

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
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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
 - 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:
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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.
 - view life from other perspectives and others' point of view
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 - 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 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.