

Social Studies Curriculum

Including Standards and Benchmarks

1. The student will develop an understanding of culture and cultural diversity.

Early Grades

- 2 I a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
- K I c. describe ways in which language, stories, folktales, music, and artistic creations serve as expression of culture and influence behavior of people living in a particular culture;
- 2 I e. give examples and describe the importance of cultural unity and diversity within and across groups.

Middle Grades

- R a. compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns;
- R c. explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture;
- 5 I d. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs;
- R e. articulate the implications of cultural diversity, as well as cohesion, within and across groups.

High School

- P a. analyze and explain the ways groups, societies, and cultures address human needs and concerns;
 - P c. apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
 - P d. compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
 - P e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
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2. The student will develop an understanding of historical perspective.

Early Grades

- K I b. demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
- 2 I e. demonstrate an understanding that people in different times and places view the world differently;

Middle Grades

- R b. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
- 5 I c. identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others;
- 5 I d. identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality;
- I f. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.

High School

- P b. apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
- P c. identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;
- P d. systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
- P e. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events,

- recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgement;
- P f. apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
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3. The student will develop an understanding of people, places, and environments.

Early Grades

- K I b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs
- K I c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- 2 I e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;

Middle Grades

- 5 I a. elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;
- R b. create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;
- R c. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;
- R e. locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationships within the ecosystem;

High School

- P b. create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs;
- P d. calculate distance, scale, area, and density, and distinguish spatial distribution patterns;
- P e. describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population;

- P f. use knowledge of physical system changes such as seasons, climate, and weather, and the water cycle to explain geographic phenomena;
- P g. describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like;

4. The student will develop an understanding of individual development and identity.

Early Grades

- K I e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;
- K I f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;
- 2 I h. work independently and cooperatively to accomplish goals.

Middle Grades

- b. describe personal connections to place as associated with community, nation, and world;
- e. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives, and personal identity;
- 5 - I g. identify and interpret examples of stereotyping, conformity, and altruism;

High School

- P a. articulate personal connections to time, place, and social/cultural systems;
- P b. identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- P c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- P d. apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- P e. examine the interactions of ethnic, national, or cultural influences in specific situations or events;

- P f. analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- P g. compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- P h. work independently and cooperatively within groups and institutions to accomplish goals;
- P i. examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society.

5. The student will develop an understanding of interaction among individuals, groups, and institutions.

Early Grades

- K I a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;
- K I g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

Middle Grades

- 5 I c. describe the various forms institutions take and the interactions of people with institutions;
- 5 I d. identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity;
- 5 I e. identify and describe examples of tensions between belief systems and government policies and laws;
- R g. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

High School

- P a. apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;
- P b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- P c. describe the various forms institutions take, and explain how they develop and change over time;
- P d. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;

- P e. describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- P f. evaluate the role of institutions in furthering both continuity and change;
- P g. analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- P h. explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

6. The student will develop an understanding of government and citizenship.

Early Grades

- 1 I a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class; and as citizens;
- 2 I b. explain the purpose of government and
 - e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
- 1 I j. recognize and interpret how the "common good" can be strengthened through various forms of citizen action.

Middle Grades

- b. describe the purpose of government and how its powers are acquired, used, and justified;
- e. identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government;
- 5 I f. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- 5 I g. examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- h. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;

- i. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making;

High School

- P b. explain the purpose of government and analyze how its powers are acquired, used, and justified;
- P c. analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
- P e. compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings;
- P f. analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- P g. evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
- P h. explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- P i. locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view;
- P j. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- P k. analyze and evaluate the influence of various forms of citizen action on public policy;

7. The student will develop an understanding of how people organize for production, distribution and consumption of goods and services.

Early Grades

- 1 I b. distinguish between needs and wants;
- 2 I g. explain and demonstrate the role of money in everyday life;

High School

- P a. explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
 - P b. analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
 - P c. consider the costs and benefits to society of allocating goods and services through private and public sectors;
 - P d. describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations;
 - P f. compare how values and beliefs influence economic decisions in different societies;
 - P g. compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
 - P h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
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8. The student will develop an understanding of global connections and interdependence.

Early Grades

- 1 I a. identify and describe examples in which science and technology have changed the lives of people and the physical environment, such as in homemaking, childcare, work, transportation, and communication;
- K I b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;
- 2 I d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species; and environment protection;

Middle Grades

- a. examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare;
- 5 I b. show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their

- relationship to the land, animal life, family life, and economic needs, wants, and security;
- 5 I e. seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict;
 - 5 I f. describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
 - g. explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality;
 - 5 I h. describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people;
 - 5 I i. demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights;

High School

- P a. identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- P b. make judgements about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
- P c. analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change;
- P e. recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures;
- P f. explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstandings;
- P g. explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- P h. analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality;

- P i. analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns;

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