

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

Kindergarten (Understand Yourself)

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

1. **Develop abilities in social studies.**
 - A. Think clearly and solve problems about social studies (classify, decide, estimate, solve, compare).
 - B. Talk and write clearly about social studies (present, persuade, collaborate, explain, recommend).
 - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
 - D. Use 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 conduct and present research (locate and organize information, write, and present).
 - B. Be able to relate social studies to your life.
 - view life from other perspectives and others' point of view
 - explain the effects important inventions, events, people, and moments have on you
 - think about other people and other places to solve problems and make decisions
 - relate current events to your life (be able to talk about current events)
 - C. Possess technical skills:
 - listen/dictate/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary
 - technology: word processing, Internet, AV production

Course Content

3. **Know about where you live.**
 - A. Know where you live.
 - B. Know what it is like where you live.
4. **Know things in your life which could change.**
 - A. Know that families move.
 - B. Know that families change in size and how they live.
 - C. Know that parents have to work so you can have food, clothing, and shelter.
5. **Understand that other people don't live like you do.**
 - A. Know how others in the class live.
 - B. Know about life in other places (rural, urban) and what is important to them.
 - C. Know about life in other places in the United States and what is important to them.
 - D. Know about life in other places in the world and what is important to them.
 - E. Know how others lived in the past and what was important to them.
6. **Understand your responsibilities.**
 - A. Right now.
 1. Respect (social, rights of others, property, authority).
 2. Responsibilities (learn, grow, develop potential).
 - B. In the future.
 1. Citizenship (participate and abide by the laws).
 2. Family (love, relationships, satisfaction).
 3. Career (reward and job satisfaction).
 4. Environment (effects on the world and individual responsibilities).
7. **Know days which are important to you.**
 - A. Know your birthday.
 - B. Know the birthdays of your parents.
 - C. Know the birthdays of your brothers and sisters.
 - D. Know important holidays and why they are important.

Social Studies Standards

First Grade (Understand the Family)

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

1. Develop abilities in social studies.

- A. Think clearly and solve problems about social studies (classify, decide, estimate, solve, compare).
- B. Talk and write clearly about social studies (present, persuade, collaborate, explain, recommend).
- C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
- D. Use 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 conduct and present research (locate and organize information, write, and present).
- B. Be able to relate social studies to your life.
 - view life from other perspectives and others' point of view
 - explain the effects important inventions, events, people, and moments have on you
 - think about other people and other places to solve problems and make decisions
 - relate current events to your life (be able to talk about current events)
- C. Possess technical skills:
 - listen/read/dictate/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary
 - technology: word processing, Internet, AV production

Course Content

3. Understand how families are similar.

- A. Know the meaning of family.
- B. Know the roles and responsibilities of parents.
- C. Know the roles and responsibilities of children in a family.
- D. Know how families earn and spend money.
- E. Know the rules of the family.
- F. Know what groups the family belongs to.

4. Understand how families are different.

- A. Know about the families of others in the class and what is important to these families.
- B. Know about families around the state, country, and world and what is important to these families.
- C. Know about families in history and what was important to these families.
- D. Be able to say how other families are like and not like your family.

5. Understand the history of your family.

- A. Be able to learn and tell the history of your mother and father.
- B. Be able to learn and tell the history of brothers and sisters and any other important members of your family.

6. Understand your roles and responsibilities in the family.

- A. Know how important every member of the family is.
- B. Know why rules are important.
- C. Be able to follow rules and directions of the family.
- D. Be able to do your own share.
- E. Be able to keep your word.
- F. Be able to be honest and trustworthy.
- G. Be able to cooperate in the activities of the family.
- H. Be able to appreciate the contributions of others in the family.
- I. Be able to respect the rights of others in the family.
- J. Know what is important to the family.

7. Understand the relationship between the family and other groups of people.

- A. Be able to relate your family to your neighborhood, community, state, country, the world, and other groups (such as school, church/synagogue/mosque/temple, local organizations).
- B. Be able to locate where your family lives on maps of your neighborhood, community, state, country, and world.

Social Studies Standards

Second Grade (Understand the Neighborhood)

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

- 1. Develop abilities in social studies.**
 - A. Think clearly and solve problems about social studies (classify, decide, estimate, solve, compare).
 - B. Talk and write clearly about social studies (present, persuade, collaborate, explain, recommend).
 - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
 - D. Use 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 conduct and present research (locate and organize information, write, and present).
 - B. Be able to relate social studies to your life.
 - view life from other perspectives and others' point of view
 - explain the effects important inventions, events, people, and moments have on you
 - think about other people and other places to solve problems and make decisions
 - relate current events to your life (be able to talk about current events)
 - C. Possess technical skills:
 - listen/read/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary
 - technology: word processing, Internet, AV production

Course Content

- 3. Understand what makes up a neighborhood.**
 - A. Know what a neighborhood is.
 - B. Be able to read maps of a neighborhood.
 - C. Know what things are in a neighborhood.
 - D. Know the geography of a neighborhood (school, businesses, parks, streets, other places).
 - E. Know how a neighborhood is part of a community, state, and country.
 - F. Know about the history of the neighborhood.

- 4. Understand how to work, play, and travel in a neighborhood.**
 - A. Know how to get to and from school and other places.
 - B. Know who to go to for help.
 - C. Know about the groups and organizations in the neighborhood.
 - D. Know how the neighborhood is constantly changing.
 - E. Know the ways people earn a living in the neighborhood.
 - F. Know recreation in the neighborhood.

- 5. Understand neighborhoods throughout the world.**
 - A. Know about neighborhoods throughout the state.
 - B. Know about neighborhoods throughout the country.
 - C. Know about neighborhoods in other countries.
 - D. Know about neighborhoods in history.
 - E. Be able to compare the neighborhoods of others to your own.

- 6. Understand the responsibilities of living in a neighborhood.**
 - A. Be able to cooperate for the good of all.
 - B. Be able to help to make things happen.
 - C. Be able to respect the rights and property of others.
 - D. Be able to help the neighborhood succeed.
 - E. Be able to care for the neighborhood (environmentally and ecologically).

Social Studies Standards

Third Grade (Understand the Community)

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

1. **Develop abilities in social studies.**
 - A. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, compare, simplify).
 - B. Communications (present, persuade, collaborate, explain, 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 conduct and present research (locate and organize information, write, support, and present).
 - 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 and other places) to solve problems and make decisions
 - relate current events to your life (know sources related to current events, be able to talk about current events)
 - C. Possess technical skills:
 - read/write/present: instructions, chart, thank you letter, letter of request, letter of response, proposal, research report, summary
 - technology: word processing, database, Internet, AV production

Course Content

3. **Understand what makes up a community.**
 - A. Know what a community is and what is included in it.
 - B. Know how a community is governed.
 - C. Know about the finances (resources, goods, taxes) of a community.
 - D. Know about the history of your community.
 - E. Know the importance of businesses and services in a community.
4. **Understand the geography of the community.**
 - A. Be able to read and make maps of a community.
 - B. Know how a community relates to a state and country.
 - C. Know how a community is affected by its geographical location.
5. **Understand how to be a part of a community.**
 - A. Know how to travel throughout a community (transportation).
 - B. Know the importance of the rules (laws and expectations) of a community and be able to follow the rules of your community.
 - C. Know how a community's needs are met (services).
 - D. Know about the groups, clubs, and organizations in the community.
 - E. Know how the community is constantly changing.
6. **Understand the similarities and differences of communities throughout the world.**
 - A. Be able to relate your community to communities throughout the state.
 - B. Be able to relate your community to communities throughout the United States.
 - C. Be able to relate your community to communities in other countries.
 - D. Know how communities in history were similar and different from communities today.
7. **Understand the responsibilities and benefits of living in a community.**
 - A. Be able to follow the rules (laws and expectations) of the community.
 - B. Be able to respect the rights and property of others.
 - C. Be able to participate in a community to make a difference (volunteer, cooperate, do your share).
 - D. Know what is important to a community (pride and culture).
 - E. Be able to fulfill your responsibilities as a member of a community.

Social Studies Standards

Fourth Grade (The Earth and Its People)

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

1. Develop abilities in social studies.

- A. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
- B. Communications (present, persuade, collaborate, explain, 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 conduct and present research (locate and organize information, write, support, and present).
- 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 and other places) to solve problems and make decisions
 - relate current events to your life (know sources related to current events, be able to talk about current events)
- C. Possess technical skills:
 - read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary
 - technology: word processing, database, Internet, AV production

Course Content

3. Possess a visual sense of our world.

- A. Be able to use a globe to clarify your knowledge of the earth (hemisphere, latitude, longitude).
- B. Be able to use charts and maps to show land and water forms (continents, oceans).
- C. Be able to use charts and maps to show different regions of the world (desert, plains, forest, mountain).
- D. Be able to develop charts and maps which show key information such as population, resources, climate, and vegetation.
- E. Be able to use map legends effectively (key, scale, directions, symbols).
- F. Be able to picture the world and its major land masses and bodies of water.

4. Understand how living in a geographical region affects how people live.

- A. Know how climate affects the way people live.
- B. Know how regional situations affect the way people live.
- C. Know how the availability of natural resources affect the way people live.
- D. Know how people and the environment interact.
- E. Be able to compare life in various parts of the world with your own.
- F. Be able to compare various parts of the world with your home for similarities and differences.

5. Understand that people are dependent on one another for goods and services.

- A. Know where our food, clothing, and shelter comes from in various regions.
- B. Know which goods and services are produced and delivered in various regions.
- C. Know why people in various parts of the world produce the goods and services they do.
- D. Know how goods and services are shared throughout the global village.
- E. Know how our production of goods and services affects the environment.

Social Studies Standards

Fifth Grade (United States History)

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

1. **Develop abilities in social studies.**
 - A. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
 - B. Communications (present, persuade, collaborate, explain, 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 conduct and present research (locate and organize information, write, support, and present).
 - 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 and other places) to solve problems and make decisions
 - relate current events to your life (know sources related to current events, be able to talk about current events)
 - C. Possess technical skills:
 - read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary
 - technology: word processing, database, desktop publishing, Internet, AV production

Course Content

3. **Understand key influences in United States history and how they shape our lives today.**
 - A. Know key people and events throughout United States history.
 - B. Know key discoveries and inventions throughout United States history.
 - C. Know current and past cultures of the United States.
 - D. Be able to describe key influences from the perspectives in which they occurred.
 - E. Be able to relate key influences to your life.
 - F. Be able to state and support opinions regarding key events, people, inventions, and discoveries.

4. **Possess a mental timeline of key influences on United States history.**
 - 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. **Understand the life of the first Americans.**
 - A. Know where various Native American tribes lived.
 - B. Know about the food, clothing, and shelter of various tribes.
 - C. Know about the culture of Native Americans.
 - D. Be able to view the life of Native Americans from their perspective.
 - E. Know about the Native Americans who lived and/or live in your region.

6. **Be able to use visual skills to help you in understand United States history.**
 - A. Be able to use charts and maps which show key information such as population, resources, movement, and battles.
 - B. Be able to create charts and maps to depict change over time.
 - C. Be able to relate charts and maps to your life.
 - D. Know how and why the geography of the United States has changed through history.

Social Studies Standards

Sixth Grade (World and State 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–World History

3. **Understand key influences which shaped and still shape the world.**
 - A. Know how and where key civilizations were formed.
 - B. Know about key world cultures throughout history.
 - C. Know about the daily life of people at various points in world history.
 - D. Know about key people, events, inventions, and discoveries in the world, including motivation and impact.
4. **Possess a mental timeline of world history.**
 - A. Know how 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 the world.**
 - A. Be able to interpret maps and charts of 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.

Course Content–State History

6. **Understand key influences which shaped and still shape your state.**
 - A. Know about cultures throughout history in your state.
 - B. Know about the daily life of people in history in your state.
 - 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.
7. **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.
8. **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

Grade Seven (World Geography)

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 mental map of the physical characteristics of the world.

- A. Be able to use a globe to show your knowledge of the earth.
- B. Be able to use charts and maps to show land and water forms.
- C. Be able to develop charts and maps which show key information, such as population, resources, climate, and vegetation.
- D. Be able to develop charts, maps, and graphs to depict change over time.
- E. Be able to develop maps, charts, and graphs which show views of the earth at key points in history.
- F. Be able to locate important information on maps, such as population, resources, climate, vegetation, landforms, and water masses.
- G. Be able to use latitude and longitude to locate.
- H. Be able to state and support opinions about the earth based on globes, charts, maps, and graphs.

4. Understand how geography has shaped and changed cultures throughout history.

- A. Know physical characteristics of the world which have been key influences in shaping cultures:
 - know the regions of the world and the culture of the people in each region, including values and behavior
 - know the mountain ranges and water masses of the world and how they have affected people
 - know about the climate of the world and how it has affected people
 - know about the natural resources of the world and how they have affected people
 - know about great boundaries of the world and how they have affected people
- B. Be able to compare the cultures of others with your own and relate cultures to their geographical settings.

5. Understand how various cultures have shaped and changed our world's geography.

- A. Know how the earth has changed physically, including causes and effects.
- B. Know how different cultures have changed the world's geography:
 - physically
 - environmentally
 - ecologically
 - technologically
- C. Know techniques and strategies which have been used to protect and manage the environment.
- D. Be able to predict future changes in the earth.

Social Studies Standards

Grade Eight

(Early United States History–Exploration to Civil War)

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 our early country.

- A. Know about the groups which inhabited the early United States.
- B. Know the cultures of early Americans, including such things as beliefs, values, accepted behaviors, and environment.
- C. Know about daily life in modern United States history, ~~including such things as tools and technology, routines, pleasures, and setting~~ and how history has influenced it's development.
- D. Know about key foreign and domestic events, people, inventions, and discoveries in early United States history.
- E. Know motivations and forces which lead to change in early United States history.

4. Possess a chronological perspective of early 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 show connections among patterns of historical change. Be able to relate key influences to what was happening just before, during, and after the key influences.
- C. ~~Possess a logical sense of progression of early United States history.~~

5. Possess a visual sense of early United States history.

- A. Be able to develop and interpret maps, charts, and graphs which show views of the world at various points in early 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 early 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 early United States history.
- C. Know how key influences changed the lives of various groups in early United States history.

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

- A. Know how culture affected early United States history.
- B. Know how history affected the culture of early United States.
- D. Know about the basic precepts of the Constitution and Bill of Rights.
- E. Demonstrate the value of cultural diversity, as well as cohesion within and across various groups.

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
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

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.
- F. 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:
 - 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 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
 - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
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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.
- G. Know how regulatory agencies affect our lives.
- H. Know the evolution of the Constitution into a democratic document.
- I. 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.