropriate strategy to solve a problem or plan a field study.
- Use a variety of sources to complete oral and written reports on anthropological inquiry
- Access and use complex electronic databases and communication networks of all types including, but not limited to, the Internet

**S1 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:

- Describe the concept of civilization.
- Identify why humans live in societal patterns.
- Explain how cultural views influence characteristics of citizenship.

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

- Identify characteristics of culture.
- Explain how various family structures, traditions, celebrations, and heritage affect societal systems.
- Explain the value of cultural diversity and cohesion within and across groups.
- Explain the major themes of anthropological inquiry.

**SS3 TIME, CONTINUITY, AND CHANGE:** Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

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

**SS4 SPACE AND PLACE:** Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- Describe the effects of physical environment and population on societal development.
- Explain the effects of geography on patterns of global connections and interdependence.
- Identify cultural similarities and differences as influenced by the geography of a region.

**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:

- Identify the theories of physical and physiological development of homo sapiens.
- Describe the relationship of the individual to various cultures and ethnic groups.
- Explain how racial, cultural, economic, and religious status influence an individual's self-concept.

**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:

- Explain how and why groups and institutions are formed.
- Describe how individuals, groups, and institutions interact and how beliefs, values, and attitudes influence and perpetuate those interactions.
- Explain the role of groups and institutions in furthering continuity and change.
- Identify cultural influences on individuals, groups, and institutions.

**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:

- a. Describe how civilizations/nations use resources to meet basic needs.
- b. Explain how economics are influenced and affected by individuals, groups, and institutions.
- c. Evaluate the relationship among cultural universals such as food, shelter, and economic systems.
- d. Explain how economic factors such as the impact of money and monetary systems contribute to cultural change and global interdependence.

**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:

- a. Explain the development of and differences among political systems.
- b. Describe the need for and the development of rules and laws.
- c. Compare government institutions, agencies, and organizations.
- d. Explain the concepts and development of civil, equal, and universal human rights.

**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:

- a. Explore the historical relationship of science and technology to societal systems.
- b. Evaluate how science and technology have transformed the physical world and human society.
- c. Determine how humans shape and adapt the environment to meet various needs.
- d. Explain how changes in values, beliefs, and attitudes have resulted from scientific knowledge.

**SS10 GLOBAL CONNECTIONS:**

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

- a. Detail the historical development of a global consciousness and the concept of a world citizen.
- b. Explain why certain areas of the world have been cradles of civilization.
- c. Examine behaviors which foster global cooperation and conflict among individuals, communities, and nations.
- d. Evaluate the effect of cultural conditions and motivations of global cooperation among societies.

# Economics

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.

## Skills

- Acquire information by reading print, visual and graphic materials, by on-site observations and by using databases
- Use economic data to engage in hypothetical and real decision making
- Plan and design budgetary graphs that reflect distribution of resources
- Access and use complex electronic databases and communication networks of all types

**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:

- a. Describe the role and responsibilities of the citizen within a free enterprise society.
- b. Explain how actions of citizens can affect the economic system.
- c. Determine how economic public policies stem from issues of public concern.
- d. Describe how the values and beliefs of individuals influence different economic situations.

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

- a. Identify the economic values and ideals of various cultures.
- b. Describe how economics often determines class and status.

**SS3 TIME, CONTINUITY, AND CHANGE:** Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. Explain the historical development of the leading economic systems.
- b. Use economic indicators to predict and evaluate economic trends.
- c. Evaluate the role of institutions and interest groups in furthering economic continuity and change.
- d. Examine the ways prominent economists have been influenced by their societies and environment.

**SS4 SPACE AND PLACE:** Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Explain how economic patterns are affected by geography.
- b. Describe how people use the earth's resources to meet their economic needs.
- c. Explain the relationship between economic necessity and population movement.

**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:

- a. Determine how economics influence individual and group behavior.
- b. Explain how socioeconomic factors affect self-concept.
- c. Explain the relationship between socioeconomic factors and personal and cultural opportunity.

**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:

- a. Analyze the role of economics in the formation of institutions and groups (e.g., labor unions and corporations).
- b. Explain how beliefs, values, and attitudes influence a society's economic development.
- c. Describe how individuals, groups, and institutions influence economics.

**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:

- a. Identify and define economic terminology relating to various economic systems.
- b. Describe the principles and theories economists use to solve economic problems.
- c. Trace the development of various economic systems.
- d. Explain how decisions about spending and production made by households, businesses, and governments influence the nation's levels of income, employment, and prices.

**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:

- a. Explain the relationship between politics and economics.
- b. Describe the concept of international trade and its relationship to government regulations.
- c. Evaluate the effects of technology, global economic interdependence, and competition on the development of national policies.

**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:

- a. Determine how individuals and societies shape and adapt the environment to meet economic needs.
- b. Explain how science and technology affect and influence economic development.
- c. Analyze how technology affects a nation's work force and economy.

**SS10 GLOBAL CONNECTIONS:**

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

- a. Evaluate economic behaviors which lead to and foster global conflicts.
- b. Explain the basic characteristics of international trade (e.g., absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade).
- c. Cite examples to illustrate global economic interdependence and competition.

# Psychology

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.

## Skills

- Acquire information from a variety of sources including written, graphic, experimental sources
- Use rational decision making strategy for planning and problem solving
- Conduct interviews and participate in self-awareness and group dynamic activities
- Complete research through oral and written reports, interviews with resource people, visits to institutions
- Access and use complex electronic databases and communication networks of all types

**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:

- a. Exhibit sensitivity to attitudes and values of others.
- b. Recognize the social influence of groups on attitude development, (e.g., conformity, prejudice, and obedience to authority).
- c. Compare/contrast the effect of communication patterns and leadership styles on group interactions.

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

- a. Describe positive aspects of diversity.
- b. Explain why environment, cultural attitudes, and goal expectations influence perception of self and others.
- c. Examine the effects of prejudice on the individual and group.
- d. Analyze why behaviors do not occur in isolation.

**SS3 TIME, CONTINUITY, AND CHANGE:** Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. Identify classical and modern personality theorists with emphasis on Freud, Skinner, Maslow and Rogers.
- b. Recognize psychological disorders that “short circuit” a person’s view of the world.
- c. Evaluate the effects of perception, motivation, stress, environment, and personal experiences as they relate to one’s view of self and the surrounding world.

**SS4 SPACE AND PLACE:** Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Develop an understanding of the unique nature of one’s personal environment through aesthetic modes of literary and visual expression.
- b. Describe the effects of interaction between people and the environment.
- c. Explain how geographic location affects one’s perception of the world.

**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:

- a. Evaluate the emotional, intellectual, and physical factors that influence the development of the individual from infancy to old age.
- b. Examine basic survival, psychological, and self-actualization needs as they relate to individual development and identity.
- c. Analyze the influence of groups on individual perceptions, prejudices, and values.

**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:

- a. Analyze impact of group motives and values on the individual’s need to conform.
- b. Examine how individuals, groups, and institutions react to stress and other emotional stimuli.
- c. Apply conflict resolution techniques to a variety of scenarios.

**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:

- a. Examine the impact of psychological research and media on the economy.
- b. Evaluate the cost of mental health care services provided by government and/or the private sector.
- c. Explain how economics (e.g., employment, unemployment, affluence) influence and affect the behavior of individuals and groups.

**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:

- a. Identify societal sanctions on unacceptable behavior.
- b. Locate and access information related to government-sponsored mental health studies and programs.
- c. Identify laws which have changed educational policies for mentally challenged citizens.

**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:

- a. Trace the changes in treatment for the mentally ill and show the impact on the fabric of society.
- b. Evaluate psychology as a behavioral science.
- c. Examine the impact of the media on the psychological development of the individual.
- d. Access sources of information pertaining to jobs and careers in the field of psychology.
- e. Analyze how age, perception, and emotion affect retrieval and processing of information.

**SS10 GLOBAL CONNECTIONS:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Identify physiological, psychological, and self-actualization needs common to all people.
- b. Evaluate the effects of media on our perception of the world.
- c. Discriminate stereotypical and prejudicial messages in the media.
- d. Analyze the impact of global events on an individual.

# Sociology

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.

## Skills

- Plan, design, and develop research projects relative to the study of institutions and society
- Participate in interviews, conduct case studies, and interact with agencies and community personnel who are working with people
- Correlate and cross reference social studies materials (indexes, appendixes, glossaries)
- 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

**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:

- Explain factors that affect social change.
- Recognize group behavior as shown by fads, language, leadership, and tradition.
- Identify how group behavior can be influenced through voting.
- Analyze factors that encourage or impede social mobility.

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

- Classify the traits of culture as artifacts, beliefs, practices, or values.
- Explore reasons for cultural diversity.
- Discuss cultural pluralism in societal systems.
- Describe how ethnocentrism and nationalism impact our relationships with other groups.

**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:

- Describe the changing relationship between human beings and their environment.
- Identify factors that lead to group identification.
- Explore the development and changing roles of the family.
- Explain the impact of women in the work force on society.
- Describe the problems faced by the elderly in societal systems.

**SS4 SPACE AND PLACE:** Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- Assess how location affects an individual or a group's perception of the world.
- Recognize the interrelationship between geographical location and behavior.

**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:

- Describe the influences of various historical and contemporary cultures on the life of an individual.
- Assess various institutional influences that affect personal goals.
- Evaluate the effects of social class on individual aspirations and potential.
- Explain how socialization transmits cultural beliefs and values.
- Identify effects resulting from contact between two or more cultures.

**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:

- Apply sociological methodology to the basic institutions in our society.
- Analyze the development of various institutions.
- Identify societies' sanctions for unacceptable behavior.

- d. Discuss criminal justice systems, and evaluate suggested reforms.

**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:

- a. Describe how economic development affects the social system and societal values.
- b. Describe various ways in which a society creates divisions of labor related to status, class, rank, and prestige.
- c. Analyze social problems that arise from economic imbalance.

**SS8 POWER, AUTHORITY, AND GOVERNANCE:**

Social studies programs should include experiences that provide for the study of how people create and change

- a. Discuss criminal justice systems, and evaluate suggested reforms.
- b. Describe how different forms of government (e.g., local, state, national, foreign) address social issues.
- c. Explain factors that contribute to conflict and cooperation within and among nations.
- d. Explain factors that contribute to conflict and cooperation within and among nations.
- e. Analyze ideas and mechanisms to manage conflict and establish order and security.

- f. Examine recurring issues involving rights, roles, and status of the individual.

**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:

- a. Explain and apply existing scientific theory and modes of inquiry examining recurring social issues and problems.
- b. Analyze how science and technology influence the core values, beliefs, and attitudes of society.
- c. Evaluate how science and technology have transformed the physical world and human society.

**SS10 GLOBAL CONNECTIONS:**

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

- a. Analyze the interrelationships between national and international institutions.
- b. Identify and discuss universal human rights issues.
- c. Explain the causes and effects of xenophobia.

## **Contemporary Issues**

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).

### **Skills**

#### **The students will acquire information from a variety of sources:**

- Gather and organize information about a given contemporary event/issue from a variety of sources
- Show relationships between historical events and contemporary events/issues
- Compare and contrast different interpretations of key contemporary events/issues
- Evaluate documents related to a contemporary event or issue in terms of reliability, credibility, authority, authenticity, and completeness
- Establish a plan to detect bias, distortion of the facts, and propaganda by omission, suppression, or omission, suppression, or invention of facts

#### **The students will use information for problem solving, decision-making, and planning:**

- Pose analytical questions or hypotheses that suggest solutions for an issue
- Formulate conclusions or generalizations that suggest solutions for an issue
- Evaluate a decision by raising new questions or issues for further investigation

#### **The students will develop skills in constructive interpersonal relationships and in social participation:**

- Develop an ability to listen actively and critically
- Use questioning techniques to understand personal thoughts, develop ideas, or evaluate an event or issue
- View contemporary events/issues through the eyes of those who experience them
- Investigate the roles and contributions of individuals and groups in relation to key contemporary events/issues

#### **The students will participate effectively in civic affairs:**

- Take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs
- Prioritize the solutions based on established criteria
- Propose an action plan to address the issue or to resolve the problem
- Evaluate the consequences for each solution or course of action proposed in an action plan

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

# Asian Culture

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

## Skills

- Interpret climate, topographic, demographic and historical maps
- Formulate and communicate an opinion based on critical examination of information
- Use and cite a variety of primary and secondary sources to formulate and defend positions on issues both orally and in writing
- Design and develop a personal database
- Access and use electronic databases and communication networks of all types including the Internet

**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:

- a. Describe changes in governments.
- b. Exhibit tolerance for people from other cultures.
- c. Be aware of the rights of citizens in societies.

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

- a. Recognize the diversity of Asian cultures.
- b. Evaluate the roles of families and the influence of language in unifying or dividing Asian peoples.
- c. Describe and interpret values and attitudes that pose obstacles to cross-cultural understanding.
- d. Analyze how language, literature, the arts, artifacts, religions, and philosophies have contributed to the transmission of culture.

**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:

- a. Trace the arrivals of people to Asian lands.
- b. Discuss economic and social changes that have resulted from contact with foreign nations.

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

- a. Analyze geographic explanations for the distribution of Asia's population.
- b. Compare factors that contributed to the development of industry and agriculture.
- c. Contrast life in rural and urban areas.
- e. Analyze the ecological consequences of rapid economic development in Asia.

f. Compare land use in Asia with other parts of the world.

**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:

- a. Evaluate how an individual's view of the world is affected by one's gender, class, religion, education, race, and family.
- b. Describe experiences that broaden perceptions of Asian cultures.
- c. Analyze conflicts which develop between one's individual needs and one's obligations and service to their nation.

**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:

- a. Assess how family life, women's roles, and minority rights have been impacted by changes in technology, politics, the economy, and the environment.
- b. Explain how groups and institutions influence and perpetuate people's values, beliefs, attitudes, events, and culture.

**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:

- a. Analyze how trade is affected by relationships among Asian nations
- b. Describe the impact of international policies on economic development.

**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:

- a. Describe how cultural views have influenced the development and establishment of power.
- b. Compare and contrast the political and economic systems in Asia.
- c. Evaluate of the concept of universal human rights in Asia.
- d. Analyze the influences of foreign nations on Asian governments and economies.

**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:

- a. Trace the development of technology and its effects on society.
- b. Evaluate the conflicting ideas between traditional Asian societies and the modern “Western” culture.
- c. Discuss the impact of education on a nation’s scientific and technological advancements.

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Describe how trade contributed to the exchanges of languages, art, belief systems, and scientific knowledge.
- b. Analyze conditions and events that led to conflict and cooperation among Asian societies and foreign nations.
- c. Evaluate the effect of world opinion on Asian policies when discussing human rights, the environment, and territorial disputes.
- d. Analyze the impact of foreign influence on Asian cultures

## Minority Studies

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

- a. Identify and explain the reasons for having fair and equitable laws and rules.
- b. Demonstrate respect and tolerance for all groups.
- c. Exemplify principles of good citizenship.
- d. Evaluate and analyze the concepts of liberty and “justice for all.”

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

- a. Describe and evaluate values and attitudes that pose obstacles to cross-cultural understanding.
- b. Identify characteristics of culture and tradition.
- c. Examine the effects of cultural interactions.
- d. Analyze how language, literature, the arts, and artifacts transmit varied cultural beliefs and values.
- e. Show how cultural values affect one’s personal life.

**SS3 Time, continuity and change:** Social studies programs will include experiences that provide for the study of the way human beings view themselves, so that the learner can:

- a. Analyze liberty and “justice for all” from a variety of present-day and historical perspectives to include women, Native Americans, African Americans etc.
- b. Develop timelines that clarify the relationship between historical events and the development of minority groups.
- c. Identify religious, political and philosophical ideas that have influenced the course of history.
- d. Trace the evolution and historical significance of oppressed and minority groups.
- e. Use historical inquiry processes and resources.

**SS4 Space and place:** Social studies programs will include experiences that provide for the study of space and place, so that the learner can:

- a. Describe the demographic structure of a population.
- b. Examine how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict.

- c. Trace the development of specific cultural groups in the different regions of the United States.

**SS5 Individual development and identity:** Social studies programs will include experiences that provide for the study of individual development and identity, so that the learner can:

- a. Examine personal beliefs and biases as they relate to discrimination.
- b. Explain how an individual’s view of the world is affected by one’s gender, class, religion, age, education, race and family.
- c. Use the perspective of diversity as a framework for the examination of intolerant behaviors.

**SS6 Individuals, groups, and institutions:** Social studies programs will provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

- a. Predict/assess the effects of government policies on minority groups.
- b. Explain how individuals, groups, and institutions perpetuate values, beliefs and attitudes.
- c. Identify groups or historical figures that have influenced our individual or national identity.
- d. Practice positive interpersonal behavior.
- e. Examine the impact of intolerance on racial, cultural and religious groups.

**SS7 Production, distribution, and consumption:** Social studies programs will include experiences that provide for the study of how people organize for the production and consumption of goods and services, so that the learner:

- a. Examine how economic changes contribute to civil unrest.
- b. Identify and analyze how policies are formulated in response to economic demand or the resolution of economic problems.
- c. Examine the relationship between politics and the distribution of wealth.
- d. Analyze our economic system and its impact on minorities/cultural groups.

**SS8 Power, authority, and governance:** Social studies programs will include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. Analyze and explain the concepts of human, civil and equal rights.
- b. Examine the impact of governmental policies on social issues and minority groups.
- c. Examine how political, economic, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.
- d. Identify and analyze the complex nature of decision making to include weighing alternatives and assessing multiple perspectives.
- e. Analyze current legislation that suggests continued intolerance.

**SS9 Science, Technology, and Society:** Social studies programs will include experiences that provide for the study of the relationship between science, technology, and society, so the learner can:

- a. Discuss and explain how science, technology and economic activity have affected cultural and minority groups.
- b. Analyze how core values, beliefs, and attitudes shape scientific and technological change.
- c. Compare and contrast changes in standards of living and their impact on minority groups.
- d. Discuss and explain intolerance within a cause and effect framework making inferences, hypotheses and predictions.

**SS10 Global Connections:** Social studies programs will include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Identify stereotypical and prejudicial messages in the media.
- b. Analyze the impact of global events on minority groups.
- c. Analyze and explain how language, art, music, literature, belief systems, and other cultural elements either connect people or cause conflict and misunderstanding.