

# **St. John-Endicott Cooperative Schools Social Studies Curriculum Standards**

**with**

## **Performance Indicators**

### **Program Standards**

- Be able to interact well with all people, appreciate cultural diversity, and work cooperatively.
- Understand your own values and be able to recognize the values of others.
- Understand the global community.
- Be able to connect the past to the present and the future and understand your heritage.
- Understand the many structures that make up our social world, such as governmental, social, military, economic, and business.
- Understand and accept change.
- Be able to use the skills and tools of the social sciences.
- Be able to apply thinking, research, and communication skills to the social sciences.
- Be able to function properly as a citizen of your community, state, and nation.
- Relate current events to the past, to the future, and to your life.
- Understand the relationship between the individual and the self, others, the group, and social systems.

# Social Studies Standards

## Pacific Northwest History (PNW)

### Course Abilities [Apply the following to each content standard.]

1. **Develop abilities in social studies.**
  - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
  - B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - D. The quality process (plan, draft, analyze, and revise when producing products).
  
2. **Be able to apply social studies knowledge and skills to a variety of purposes.**
  - A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
  - B. Be able to relate social studies to your life.
    - view life from other perspectives and others' point of view
    - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
    - explain the causes and effects key forces have on you, the present, the future
    - use the past and present (other cultures, other situations, and different places) to solve problems, make decisions, and predict the future
    - relate current events to your life (be conversant, know sources related to current events, conduct research)
  - C. Possess technical skills:
    - read/write/present: instructions, table, chart, reports (progress, research), proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
    - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

### Course Content–State History

3. **Understand key influences which shaped and still shape your state.**
  - A. Know the region's physical environment and its effect on culture.
  - B. Know about the early human history of the region.
  - C. Know about key people, events, inventions, and discoveries in your state, including motivation and impact.
  - D. Know significant aspects of state and local government.
  - E. Know the region's economies and forecast the future of regional development.
  
4. **Possess a mental timeline of history in your state.**
  - A. Be able to place key influences on a timeline.
  - B. Possess a logical sense of what life was like when key influences occurred.
  - C. Know causes and effects of key influences.
  
5. **Possess a mental map of your state.**
  - A. Be able to interpret maps and charts of your state and the world.
  - B. Be able to make charts/maps to show information, such as population, resources, movement, and battles.
  - C. Be able to develop charts and maps to depict change over time.
  - D. Be able to relate charts and maps to your life.

# Social Studies Standards

## Introduction to Social Studies

### Course Abilities [Apply the following to each content standard.]

#### 1. Develop abilities in social studies.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### 2. Be able to apply social studies knowledge and skills to a variety of purposes.

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Be able to relate social studies to your life.
  - view life from other perspectives and others' point of view
  - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
  - explain the causes and effects key forces have on you, the present, the future
  - use the past and present (other cultures, other situations, and different places) to solve problems, make decisions, and predict the future
  - relate current events to your life (be conversant, know sources related to current events, conduct research)
- C. Possess technical skills:
  - read/write/present: instructions, table, chart, reports (progress, research), proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
  - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

### Course Content

#### 3. Possess a basic knowledge of the social sciences.

- A. Know the seven social science disciplines, including their basic purposes, tools, and methods:
  - sociology
  - geography
  - history
  - philosophy
  - anthropology
  - economics
  - psychology
- B. Possess a working vocabulary of the seven social sciences.
- C. Be able to view the world from the perspective of each of the seven social sciences.
- D. Be able to view the world from a holistic perspective.
- E. Know how the seven disciplines interrelate.

#### 4. Understand the relationship between the social sciences and human experience.

- A. Know relationship between self and society's institutions.
- B. Be able to use the scientific method in reaching conclusions about social science problems.
- C. Be able to describe the subjective nature of the social sciences.
- D. Be able to compare and contrast different perspectives of the seven social sciences.

# Social Studies Standards

## World History

### Course Abilities [Apply the following to each content standard.]

1. **Develop abilities in social studies.**
  - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
  - B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - D. The quality process (plan, draft, analyze, and revise when producing products).
2. **Be able to apply social studies knowledge and skills to a variety of purposes.**
  - A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
  - B. Be able to relate social studies to your life.
    - view life from other perspectives and others' point of view
    - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
    - explain the causes and effects key forces have on you, the present, the future
    - use the past and present (other cultures, other situations, and different places) to solve problems, make decisions, and predict the future
    - relate current events to your life (be conversant, know sources related to current events, conduct research)
  - C. Possess technical skills:
    - read/write/present: instructions, table, chart, reports (progress, research), proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
    - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

### Course Content

3. **Understand key political, economic, military, religious, and geographical forces which shaped and still shape our world.**
  - A. Know how and where civilizations were formed.
  - B. Know about cultures (beliefs, values, accepted behaviors) of world history.
  - C. Know about key people, events, inventions, and discoveries in world history.
  - D. Know how various ideas, philosophies, and religions have impacted world history.
  - E. Know motivations and forces which lead to change in world history, such as nationalism, militarism, imperialism, communism, and democracy.
  - F. Know key conflicts and resolutions and their causes and effects.
4. **Possess a chronological and thematic perspective of world history.**
  - A. Be able to place key influences on a timeline.
  - B. Possess a logical sense of historical progression.
  - C. Be able to relate key influences and themes to past, present, and future.
  - D. Possess a mental image of various moments in world history (dress, technology, social structure, living standard).
  - E. Be able to make valid generalizations about various cultures, times, climates, and conflicts.
5. **Possess a visual sense of world history.**
  - A. Be able to develop maps, charts, and graphs which show views of the world at various points in history.
  - B. Be able to develop charts, maps, and graphs which show such things as population, resources, movement, conflict, and change over time.
  - C. Be able to relate charts and maps to our lives today.
6. **Be able to view world history from different perspectives and interpretations.**
  - A. Be able to describe key people, events, discoveries, and inventions from different perspectives and interpretations.
  - B. Know what motivated key people, events, discoveries, and inventions.
7. **Understand the relationship between and influences of various cultures in world history.**
  - A. Know how cultures affected world history.
  - B. Know how world history affected cultures of the world.

# Social Studies Standards

## Modern United States History

### (Reconstruction to Present)

**Course Abilities** [Apply the following to each content standard.]

**1. Develop abilities in social studies.**

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

**2. Be able to apply social studies knowledge and skills to a variety of purposes.**

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Be able to relate social studies to your life.
  - view life from other perspectives and others' point of view
  - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
  - explain the causes and effects key forces have on you, the present, the future
  - use the past and present (other cultures, other situations, and different places) to solve problems, make decisions, and predict the future
  - relate current events to your life (be conversant, know sources related to current events, conduct research)
- C. Possess technical skills:
  - read/write/present: instructions, table, chart, reports (progress, research), proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
  - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

### Course Content

**3. Understand key influences which shaped and still shape the United States.**

- A. Know the groups which have inhabited the modern United States.
- B. Know the cultures (beliefs, values, accepted behaviors, environment) of modern Americans.
- C. Know about daily life in modern United States history and how history has influenced it's development.
- D. Know about key foreign and domestic events, people, inventions, and discoveries in modern United States history.
- E. Know motivations which lead to change in modern United States history and how they affected modern United States history.

**4. Possess a chronological perspective of modern United States history.**

- A. Be able to place key influences on a timeline and demonstrate a logical progression on modern history.
- B. Apply key concepts such as time, chronology, change, conflict and complexity to explain, analyze and sho connections among patterns of historical change.

**5. Possess a visual sense of modern United States history.**

- A. Be able to develop and interpret maps, charts, and graphs which show views of the world at various points in modern United States history.
- B. Be able to develop and interpret charts, maps, and graphs which show key information, such as population, resources, movement, battles, and change over time.

**6. Be able to view modern United States history from various perspectives.**

- A. Be able to describe key influences from different perspectives.
- B. Know what was important to various groups in modern United States history.
- C. Know how key influences changed the lives of various groups in modern United States history.

**7. Understand the relationship between human culture and modern United States history.**

- A. Know how the culture affected modern United States history.
- B. Know how history affected the culture of modern United States.
- A. Know how the basic precepts of the Constitution and Bill of Rights have affected modern United States history.
- B. Demonstrate the value of cultural diversity, as well a cohesion within and across groups.

# Social Studies Standards

## Current World Problems (CWP)

**Course Abilities** [Apply the following to each content standard.]

**1. Develop abilities in social studies.**

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

**2. Be able to apply social studies knowledge and skills to a variety of purposes.**

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Be able to relate social studies to your life.
  - view life from other perspectives and others' point of view
  - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
  - explain the causes and effects key forces have on you, the present, the future
  - use the past and present (other cultures, other situations, and different places) to solve problems, make decisions, and predict the future
  - relate current events to your life (be conversant, know sources related to current events, conduct research)
- C. Possess technical skills:
  - read/write/present: instructions, table, chart, reports (progress, research), proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
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### Course Content

**3. Understand what a culture is, how it affects us, and how it changes.**

- A. Know that culture is the cumulative beliefs, values, and accepted behaviors of a group.
- B. Know that our beliefs, values, and accepted behaviors provide guidelines under which we live.
- C. Know how various groups influence your personal culture and how you influence various groups:
  - know about your personal culture
  - know about your school's culture
  - know about the culture of various groups
  - know about your community's culture
  - know about your state's and country's culture
  - know about the culture of the world
- D. Know about our culture from the perspective of others who live in different parts of our country.
- E. Know that a culture is very slow to change and only changes with a critical mass, a major event, or strong leadership pushing for change.

**4. Understand the relationship between geography and world cultures.**

- A. Know the five themes of geography, which are location, place, human-environment interaction, movement, and region.
- B. Be able to apply the five themes to each of the regions of study.
- C. Be able to interpret how the five themes affect the culture of each region of study.
- D. Be able to compare and contrast the four major world religions and their relationship to world culture.

**5. Understand the current and past cultures of the United States.**

- A. Know what beliefs, values, and behaviors are important to Americans.
- B. Know how our beliefs, values, and behaviors have changed over the past hundred years.
- C. Know how and why our culture is changing.
- D. Know key influences on our changing culture.
- C. Know how our changing culture affects our lives in both positive and negative ways.

**6. Possess a global perspective and an understanding of cultural diversity.**

- A. Be able to interpret world events from the viewpoint of cultures other than your own.
- B. Know the similarities and differences in lifestyles of people in various parts of the world, what traits and patterns are universal and how cultures differ from each other.
- C. Know what is important to people of other cultures and how their lives and your life are impacted by their values.
- D. Be able to compare United States cultures with other cultures around the world.

**7. Understand the relationship between geography and world history.**

- A. Know how history has affected the various regions of the world.
- B. Know how world geography has affected world history.

# Social Studies Standards

## Psychology

### Course Abilities [Apply the following to each content standard.]

1. **Develop abilities in social studies.**
  - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
  - B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - D. The quality process (plan, draft, analyze, and revise when producing products).
2. **Be able to apply social studies knowledge and skills to a variety of purposes.**
  - A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
  - B. Be able to relate social studies to your life.
    - view life from other perspectives and others' point of view
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    - relate current events to your life (be conversant, know sources related to current events, conduct research)
  - C. Possess technical skills:
    - read/write/present: instructions, table, chart, reports (progress, research), proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
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### Course Content

3. **Understand the purpose, methods, vocabulary, and contributions of psychology.**
  - A. Know how psychology views humans and human behavior and the advantages and limitations of psychological study.
  - B. Know what psychology seeks to accomplish and how it differs from similar social sciences (anthropology, sociology, philosophy).
  - D. Be able to apply the basic vocabulary of psychology.
  - E. Know what psychological therapy/practice seeks to accomplish.
  - F. Be familiar with psychology-related occupations.
4. **Possess a basic understanding of psychological concepts of normal human behavior.**
  - A. Know the major parts and functions of the nervous system.
  - B. Be able to apply knowledge of the major stages of human development.
  - C. Be able to apply knowledge of classical and operant conditioning and other learning theories.
  - D. Be able to apply knowledge of perception, motivation and emotion.
  - E. Be able to apply knowledge of human relations.
5. **Possess a basic understanding of mental health and its relationship to abnormal human behavior.**
  - A. Be able to apply knowledge of psychological descriptions of mental health.
  - B. Be able to apply knowledge of causes, cures, and impact of neurosis and common neurotic behaviors (anxiety and panic attacks, depression, obsessions, hysteria).
  - C. Be able to apply knowledge of causes, cures, and impact of addiction.
6. **Possess a basic understanding of personality theories and their therapy techniques.**
  - A. Be able to apply knowledge of the theory of Sigmund Freud and relate it to other theories.
  - B. Be able to apply knowledge of the theory of B. F. Skinner and the behaviorists and relate it to other theories.
  - C. Be able to apply knowledge of the theory of humanistic psychologists (Maslow and Rogers) and relate it to other theories.

# Social Studies Standards

## Government

### Course Abilities [Apply the following to each content standard.]

#### 1. Develop abilities in social studies.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

#### 2. Be able to apply social studies knowledge and skills to a variety of purposes.

- A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
- B. Be able to relate social studies to your life.
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  - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
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- C. Possess technical skills:
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### Course Content

#### 3. Understand how the Constitution affects our lives.

- A. Know a citizen's right to due process.
- B. Know how court cases have affected our lives, including adults and juveniles.
- C. Know how the court system has changed the meaning of various laws.
- D. Know a citizen's rights of self-expression and privacy.
- E. Know how regulatory agencies affect our lives.
- F. Know the evolution of the Constitution into a democratic document.
- G. Know the historical basis for developing the constitution.

#### 4. Understand how government works.

- A. Know how elections are conducted.
- B. Know how federal laws are made and carried out.
- C. Know the motivations behind the creation of laws.
- D. Know the three branches of government and how they affect our lives.
- E. Know about the electoral college.
- F. Know the system of checks and balances.
- G. Be able to compare and contrast conservatism and liberalism.
- H. Be able to compare our system to other political systems.
- I. Be able to justify an explanation for why some world governments are more or less successful than ours.

#### 5. Understand how and why participation in government affects citizen's lives.

- A. Know how and why to vote.
- B. Know how student councils can have an affect on education.
- C. Be able to participate in a political campaign.
- D. Be able to influence governmental policies.
- E. Know how local ordinances affect our lives.
- F. Know the process, purpose, and structure of the taxing system.
- G. Know the budget-making process of local governments.
- H. Know the variety of local government services.
- I. Know how the media has affected our government.
- J. Know how people and groups influence government.

#### 6. Civic Ideals and Practices.

- D. Identify, analyze, interpret, and evaluate sources and examples of citizen's rights and responsibilities.
- E. Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual dignity, liberty, justice, equality, and the rule of law.