

DOCUMENT RESUME

ED 073 558

24

EA 004 948

TITLE Course Goals in Social Science, Grades K-12. Critique Draft.

INSTITUTION Multnomah County Intermediate Education District, Portland, Oreg.

SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.; Oregon State Board of Education, Salem.

BUREAU NO ER-2-J-032

PUB DATE 72

CONTRACT OEC-X-72-0026(257)

NOTE 544p.; Tri-County Goal Development Project

AVAILABLE FROM Hard copy is not available

EDRS PRICE MF-\$0.65 HC Not Available from EDRS.

DESCRIPTORS Behavioral Sciences; Course Content; *Course Objectives; *Curriculum Development; *Development; Economics; Educational Accountability; Educational Objectives; Geography; History; Political Science; Public Schools; *Social Sciences; *Social Studies

ABSTRACT

This document on course goals in the social sciences is one part of a critique series dealing with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. Course goals in the social sciences are organized according to five subject matter areas: geography, history, behavioral science, economics, and political science. Goals in geography are further subdivided into units on geographical analysis and unique aspects of geopolitical regions. History goals are divided into broad study of history, world history, and history of the various continents. Behavioral science goals include goals in sociology, anthropology, and psychology. Economic goals are organized according to the broad subject areas in economics: macroeconomics, microeconomics, the production of goods and services, the consumption of goods and services, money, economic growth, international trade, comparative economic systems, and economic problems. Political science goals are organized by political organization, political institutions, political behavior, political ideology, the individual in the political system, international relations, comparative modern governments, and political problems. Related documents are EA 004 941-947 and ED 061 043. (Author/DN)

ED 073558

COURSE GOALS IN SOCIAL SCIENCE

GRADES K-12

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to _____

In our judgement, this document is also of interest to the following libraries listed to the right. Indexing should reflect these special points of view.

CRITIQUE DRAFT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A cooperative project of the school districts of Clackamas, Multnomah, and Washington Counties, and partially funded through grants from U.S. Department of Health, Education & Welfare, Office of Education, and Oregon Board of Education



PERMISSION TO REPRODUCE THIS COPY HAS BEEN GRANTED BY MICROFILM ONLY. HARVESTED FROM THE ERIC ARCHIVE. BY
Robert Allenford
Project Coordinator

© Local and intermediate education school districts of Clackamas, Multnomah, and Washington Counties

DA 001 016

And materials in the following books:

Course Goals General Introduction

Course Goals in Art, Grades K-12

Course Goals in Biological and Physical Science, Grades K-12

Course Goals in Health Education, Grades K-12

Course Goals in Language Arts, Grades K-12

Course Goals in Mathematics, Grades K-12

Course Goals in Music, Grades K-12

Course Goals in Physical Education, Grades K-12

Course Goals in Social Sciences, Grades K-12

are to be reproduced only with permission of the Tri-County Goal Development Project Coordinator, Robert Allenbrand, who may be contacted through the Multnomah County Intermediate Education District, P. O. Box 16657, Portland, Oregon 97216.

It is a precondition of such approval that each set of materials reproduced and bound together must have bound to it as its first page the following statement:

This material is reproduced from

(Insert the name of the volume here)

- © Local and intermediate education school districts of Clackamas, Multnomah, and Washington Counties. 1972

With permission of Robert Allenbrand,
Tri-County Goal Development Project
Coordinator

SOCIAL SCIENCE
TPEI-COUNTY GOAL DEVELOPMENT PROJECT

Source Goal Developers

Judith Corbett, Portland
Lynda Falkenstein, Portland
James Galluzzo, Archdiocese of Portland
Maryliz Gilmore, Portland
Suzanne Henderson, Reynolds
Joseph Hood, Portland
Wesley Johnson, Parkrose
Matilda Kartevold, David Douglas
Donna Mannino, Portland
Ann McNamee, Archdiocese of Portland
Linda Peters, Portland
Virginia Snodgrass, Lynch
Jean Turrentine, North Clackamas
Peter Walker, North Clackamas

Project Directors

Jack Allen, Multnomah IED
Peter Wolmut, Multnomah IED

Project Coordinator

Robert Allenbrand, Multnomah IED
Walter Hathaway, Portland

Research, Supervision, and Training

Victor Doherty, Portland
Walter Hathaway, Portland

Career Education Resource

Clifford Ferry, Portland
Vivian Grubb, Portland
John Havery, Portland
Karl Hendrickson, Portland
Catherine Williams, Portland

Media Resource

Harold Arendt, Portland
Alice Young, Lynch

Curriculum Resource

Al Grubb, Oregon Board of Education
Bus Nance, Oregon Board of Education
Ronald Smith, Portland

Editing

Lynda Falkenstein, Multnomah IED
Clifford Ferry, Portland
Sandra Scofield, NWREL

Project Steering Committee

Jack Allen, Multnomah IED (Curriculum)
George Anderson, Washington IED (Evaluation)
Maynard Christensen, Washington IED (Curriculum)
Victor Doherty, Portland (Evaluation)
Jim Gunderson, Multnomah IED (Data Processing)
Richard Harris, Clackamas IED (Curriculum)
Richard Hermanson, Portland (Data Processing)
Robert Rintoul, Clackamas IED (Data Processing)
Anna Thomas, Clackamas IED (Evaluation)
Clifford Williams, Portland (Curriculum)
Peter Wolmut, Multnomah IED (Evaluation)

INTRODUCTION

A detailed description of the needs to which this collection of resources is responding, the background, the goal types, the goal codes, and the potential uses of this collection of course goals and their supporting materials are to be found in the accompanying booklet, Course Goals General Introduction. The aim of that booklet is to provide users of the course goal collections in Art, Biological and Physical Science, Health Education, Language Arts, Mathematics, Music, Social Science, and Physical Education with a comprehensive guide to the use, revision, and further development of these planning and evaluation resources.

This brief additional introduction has the more practical goals of: (a) presenting a brief orienting overview of the purposes, nature, and potential uses of the products of the Goal Development Project, and (b) demonstrating how to read and interpret the materials in this collection.

Following is a guide to the contents of the introduction:

	<u>Page</u>
The purposes, nature and potential uses of this Course Goal collection:	
Why do we need to state learning goals?	2
What kind of goals are in this collection?	2
How do program and course goals differ from behavioral and performance objectives?	3
Where did the program and course goals come from?	5
What can the goals in this collection be used for?	6
Will help be available for evaluating attainment of goals in this collection?	9
Is this the final version of the program and course goals?	10
How to read and interpret the materials in this collection	11

The purposes, nature, and potential uses of this Course Goal collection.

Why do we need to state learning goals?

If the basic purpose of education is to help learners to grow and change, then educators and learners must decide and communicate to one another what directions that growth should take and what changes are possible and desirable. Parents, school boards, and the community also have a role to play in influencing educational growth and change. This responsibility can be exercised most rationally if the proposed directions of that growth and change are shared with them in clear and explicit goal statements.

This collection of program and course goals in Social Science is a nonprescriptive resource for educators and boards of education who wish to design and execute learning plans and policies more efficiently and effectively. It is envisioned that school systems will select from this collection those program goals they subscribe to; that schools within a system will select those course goals they believe appropriate to the needs of their communities and students; and that teachers will devise experiences and testing methodologies to meet these goals that are appropriate to the interests and abilities of their students.

What kind of goals are in this collection?

Two types of learning outcomes are included in this collection -- program goals and course goals. They differ in level of generality, with program goals describing broader outcomes and course goals the more specific outcomes relating to them. Also, they differ in the type of planning for which they are suited. Program goals usually serve as guides to planning and organizing programs at district and area levels. Course goals usually serve as guides to planning courses in schools, departments, and classrooms.

At the classroom teacher level the course goals must undergo a final translation into instructional goals and learning experiences. Relying upon the professionalism of teachers, the Goal Development Project has chosen not to intrude into this level, which is concerned with the professional assembling and adapting of resources and methodology needed to achieve the course goals.

How do program and course goals differ from behavioral and performance objectives?

Figure 1 is an illustration from Social Science of four levels of goals. Examples of behavioral and performance objectives have also been added to show how they differ from the program and course goals defined in the Project.

Note that program and course goals clearly specify a desired learning outcome. But the "behavioral objective" specifies the method of measurement as well as the desired behavior, while "performance objective" adds prerequisites and proficiency level.

The Tri-county Goal Development Project has chosen to produce program and course goals which are suitable for instructional planning, without being constrained by the measurement demands of behavioral objectives or the prerequisites and proficiency levels of performance objectives. Thus, teachers and students are provided explicit statements of possible learnings for which they can accept accountability in ways most suitable to their instructional circumstances. The teacher and student are free to select those methods of achieving selected outcomes which seem most promising within the constraints of their resources and capabilities. This provides for more flexible teaching and learning than teaching machines and other teaching systems based on behavioral and performance objectives. Such an approach places greater demands on the ingenuity

Figure 1

System Goal	[The student possesses the knowledge and skills necessary to function as an informed, competent member of society capable of solving personal problems and of contributing to the solution of social problems.
Program Goal	[P. The student is able to employ rational processes and valid knowledge from the social sciences and history in the analysis of social problems.
Course Goal	[K. The student knows how the forces of demand and supply affect regional development (e.g., availability of natural resources affects population growth).
Instructional Goal	[K. The student knows the principal effects of the discovery and production of oil on the development of the Middle East.
Behavioral Objective (Method of Measurement Specified)	[Given a list of ten possible effects of the discovery and production of oil on the development of the Middle East, the student will identify the five actual effects.
Performance Objective (Prerequisites and/or Proficiency Levels Specified)	[Given a list of ten possible effects of the discovery and production of oil on the development of the Middle East, the student will identify the five actual effects with 80% accuracy.

Note: The progression from system to instructional level goal is simply a succession of subdivisions into increasingly specific subparts that are more useful for curriculum and classroom planning. In the example, goals at both the course and instructional levels may be somewhat too general. This illustrates the arbitrariness of cutting into the subdividing process at any point and saying, "This level of generality is suitable for curriculum (or classroom) planning." Some general goal statements may require twenty subdivisions and others only three to meet the requirements of curricular or classroom planning. It is important that goals at each point of subdivision clearly support and develop the more general goal from which they are derived.

and professionalism of teachers but has far greater potential because of its consistency with motivational principles and its reliance on the trained judgment of the professional on the scene.

Where did the program and course goals come from?

The program goals were prepared by the Portland School District Evaluation Department in consultation with administrators, teachers, and curriculum specialists throughout the metropolitan Portland area. The course goals were developed by outstanding teachers guided by such models and guides as were available, and supported by tri-county and Oregon State Board of Education curriculum and evaluation personnel.

More than 40 local school districts in the tri-county area of metropolitan Portland are active in the Project. This has been achieved through the leadership of the intermediate educational districts of the three counties. Representatives from Oregon school districts outside the metropolitan Portland area, from Washington State, and from private school systems have also made valuable contributions.

Its broad base of participation strengthens the Project in a number of ways. First, it provides greater financial and personnel support than any single participant could provide. Second, it makes it possible to draw upon a large and nationally representative pool of teacher talent in organizing goal development committees. Third, it provides a widely representative testing ground for the theories and products of the Project. In less than two years there have already been substantial payoffs. Reports indicate that even the critique collections have been used extensively in curriculum development and evaluation the past year and summer.

School districts contribute services of teachers to the Project, using local curriculum funds. Other current sources of support are the Oregon Board of Education, the Small Grants Program of the Regional

Office of the U.S. Office of Education, and curriculum and evaluation funds of the Multnomah, Clackamas, and Washington County Intermediate Education Districts and the Portland Public Schools.

The contributions of the Oregon State Department of Education and USOE are small in terms of the total budget of the Project, but the involvement is significant. The Project's goals are consistent with the State's interests in better educational management practices and instructional improvement. State involvement has already proved important in disseminating products, and the Project has had an influence on state developments in PPBS and educational goals at the legislative and state board level. Finally, USOE involvement provides future potentials for national dissemination and involvement.

What can the goals in this collection be used for?

School systems may use the collections as a yardstick by which to measure the adequacy of goals and objectives already in use. Goals and objectives of local courses of study and textbooks can be contrasted with the goals in this collection to see how complete they are and how well they provide for different interests, abilities, and levels of achievement. They can also be evaluated for conciseness, clarity, and accuracy using these course goals as models.

These kinds of studies can be undertaken by teachers from all levels of a school system (to assure articulation and philosophic unity); across grade levels, division, or high school departments (to assure agreement as to goals and ways and means of attaining them) or by individual teachers.

A related use of the goals is as a starting point for reviewing what the schools should teach and the materials to be used to support teaching. The logical sequence of discussions about what is important to teach and learn is to move from broad policy goals to program goals to course goals,

with appropriate community-board-staff-teacher-student representations at each level. The taxonomic classifications of this collection can serve as a check on higher order goal formulations, and the goals themselves can function as generators of lower order objectives and instructional plans.

The project provides an important resource for improving the quality and extent of participation of students, parents, teachers, school boards, and other citizens in deciding the mission of the schools. An intensive look at the roles of each participating group in generating, reviewing, contributing to, and approving goals will be a future task of the Project.

Another use of the collection is to provide a basis for teaching-learning accountability. If a school approves all or part of the course goals for its students, grade level, divisional, or departmental representatives may choose from them those that are best suited to individual or group aptitudes and interests.

It is possible for teachers to review goals with each student and contract for their attainment if a completely individualized program is desired. Or, it is possible to stake out a set of goals for target groups (regular classes, special classes, mini-courses, etc.). In any event, the goals themselves are sufficiently explicit that means of teaching them and of evaluating their attainment can be devised and applied individually or to groups to suit the needs of teachers and management.

Another use of the collection is the rewriting and development of courses and curricula. By making curricular options explicit and sharable, the collection can help in the development of new or modified courses of instruction and the design or redesign of curricular experiences. One important example of curriculum development fostered by this collection is cross-disciplinary education. Probably no concept is currently more

abused than "interdisciplinary education." While the goals of subject matter learning, are at least implicit in the textbooks and other materials used by teachers, the goals of interdisciplinary education do not have even that questionable point of tangible reference. The Tri-county Project, through its extensive coding and retrieval systems, permits selection of goals in terms of various combinations of subject matter, educational level, types of knowledge and process, career education program goals, concepts and values, and index words. This system provides important cues for interdisciplinary planning. The goals, although printed in subject collections such as science, social science, mathematics, music, etc., may be related and grouped in and across subjects through computer retrieval by requesting those goals bearing one or more of the seven code parameters. Thus, for example, a teacher interested in a unit on marine biology can request goals dealing with related concepts in science, social science, language, mathematics, or any other subject field.

A final use of this collection is for long-range planning and systematic control of educational development. The past few years in education have demonstrated that few results of experimentation and development are transportable. The inability of educators to define clear, unambiguous statements of desired learning outcomes is an important underlying cause. The Tri-county Project is establishing sets of goals that may be used consistently for instructional planning and evaluation. The sets are open and are added to each time teachers or curriculum planners specify appropriate learnings not represented in the original collections. However, any statement admitted to the collection undergoes a rigorous process of statement, definition, and coding to insure that its utility to teachers is equal to goals already in the collection.

These collections will support all curriculum development activities in the Portland School System within a year or two, and in many other school districts in the tri-county area as well. The stability this will provide educational experimentation and development is apparent. The power of the goal collections themselves in promoting good educational planning and the ease and convenience it affords teachers in that planning is equally evident.

Other uses can be cited, but districts will discover these. In all of the above activities, districts are invited and encouraged to use the collection selectively and to add their own goals wherever this collection is insufficient to their needs. We hope that where they do add and modify, they will use the feedback forms and contribute to the expansion and improvement of the original collection.

Will help be available for evaluating the attainment of the goals in this collection?

The principal measurement-related product sought by the project developers is a set of test items related to each course goal. This set is to be so comprehensive that any teacher who selects a course goal and translates it into one or more instructional goals will be able to retrieve items, or at least examples of items, appropriate to assess the attainment of his instructional goals.

The Project is beginning to define evaluation models appropriate for assessment of goals in each of the classes of knowledge and process. These models will be used to guide both psychometricians and teachers in the development of criterion referenced test items appropriate for measuring each type of knowledge and process. Teachers using the course goals during the period the items are being developed will be asked to supply copies of their periodic and final examinations to provide materials for a comprehensive set of test items. Teacher aids for test item development based on

the different goal types are being prepared to insure the quality of the item bank. As soon as theoretical formulations relating to values, generalizations, and concepts are refined and consistent, similar work will begin in developing evaluation models and items for those classes of learning. This work should take two to five years to complete, depending on resources.

Is this the final version of the program and course goals?

No. In the development of both the program and the course goals, an effort was made to make them comprehensive, realistic, and immediately applicable to schools as they are currently organized. At the same time, these goals and the taxonomy are to be revised and improved as they are subjected to use and scrutiny by teachers and curriculum personnel. This is to be accomplished through the feedback instrument distributed with these goals.

As time passes, new goals will be called for. For this reason a provision is being made for the continual review and revision of the goals. This will be largely dependent on feedback from the field. Thus, what is being created is a complete, dynamic, open system for goal-based learning and evaluation. Such a system will be a useful resource to all those seeking to improve their understanding of what should be learned, how it should be learned, and how evaluated.

How to read and interpret the materials in this goal collection.

Following this introduction there are four sets of indexes for retrieving course goals (indicated) by four different colors: subject matter taxonomy, pink; knowledge and process classifications, yellow; subject area program goals, blue; and career education program goals, green.

Codes on the course goals refer to the materials on the colored pages. The colors are to help you find the meaning of a code found beside a course goal. Below is a description of how to read and interpret a page of course goals and its codes.

The bulk of the pages in this collection are taken up with the course goals themselves and their codes. Since our aim here is to learn how to read, interpret and use these goals, let us look at and discuss a sample page of them from the Social Science collection. (Please see following page.)

The number headings of the left hand column (1. Geography, 1.2 Unique Aspects of Geopolitical Regions) are those sections and subsections of the subject matter taxonomy under which the goals on this page are classified. The subject matter taxonomy which is to be found on the pink pages in the front of the book serves as a table of contents for this collection.

By looking through the taxonomy, a user can find what topics are covered and can turn to those in which he is interested. Also, the headings may be used along with one or more of the other codes to retrieve subsets of goals from the computerized storage system. Finally, the taxonomies form a comprehensive but brief overview of the topics in each subject area judged important in K-12 curricula. As such, they form a valuable and convenient tool for curriculum and materials review and planning.

The next thing we note in column (1) under the heading "1.21 Earth (Cont.)" are the Course Goals themselves. Some goals in this column have a bracket to their left. The goals inside the bracket are logically related and may be viewed

SOCIAL SCIENCE

(1)

1. Geography

1.2 Unique Aspects of Geopolitical Regions

(2) (3) (4) (5) (6) (7)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.21 Earth (Cont.)</u>						
The student knows terms descriptive of regional development such as region, primary and secondary, manufacturing activities, linkages, export base, regional demand.	I U H	K2	2b		1.16	
The student knows that the level of development of a region depends primarily upon communication and transportation.	P I	K8	1b 3a 4b		1.17 3.33 3.25 4.247	(C) Urban growth (C) Community (C) Technology (V1) Creativity (V1) Imaginative ness
The student knows how the forces of demand and supply affect regional development (e.g., availability of resources, population shift).	I U H	K8	2b 3b 4b	4b	1.18	(C) Economic system (V1) Efficiency
The student knows that the need for goods and services in a region fosters trade and interdependence.	P I U H	G2 K8	2a 2b 6c	2c 4b	1.18 1.611	(C) Economic interdependence (V1) Cooperation
The student knows ways that a region's ability to expand export-import capabilities affects its growth potential.	I U H	K8	2b 5a 7b		1.18 4.22 4.312	(C) Regional development (C) Production
The student knows that the level of technological development of a region affects its degree of dependence on the environment and its power to change the environment.	P I U H	K8	1a 1b 2b		1.18 4.247	(C) Technology (C) Community (V1) Innovative- ness
The student knows that the economy of a region is affected by the development of natural resources.	P I U H	K8	1a 1b 2a 2b	2a 4b	1.18 4.214 4.822	(C) Natural resources (C) Economic system (V1) Innovative- ness

The column (2) on the page as we move from left to right is headed "Level P/I/U/H" (primary, intermediate, upper, and higher). This code provides the teacher or curriculum planner an estimate of the level or levels at which the learning is appropriate. Many times the nature of the goal suggests continued learning over several levels, in which case all levels involved are coded. These indications of level are suggestive only, for it is evident that the appropriate time for learning varies with the interests and abilities of students.

The third column (3) is headed "Knowledge or Process Classifications." The classifications referred to are described at the front of the book on the yellow pages. All goals are roughly classified as knowledge or process depending upon whether they deal with something that is to be known or something the student is able to do. All goals, therefore, begin with the words, "The student knows..." or "The student is able to..."

The familiar knowledge/process distinction is further subdivided into twelve knowledge and seventy-nine process categories to which all course goals have been coded. It will be noted that these classifications owe a partial debt to earlier researchers; notably, Benjamin Bloom, David Krathwohl, Robert Glaser, Henry Walbesser, and Ralph Tyler in Education; Robert Gagne and Robert Miller in Psychology; Jean Piaget and Jerome Bruner in Child Development; and others.

At this point the reader may question the reason for the rather detailed and elaborate system of classifying educational outcomes that has evolved during the Project. We have found that providing teachers with these classification systems has resulted in a more critical approach to the writing of goals. A teacher in attempting to place a goal in its appropriate category may find that its intent is clearly related to one of the categories but its form of expression does not immediately identify it with that category. By rewording the goal, the teacher brings the true intent of the goal into sharper focus, and in almost every instance improves its meaning and clarity. We have also found that the

detailed classifying of knowledge and process goals provides insight into alternative ways of using them for teaching and evaluation. For example, the G2 and K8 beside the fourth goal on the preceding page indicate that it is a simple generalization (G2) and that it deals with knowledge of cause and effect (K8). Work has begun in analyzing and suggesting to teachers the types of measurement appropriate for generalizations and for the various knowledge subtypes. This work will be extended to process learning as rapidly as resources permit.

In addition to labeling process goals wherever they appear in the collection with the appropriate process classification, goals on the methods and theories of each of the five subdisciplines of Social Science (geography, history, etc.) have been written at the beginning of the goals on each of those areas. The varied and detailed labeling and spelling out of the processes as well as the important knowledge content in social science allows these collections to be a valuable resource to those interested in following the process oriented "New Social Studies" approach as well as those wishing to stress more traditional content oriented approaches.

Column (4) on the page is headed "Subject Area Program Goals." In this column we find the number of one or more of the program goals found in the front of this book on the blue pages. The definition of this type of goal and its relation to course goals was discussed earlier. Here it is enough to recall that program goals are more general than course goals and that a set of program goals should constitute a description of the major overall learning outcomes expected from a program. Each course goal is cross-coded to the program goal(s) to whose attainment it is most directly related.

Column (5) on the page is headed "Career Education Program Goals." In this column we may find the code of one or more of the Career Education program goals found in the front of the book on the green pages. Career education, as envisioned by the coders, concerns the total life of an individual

including day-to-day living, vocation, avocation, and leisure. Nearly every course goal bears at least an indirect relationship to career education viewed in that manner. Only those course goals, however, which have a "direct" relationship to a career education program goal have been coded to that program goal.

A "direct" relationship was interpreted to exist between a course goal and a career education program goal if a teacher could easily and naturally attach some career meaning to the instruction relating to that course goal and thus readily integrate the teaching of career education into teaching his subject. The restriction of the codings to direct relationships as just defined means that codings to career education program goals are relatively rare in the goals written under the more detailed and technical parts of a subject's taxonomy such as the Geography section of the Social Science taxonomy.

A reader should not assume that because a course goal is cross coded to a career education program goal that he should make an effort to relate it to career education in every case. That is up to himself and the policies to which he is responsible. This coding provides suggestions, not prescriptions, for curriculum planning and teaching.

A teacher may use this coding as a help in integrating a discipline and career education and vice versa, by asking himself the following question: "When I am teaching this goal, is there some aspect of career education that can usefully and naturally be brought to the attention of my students?" The cross coding suggests that the answer is yes and what the aspect may be.

The career education code used with these goal collections makes them the first operational resource for "integrating career education and the rest of the curricula." Naturally a great deal of work has to be done to refine and extend the beginning which the present cross codings represent.

The relation of Social Science and career education is dealt with somewhat differently and more directly in the goals found under the subheadings "3.32 Social Stratification," "4.2 Production of Goods and Services," "4.3 Consumption of Goods and Services," and "5.65 Career Opportunities." The Project will continue to explore the validity and possible extensions of both the latter method of writing goals specifying the relation of a subject area and career education, and also the former complementary approach of cross coding goals throughout the collection to their point of contact with career education.

The coding "Other Related Content Taxonomy Headings" under column (6) is provided since goals are often rightly classified under more than one subject heading. The numbers in this column refer to the taxonomy on the pink pages at the front of the book. For purposes of computer retrieval, it is possible to request all goals which deal with a particular subject heading, and to extract not only the goals placed under that heading, but also all other goals cross-referenced to it wherever they are located in the collection. While this capability presently exists only within a subject field, it later will be provided among subject fields.

Column (7) on this page is headed "(C) Concept/(V1, V2) Value Words." This form of code is one of the newest and potentially most useful ways to describe and retrieve sets of goals, especially for interdisciplinary learning. Although explicitly singling out the concepts and values dealt with in goals is theoretically very interesting and useful, in practice it is very difficult since no valid lists of such concepts and values exist in the various subject areas. Accordingly, the codings applied in this critique edition should be viewed as experimental attempts made to solicit constructive criticism.

The paragraphs below describe briefly the definitions and procedures used in applying this code.

Words chosen to characterize values and concepts represent residuals of experience that influence the way individuals perceive and behave. Thus, the word freedom connotes certain behaviors associated with the ideal state. Likewise, a word like honesty characterizes a set of behaviors which viewed from a societal perspective characterizes an individual as honest. From an educator's point of view, the only resources available to help students acquire the desired concepts and behavioral tendencies are the knowledge and process learnings planned for and with students.

The words designating the major concepts to which a goal relates are written beside that goal in this fifth column. Words identifying concepts are preceded by "(C)" to distinguish them from the value words found in the same column.

A glance through the subject matter taxonomy on the pink pages at the front of the book reveals many headings which themselves are concept words. These headings have not been repeated as concept words on every goal under that heading, but only on those which bear the most direct and general relationship to the concept designated.

Especially important in considering the nature of values is the distinction between the instrumental processes of clarifying and forming values (V2) and values as end products to be inculcated and strived toward (V1). The curricular and methodological implications of teaching toward values as end products are entirely different from those concerned with the processes of value clarification and formation.

In helping students acquire and strive to attain values (V1), the educator must rely upon teaching knowledge and skills that have a logical bearing upon these values. Where he is concerned with the teaching of value clarification and formation processes (V2), he must teach such conventional skills as verifying information, relating information to criteria, and other methods of

clarifying personal and social values by which the clarification, interpretation, and internalization of information can be accomplished. These are the same processes found in the Inquiry and Problem Solving Processes Classification on the yellow pages at the front of the book and are coded in column (3).

The type of values coded in column (7) of this goal collection is type (VI). Where a goal may be used to inculcate or help a student attain a value, the value is named in this column and a "(VI)" is written in front of it. Where a process related to value formation is dealt with in a goal, it will be a process goal. The process will be indicated by the process code in column (3). Values have also been dealt with explicitly in several sections of the Social Science Taxonomy and the goals indexed by them; notably sections "3.26 Cultural Values," "3.6 Individual in Society," "3.7 Social Problems," and "5.6 Individual in Political System."

The attempt to deal with concepts (which includes issues) and values provides another means (along with the treatment of processes as well as knowledge) by which this collection can serve as a resource to those wishing to explore and respond to the full range of approaches and orientations being developed for teaching and learning Social Science.

Another useful code is the Index Word. Although it does not appear on the printed page, it is keyed to each goal for retrieval in much the way documents are coded for retrieval in the familiar ERIC retrieval system. Users will have available lists of index words by discipline and across disciplines.

A most important set of materials in this manual is the Feedback Instrument. This instrument calls for the minimum information we need from you, the user, if we are to refine and expand the collection and improve its value to all users. Additional input is welcomed by phone, word of mouth, carrier pigeon, etc., after you have discussed and tried out this resource in your district. Ultimately, the success of the project is dependent on this input.

SUBJECT MATTER TAXONOMY

SOCIAL SCIENCE TAXONOMY

GEOGRAPHY

1. Geography

1.1 Units of geographical analysis

1.11 Cartography

1.12 Geomorphology

1.13 Meteorology/climatology

1.14 Hydrogeology/oceanography

1.15 Biogeography

1.16 Demography

1.17 Cultural geography

1.18 Economic geography

1.2 Unique aspects of geopolitical regions

1.21 Earth

1.211 United States

1.2111 New England

1.2112 Middle Atlantic

1.2113 Midwest

1.2114 South

1.2115 Great Plains

1.2116 Rockies and intermountain areas

1.2117 Pacific coast

1.2118 Alaska and Hawaii

1.212 Other geopolitical divisions

1.2121 Canada

1.2122 Mexico

1.2123 West Indies

1.2124 Central America

- 1.2125 South America
- 1.2126 Europe
- 1.2127 Asia
- 1.2128 Africa
- 1.2129 Australia and Oceania

HISTORY

2. History

2.1 The study of history

2.11 Development and theories of history

2.12 Methods of the historian

2.2 World

2.21 Prehistoric age

2.22 Rise of man

2.23 Organizations

2.24 Community

2.3 North American, early

2.31 Pre-Columbian eras

2.32 Discovery and exploration

2.4 North American, historical

Note: The following categories have been considered in generating the goals under each of the history taxonomy headings below.

Geographic setting

Political growth

Economic growth

Social growth

Intellectual growth

Cultural growth

Religion

Leadership

Other

2.41 United States

2.411 Colonial period

2.412 American Revolution

2.413 1787-1860

2.414 1860-1900

2.415 1900-1945

2.416 1945-

- 2.42 Canada
- 2.43 Mexico
- 2.5 Latin American
 - 2.51 Central America
 - 2.52 South America
- 2.6 Europe
- 2.7 Asia
- 2.8 Africa
- 2.9 South Seas
 - 2.91 Australia
 - 2.92 Oceania

BEHAVIORAL SCIENCE

3. The behavioral sciences

3.1 The study of behavioral sciences

3.11 History of behavioral sciences

3.12 Methods of the behavioral scientist

3.13 Relation to social sciences

3.14 Disciplines of the behavioral sciences

3.141 Sociology

3.1411 Historical development of sociology

3.1412 Methods of sociological study

3.1413 Schools of sociological interpretation

3.142 Anthropology

3.1421 Historical development of anthropology

3.1422 Methods of anthropological study

3.1423 Schools of anthropological interpretation

3.143 Psychology

3.1431 Historical development of psychology

3.1432 Methods of psychological study

3.1433 Schools of psychological interpretation

3.2 Culture and society

3.21 Nature of society

3.22 Culture

3.221 Social organization

3.222 Technology

3.223 World View

3.224 Language

3.23 Cultural patterns

- 3.24 Cultural areas
- 3.25 Subcultures
- 3.26 Cultural values
- 3.27 Cultural change
- 3.3 Social interaction
 - 3.31 Social groups
 - 3.32 Social stratification
 - 3.33 Communication
- 3.4 Social institutions
 - 3.41 Family
 - 3.42 Education
 - 3.43 Religion
 - 3.44 Economics
 - 3.45 Government
- 3.5 Social change
- 3.6 Individual in society
 - 3.61 Personality
 - 3.62 Roles
 - 3.63 Socialization
 - 3.631 Biological factors
 - 3.632 Infancy and childhood
 - 3.633 Adolescence
 - 3.634 Maturity
 - 3.635 Old age
- 3.7 Social problems
 - 3.71 Crime and delinquency
 - 3.72 Poverty

- 3.73 Change
- 3.74 Health (See also Course Goals in Health Education)
- 3.75 Population
- 3.76 Minorities
- 3.77 Urbanization
- 3.78 Rural
- 3.79 Family life

ECONOMICS

4. Economics

4.1 The study of economics

4.11 The field of economics

4.111 Macroeconomics

4.112 Microeconomics

4.12 Economic theorists and history

4.13 Methods of economic analysis

4.2 Production of goods and services

4.21 Concerns in decision making

4.211 Economic scarcity

4.212 Economic choice

4.213 Economic specialization

4.214 Economic resources

4.22 Basic factors in production

4.221 Land

4.222 Labor

4.223 Capital

4.23 Organization for production

4.231 Proprietorship and partnership

4.232 Corporation

4.233 Cooperative

4.24 Specialization in economic process

4.241 Agriculture and industry

4.242 Transportation, distribution, and service

4.243 Labor

4.244 Technology

- 4.3 Consumption of goods and services
 - 4.31 Price
 - 4.311 Value
 - 4.312 Relationship of supply and demand
 - 4.32 Distribution of income
 - 4.321 Affluence and poverty
 - 4.322 Unemployment and standard of living
 - 4.33 Personal income
 - 4.331 Buying
 - 4.332 Credit
 - 4.333 Savings
 - 4.334 Insurance
 - 4.335 Investments
- 4.4 Money
 - 4.41 History
 - 4.42 Kinds
 - 4.43 Banking
 - 4.431 Commercial
 - 4.432 Federal reserve
- 4.5 Economic growth
 - 4.51 Measures
 - 4.511 Gross national product
 - 4.512 National income
 - 4.513 Other
 - 4.52 Stability
 - 4.53 Role of government
 - 4.531 Expenditures

- 4.532 Taxation
- 4.533 Debts
- 4.534 Fiscal policy
- 4.6 International trade
 - 4.61 Need
 - 4.611 Interdependence
 - 4.612 Law of comparative advantage
 - 4.62 Role of government
 - 4.621 Protection
 - 4.622 Isolation
 - 4.623 Free trade
 - 4.63 Mechanics
- 4.7 Comparative economic systems
 - 4.71 Democratic capitalism (American)
 - 4.72 Democratic socialism
 - 4.73 Communism
 - 4.74 Fascism
- 4.8 Economic problems
 - 4.81 Special groups
 - 4.82 Total economy

POLITICAL SCIENCE

- 5. Political science
 - 5.1 The study of political science
 - 5.11 History of political science
 - 5.12 Methods and schools of political analysis
 - 5.2 Political organization
 - 5.21 Need for government
 - 5.211 By individual
 - 5.212 By society
 - 5.213 Services
 - 5.22 Historical development
 - 5.221 Ancient world
 - 5.222 Modern systems of government
 - 5.2221 Parliamentary
 - 5.2222 Totalitarian
 - 5.2223 Presidential
 - 5.223 American system
 - 5.224 International organizations
 - 5.23 Form of government
 - 5.231 By structure
 - 5.2311 Republic
 - 5.2312 Monarchy
 - 5.232 By function
 - 5.2321 Parliamentary
 - 5.2322 Presidential
 - 5.233 By behavior
 - 5.2331 Democratic
 - 5.2332 Totalitarian

5.3 Political institutions (U.S.)

5.31 National

5.311 Functional

5.3111 Legislative

5.3112 Executive

5.3113 Judicial

5.3114 Administrative

5.312 Structural

5.3121 Congress

5.3122 Presidency

5.3123 Courts

5.3124 Bureaucracy

5.32 State

5.321 Functional

5.3211 Legislative

5.3212 Executive

5.3213 Judicial

5.3214 Administrative

5.322 Structural

5.3221 Legislative

5.3222 Executive

5.3223 Courts

(5.3224 Administrative)

5.33 Local

5.331 Functional

5.332 Structural

5.34 Intergovernmental

5.35 International

- 5.4 Political behavior
 - 5.41 Formal
 - 5.411 Decision making
 - 5.412 Political parties
 - 5.413 Voting
 - 5.42 Informal
 - 5.421 Public opinion
 - 5.422 Special interest groups
 - 5.423 Mass media
 - 5.424 Propaganda
 - 5.425 Leadership
 - 5.426 Fellowship
- 5.5 Political ideology
 - 5.51 Capitalism
 - 5.511 Evolution of ideas
 - 5.512 Current ideology
 - 5.52 Socialism
 - 5.521 Evolution of ideas
 - 5.522 Current ideology
 - 5.53 Nationalism
 - 5.531 Evolution of ideas
 - 5.532 Current ideology
 - 5.54 Internationalism
 - 5.541 Evolution of ideas
 - 5.542 Current ideology
- 5.6 Individual in political system
 - 5.61 Citizenship
 - 5.611 Rights
 - 5.612 Responsibilities

- 5.62 Socialization
- 5.63 Civil rights
- 5.64 Consumer helps
- 5.65 Career opportunities
- 5.7 International relations
 - 5.71 Need for international cooperation
 - 5.72 Resolution of international conflicts
 - 5.73 Mechanics or framework
 - 5.74 International cooperation
 - 5.75 World community
 - 5.76 Foreign policy
- 5.8 Comparative modern governments
 - 5.81 Geographic distribution of political power
 - 5.811 Unitary (e.g., France)
 - 5.812 Confederate (e.g., United Nations)
 - 5.813 Federal (e.g., Federal Republic of Germany)
 - 5.82 Executive relationship with legislature
 - 5.821 Presidential (e.g., United States)
 - 5.822 Parliamentary (e.g., Great Britain)
 - 5.823 Dictatorial (e.g., Cuba)
 - 5.83 Source of power
 - 5.831 Democratic (e.g., Sweden)
 - 5.832 Totalitarian (Authoritarian)
 - 5.8321 People's Republic of China
 - 5.8322 United Soviet Socialist Republic

- 5.9 Political problems
 - 5.91 Public finance
 - 5.92 Urban growth
 - 5.93 War and peace
 - 5.94 Federal-state relations
 - 5.95 International finance
 - 5.96 Political dissent
 - 5.97 Others

KNOWLEDGE
AND
PROCESS
CLASSIFICATIONS

-Knowledge Categories-

- G1 Principles and Laws
- G2 Simple Generalizations
- K1 Conventions: Names and Nomenclature
- K2 Conventions: Symbols, Rules, Standardized Processes, Definitions
- K3 Properties, Parts, Characteristics, Features, Elements, Dimensions
- K4 Trends and Sequences
- K5 Similarities and Differences, Discriminations, Classifications
- K6 Contexts, Locations, and Orientations
- K7 Operations, Methods of Dealing with, Functions
- K8 Cause and Effect Relationships (Costs and Benefits)
- K9 Criteria or Standards
- K10 Non Cause-Effect Relationships

-Inquiry-Problem Solving Processes-

- P1 Input Acquiring Information
 - P11 Viewing
 - P12 Hearing
 - P13 Feeling (tactile)
 - P14 Smelling
 - P15 Tasting
 - P16 Using sense extenders
- P2 Input Verification Insuring Validity and Adequacy
 - P21 Evaluating authoritativeness of sources
 - P22 Evaluating logical consistency and accuracy
 - P23 Evaluating relevance to desired learning purposes
 - P24 Evaluating adequacy for acting or deciding (comprehensiveness and depth)

- P3 Preprocessing Organizing Information
- P31 Labeling, naming, numbering, coding
 - P32 Recording, listing
 - P33 Classifying, categorizing, grouping, selecting, according to criteria
 - P34 Ordering, sequencing
 - P35 Manipulating, arranging, transforming, computing
 - P36 Estimating
 - P37 Summarizing, abstracting
- P4 Processing I Interpreting Information (drawing meaning from data)
- P41 Decoding verbal and non-verbal symbols
 - P42 Inferring, interpolating, extrapolating
 - P43 Analyzing
 - P44 Associating, relating, equating
 - P45 Comparing, contrasting, discriminating
 - P46 Synthesizing
 - P47 Testing against standards or criteria
 - P48 Generalizing
- P5 Processing II Using Information to Produce New Information
- P51 Theorizing, predicting
 - P52 Formulating hypotheses
 - P53 Testing hypotheses
 - P54 Revising hypotheses
- P6 Output I Acting on the Basis of Information
- P61 Reacting
 - P62 Making decisions
 - P63 Solving problems
 - P64 Restructuring values (adapting, modifying)
 - P65 Restructuring behavior (adapting, modifying)
 - P66 Encoding verbal and non-verbal symbols prior to communication
 - P67 Creating on the basis of knowledge and process
- P7 Output II Communicating Information
- P71 Vocalizing (non-verbal)
 - P72 Gesturing, moving
 - P73 Touching
 - P74 Speaking
 - P75 Writing
 - P76 Using art media (painting, drawing, sculpting, constructing, etc.)
 - P77 Dramatizing
 - P78 Singing, playing instruments
 - P79 Dancing

SUBJECT AREA
PROGRAM GOALS

SOCIAL SCIENCE PROGRAM GOALS

Students who participate in social studies programs will, in real or simulated settings, be able to:

1. Identify social problems and estimate their relative importance in terms of contemporary and historical perspective.
 - a. recognize the sources, protagonists, and issues of the conflicts in a social problem.
 - b. evaluate the contemporary and historical significance of current social problems.
2. Employ rational processes and valid knowledge from the social sciences and history in the analysis of social problems.
 - a. use logical and empirical modes of inquiry in the analysis of social problems.
 - b. apply the perspectives, concepts, generalizations, theories, systems, and procedures of history and the social sciences in analyzing social problems.
3. Identify conflicting values in social problems.
 - a. identify the values implied by the actions and expressions of protagonists in social issues.
 - b. compare the values of protagonists in a social issue and identify those values that are in conflict.
4. Develop alternatives to the solution of personal and social problems.
 - a. suspend decision-making in personal and social problems until sufficient information is secured to permit an adequate perspective to be gained regarding the problem.
 - b. formulate alternative courses of action and select those that are most efficient and effective in resolving personal and social problems.
5. Apply and value the above processes in making decisions about personal and social problems.
 - a. participate in making decisions about personal problems and value the above processes in making the decision.

- b. participate in making decisions about social problems and value the above processes in solving those problems.
6. Value the dignity of each individual in a society.
- a. value the right to self-direction, to formulate ideas and to live in society as an independent being.
 - b. value his self respect and respect for the sub-culture with which he identifies.
 - c. value the concept of an ever widening circle of humanity beginning with a "community feeling" for the local scene and developing this feeling to ultimately include the world community.
7. Value democratic processes in a society.
- a. value the democratic decision-making process.
 - b. value the rights and responsibilities of membership in this democratic society.

CAREER EDUCATION
PROGRAM GOALS

CAREER EDUCATION PROGRAM GOALS

	Awareness K-6	Exploration 7-10	Preparation 11-12
1. Attitudes and Values Toward Self and Others	X	X	X
2. Attitudes and Values Toward Work	X	X	X
3. Career Education and the Total Curriculum	X	X	X
4. Career Exploration		X	X
5. Career Preparation		X	X
6. Career Placement and Employment			X

Regardless of the instructional level at which each group of program goals is introduced, continuous development and reinforcement through the remaining years of education is expected.

CAREER EDUCATION PROGRAM GOALS

1. Attitudes and Values Toward Self and Others
 - a. The student knows the physical and emotional benefits of understanding and respecting self and others throughout life.
 - b. The student knows that the major sources of understanding, acceptance, and respect of self are understanding, acceptance, and respect for others.
 - c. The student knows that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
2. Attitudes and Values Toward Work
 - a. The student knows the personal, social, economic, and political reasons for work in our society.
 - b. The student knows that work is a dignified human activity which gives rights to and requires responsibilities from its participants.
 - c. The student knows that in our society he is dependent on the goods and services of others for his welfare and survival.
3. Career Education and the Total Curriculum
 - a. The student knows that skill in job exploration, selection, and preparation can lead to continuing career enhancement and personal fulfillment.
 - b. The student is able to identify career alternatives, select those consistent with his values and goals, and implement chosen courses of action.
 - c. The student knows the physical and psychological reasons for seeking a balance between work and leisure activities.
4. Career Exploration
 - a. The student is able to evaluate his aptitudes, interests, and abilities in exploring career opportunities.
 - b. The student knows the major factors that may affect his career opportunities and decisions (e.g., physical, social, economic, educational, cultural, and technological).
 - c. The student knows that individuals can learn to function effectively in a variety of occupations.

- d. The student knows that every career has entry, performance, physical, attitudinal, and educational requirements.
- e. The student knows that career choice may help determine friends, associates, and status in the community.
- f. The student is able to select a tentative career choice based upon exploration of a wide variety of occupations.
- g. The student knows that career choice affects the amount and type of leisure activity that may be pursued.

5. Career Preparation

- a. The student is able to develop and apply the basic skills and behaviors required to perform one or more entry level jobs.
- b. The student is able to employ the following organizational skills appropriate to the career of his choice:
 - 1. identify the objectives of a task
 - 2. specify the resources required
 - 3. outline the steps necessary for completion
 - 4. perform the actual operations
 - 5. evaluate the final product

6. Career Placement and Employment

- a. The student is able to make an assessment of the labor market to determine opportunities that will advance his career.
- b. The student knows the educational opportunities that exist beyond grade 12 for the enhancement of his career skills and his personal development.
- c. The student knows the advantages and responsibilities associated with working independently, as a member of a team, and under direct supervision.
- d. The student knows that the acceptance of a task requires the acceptance of responsibilities to himself and others.
- e. The student knows the opportunities for vertical and lateral mobility within his career cluster.

COURSE GOALS

1. Geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value words
<p><u>1.1 Units of Geographical Analysis</u></p>							
<p>The student knows that geography is the study of the earth and its life and the static and dynamic interrelationships between man and his environment.</p>	I U H	G2 K1 K2	2b			(C) Interaction,	man-environment
<p>The student knows that two main approaches to the study of geography are: (1) regional--the study of a single area, and (2) conceptual-systemic--the study of elements, element complexes, or processes in many areas.</p>	I U H	G2 K3	2b			(C) Information,	organization
<p>The student knows the meanings of terms "static analysis" and "dynamic analysis" as applied to regional, conceptual or systemic studies in geography.</p>	I U H	K1 K2	2a 2b			(C) Analysis,	static (C) Analysis, dynamic (C) Geography, terms
<p>The student knows that the branches of geography which are considered social sciences deal with relationships of man to his environment (e.g., social, cultural, economic, and human geography).</p>	I U H	G2 K3	2a 2b			(C) Interaction,	man-environment
<p>The student knows that physical geography is concerned with earth features and processes, their spatial and causal relationships.</p>	I U H	G2 K2 K3	2a 2b			(C) Interactions,	man-environment
<p>The student knows that concepts useful for organizing information about spatial relationships include: location, distribution, association, and movement.</p>	I U H	G2 K2	2a 2b			(C) Location (C) Distribution (C) Association (C) Movement	(V1)Efficiency
<p>The student knows regional, conceptual, or systemic classification systems and terminology used by writers of reference materials as an aid to finding and authenticating information.</p>	I U H	K4 K9	2a 2b			(C) Learning (V1)Integrity,	intellectual

1. Geography

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.1 Units of Geographical Analysis</u> <u>(Cont.)</u></p>						
<p>The student knows sources of current geographic information including Educational Resources Information Center/ Clearinghouse for Education and Social Studies/Social Science, 970 Aurora, Boulder, Colorado, 80302; <u>Ranger Rick</u> magazine; <u>National Geographic</u>.</p>	I U H	K6	2a 2b			(C) Learning
<p>The student knows common systems of regional classifications including geopolitical, climatic, geologic, continental, cultural, demographic, linguistic, land use, and economic.</p>	I U H	G2 K5	2a 2b			(C) Regions
<p>The student knows that the concept of location involves identification of a position which may be defined only in relation to other things.</p>	I U H	G2 K1 K2	2b			(C) Location
<p>The student knows that the concept of distribution involves the pattern of arrangement of places or groups of places which share a common characteristic.</p>	I U H	G2 K1 K2	2b			(C) Distribution
<p>The student knows that the concept of movement expresses the dynamic aspect of spatial relations, their causes and effects (e.g., distances perceived in travel time).</p>	I U H	G2 K3	2b			(C) Movement, geographic
<p>The student knows that "spatial interaction" is a school of geographical analysis which analyzes the dynamics of systems.</p>	I U H	G2 K2	2b			(C) Systems analysis
<p>The student knows terms used in spatial interaction analysis including connectivity, flow, networks, information, transportation, closed and open systems, maximization, atmospheric change.</p>	I U H	K1	2a 2b			(C) Interactions, spatial (C) Systems analysis

1. Geography

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Relat- ion Goals	Context Relat- ion Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.1 Units of Geographical Analysis</u> (Cont.)</p>							
<p>The student knows ways in which graphs, charts, and models are used to convey information about spatial interactions.</p>	I U H	K7	2a 2b				(C) Interactions spatial
<p>The student is able to construct an appropriate flow chart or other graphic device to represent information about spatial interactions.</p>	P I U H	P42 P43 P48 P63	2a 2b				(C) Interactions spatial (C) Representa- tion, data
<p>The student knows that systems analysis involves (1) statement of need, (2) definition of objectives, (3) identification of constraints, (4) review of alternatives, (5) selection of alternative which best meets the need, (6) implementation of the alternative selected, (7) evaluation, and (8) feedback and modification until the objectives are met satisfactorily.</p>	U H	K2 K3 K7	2a 2b				(C) Systems analysis
<p>The student knows that systems analysis attempts to deal with wholes in terms of the interaction of all their parts.</p>	U H	K7	2a 2b				(C) Interactions (C) Systems analysis
<p>The student knows meanings of terms used in systems analysis including whole, elements, objectives, constraints, negative and positive feedback, duration, steady-state, equilibrium, equifinality.</p>	U H	K1 K2	2a 2b				(C) Systems analysis
<p>The student knows characteristics distinguishing various kinds of systems including closed, open, isolated, and homeostatic systems.</p>	U H	K3	2a 2b				(C) Systems analysis
<p>The student is able to use systems analysis principles and methods to identify, describe, represent, and interpret geographic relationships.</p>	U H	P43 P62 P63	2a				(C) Systems analysis

1. Geography

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.1 Units of Geographical Analysis</u> (Cont.)</p>							
<p>The student knows that Game Theory provides mathematical formulas and strategies for (1) the analysis of situations involving conflict of interest and control, and (2) the construction and evaluation of alternatives in decision-making.</p>	U H	G2 K7	2a 2b				(C) Conflict (C) Relations
<p>The student knows procedural steps in game strategies and uses of Game Theory in locational problem-solving or decision-making.</p>	H	K4 K6	2a 2b				(C) Learning (C) Location (C) Decision-making
<p>The student knows terms basic to use of Game Theory including variables, moves, payoff, payoff matrix, strategies, minimax.</p>	H	K1	2a 2b				(C) Game Theory
<p>The student is able to use mathematical models and Game Theory techniques when necessary or appropriate.</p>	H	P62 P63	2a 2b				(C) Location (C) Learning (C) Decision-making
<p>The student knows algebraic and geometric symbols necessary for the use of Game Theory formulas and models.</p>	H	K2	2a 2b				(C) Data representation
<p>The student knows that educational game simulations provide strategies and behaviors for coping with simulated environments for (1) the analysis of situations involving interest and control, and (2) the construction and evaluation of alternatives in decision-making for students in real life situations.</p>	P I U H	K3 K7	2a 2b				(C) Game Theory (C) Games, simulation (C) Decision-making

1. Geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.1 Units of Geographical Analysis</u> <u>(Cont.)</u></p>							
<p>The student knows major historic geographic theories, the scholars associated with them, and the ways in which they may have reflected and influenced cultural values and world views.</p>	I U H	G1 K2 K8	2b				(C) Theory, geographic
<p>The student knows that the adoption of certain geographic theories as orthodox or true by different cultures at different times depends on many factors, including availability of data and the value systems of the cultures.</p>	P I U H	G1 K8	2b 4a				(C) Values (C) World view (V1) Inquiry
<p>The student knows contributions to development of geographic studies by early geographers such as Herodotus, Ptolemy, Eratosthenes, Ibn Batuta, Edrisi, Ebn Khaldun, Mercator, and Varenius.</p>	I U H	K4 K8	1b 3a				(C) World view (C) Theory, geographic (V1) Respect for cultural heritage
<p>The student knows that the chief contributions of such geographers as Von Humboldt, Ritter, Powell, Marsh, Ratzel, Semple, and Vidal were in the area of the interrelationships of the physical world and human culture.</p>	I U H	K8 K10	1b 2b				(C) Interactions, man-environment (C) Theory, geographic (V1) Respect for cultural heritage
<p>The student knows the contribution of Emanuel Velikovsky to the revival and reappraisal of cataclysmic theory (i.e., the effect of extra-terrestrial factors on the earth's environment and its people).</p>	I U H	K8	2b				(C) Theory, geographic
<p>The student knows basic concepts of current theories which emphasize the need for world-wide cooperation in the management of man's interaction with his environment such as Buckminster Fuller's "World Game."</p>	I U H	G2 K8	6c	4.125			(C) Interaction (V1) Cooperation (V1) Innovativeness

SOCIAL SCIENCE

1. Geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.1 Units of Geographical Analysis</u> <u>(Cont.)</u></p> <p>The student knows that new geographic data constantly being accumulated by increasingly sophisticated tools and techniques of measurement gives rise to new theories; and that new theories require new data to support or disprove, requiring yet more sophisticated instruments and techniques.</p>	P I U H	K4 K7 K8	2a 2b			(C) Technology

I. Geography

I.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Works
<u>I.11 Cartography</u>						
<p>The student knows the location and use of print and nonprint materials related to cartography (e.g., card catalog: "Map Drawing," "Maps"; <u>Reader's Guide: "Cartography," "Cartographic Use," "Maps, Aerial," "Maps, Early"</u>; periodical: <u>Journal of Geography</u>; area and building audio-visual catalogs: "Cartography"; special materials: U.S.C.S. topography maps, aerial photographs-stereoscopic, surveyor's tools, pamphlets from NASA; <u>Oregon Geographer</u>).</p>	I U H	K6	2a 2b			(C) Resources, geography (V1) Inquiry
<p>The student knows that in cartography data about geographic features and spatial relationships are represented in symbolic or graphic form (e.g., maps and globes).</p>	P I U H	K2	2a 2b			(C) Mapping (C) Data representation
<p>The student knows that the cartography process involves a series of transformations from the real world to data to a graphic representation and that these transformations require observation, data collection, and drafting.</p>	P I U H	K4 K7	2a			(C) Mapping (C) Data representation
<p>The student knows tools and techniques which facilitate the transformation of observed reality into data (e.g., surveying).</p>	P I U H	K7	2a			(C) Mapping (C) Measurement (C) Representation of data
<p>The student knows tools and techniques which permit the transformation of data into graphic representation in a map (e.g., drafting).</p>	P I U H	K7	2a			(C) Mapping (C) Measurement (C) Representation of data

I. Geography
 I.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>I.11 Cartography (Cont.)</u>						
The student knows that throughout history maps have been the major means of recording, interpreting, and communicating geographic information.	P I U H	G2 K7	1b 2a 2b			(C) Communication of info. (C) Data representation (V1) Innovativeness (V1) Respect for cultural heritage
The student knows reasons for development of maps and mapping procedures including: (1) need to know where one is, (2) need to know where other things are, (3) need to know routes or available passageways from one location to another, (4) need to store and communicate data.	P I U H	K7	2a			(V1) Innovativeness
The student knows the historical development of geographic data collection and mapping including perfection of tools and instruments, changing theoretical orientations, and major contributors (Aristotle, Mercator, et al).	P I U H	K4	1b 2a			(C) Mapping (V1) Intellectual integrity (V1) Respect for cultural heritage
The student knows that historic map projections and cultural world views are often interrelated.	I U H	K8	1b 2a			(C) Mapping (C) World view (V1) Intellectual integrity (V1) Respect for cultural heritage
The student knows the conventional point, line, and area symbols which are used to represent qualitative and quantitative distributions in mapping (e.g., distribution of population, of rainfall).	P I U H	K2 K7	2a 2b			(C) Data representation

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
<u>1.11 Cartography (Cont.)</u>						
The student knows ways in which distribution of a single variable may be illustrated in maps intended to aid geographic analysis (e.g., rainfall, population density, vegetation).	I U H	K2 K3	2a 2b			(C) Data representation (C) Mapping
The student knows ways in which maps may illustrate relationships between variables (e.g., vegetation and rainfall).	I U H	K2	2a 2b			(C) Data representation (C) Mapping
The student knows conventionalized forms for direction, scale, and coordinates in mapping and map reading.	P I U H	K2	2a 2b			(C) Mapping (C) Standardization (C) Data representation
The student knows ways in which the mathematical concept of scale is used in reading and making of maps.	P I U H	K2 K7	2a 2b			(C) Mapping (C) Measurement (C) Data representation (V1)Efficiency (V1)Accuracy
The student is able to determine and identify direction in reading or construction of maps.	P I U H	P36 P44	2a 2b			(C) Mapping (C) Measurements (C) Data representation
The student knows ways in which mathematical systems of coordinates (grid, matrix) are used in reading and constructing maps.	P I U H	K7	2a 2b			(C) Mapping (C) Measurements (C) Data representation (V1)Efficiency (V1)Accuracy

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Goals Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.11 Cartography (Cont.)</u>						
The student knows standard systems of naming and enumerating coordinates including latitude, longitude, township-range, and their subclassifications (minutes, seconds; sections, quarter-sections).	I U H	K5 K6	2a			(C) Measurement (C) Standardization
The student knows a place or site is located on a map or globe representing the earth's surface by degrees north or south of the equator--latitude--and east or west of the prime meridian--longitude.	I U H	K6	2a 2b			(C) Data
The student knows that locations on the moon are identified through use of the same system of latitude-longitude measurements that is used for earth locations.	I U H	K2 K3 K7	2a 2b			
The student knows the relationship of time zones to conventional longitudinal units of measurement.	I U H	K8	2b			(C) Measurement (C) Standardization
The student knows ways in which vertical distances may be represented on topographic or contour maps (e.g., contour lines, shaded or colored relief, or 3-dimensional construction).	P I U H	K2 K7	2a 2b			
The student knows ways in which the legend may be used in encoding and decoding maps.	P I U H	K2	2a 2b			
The student knows ways in which cartography is interrelated with mathematical representations, theories, and procedures (e.g., use of coordinates--matrix--for establishing position).	P I U H	K8	2a			(C) Mapping (C) Measurement (C) Data representation

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
	P/I/U/H						
<u>1.11 Cartography (Cont.)</u>							
The student knows that map types may be classified by intended use or function (e.g., record-keeping, transportation, geographic analysis).	I U H	G2 K7	2a 2b				(C) Data representation (C) Classification
The student knows ways in which maps are used for record-keeping (e.g., plat maps, zoning and other district maps, weather maps).	I U H	K2 K5	2a 2b				(C) Data representation (C) Mapping
The student is able to decode and interpret maps to facilitate travel (e.g., street maps, navigation charts, military maps, trail maps, aerial maps).	I U H	P41 P45	2a 2b	4d 5a			(C) Data representation (C) Mapping
The student is able to construct and read various graphic models including data matrix, digraphs, cartograms.	U H	P41 P45 P76	2a 2b	4d 5a			(C) Data representation (C) Quantitative analysis
The student is able to make maps, selecting appropriate forms as needed, for various purposes including recording, interpretation or communication of data.	I U H	P66 P76	2a 2b	4d 5a			(C) Location (V1) Accuracy
The student is able to construct and use topographic maps.	U H	P41 P66 P76	2a 2b	4d 5a			
The student is able to decode and interpret maps as needed for personal, academic, or economic pursuits.	P I U H	P41 P45	2a 2b	4d 5a			
The student knows historical and current reproduction methods including printing and nonprinting processes.	U H	K7	2a 2b	4d			(C) Data representation

1. Geography

1.1 Units of Geographical Analysis

COURSE GOALS	Level P/U/H.	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.11 Cartography (Cont.)</u></p>						
<p>The student knows new concepts in map projection including use of functional distance rather than physical distance as unit of measurement, deliberate distortion for "uniform plane" distribution, and cartograms.</p>	U H	K4 K6 K7	2a 2b			(C) Data representation
<p>The student knows ways in which various map projections represent a round world on a flat surface including Mercator, oval, ambert's conic conformal, stereographic conformal, and polar).</p>	I U H	K2 K7	2a 2b			
<p>The student knows ways in which computer technology is affecting the science of cartography including (1) automation of map production, and (2) new map forms required for quantitative analysis procedures.</p>	I U H	G2 K4 K7	2a 2b			(C) Mapping (C) Data representation (C) Quantitative analysis
<p>The student knows uses of computers for map production including: (1) selection of scale and projection appropriate to data being represented, (2) drawing and printing by line-printer, coordinate plotter, and continuous curve plotter, (3) transformation and analysis of aerial photographs, (4) 3-dimensional maps from computer controlled 3-axis milling device and digitally stored data.</p>	U H	K7	2a 2b			(C) Data representation
<p>The student knows reasons for the trend away from manual drafting of maps including availability of preprinted materials, the development of scribing, and the use of computers.</p>	I U H	K4 K7	2a 2b	4b 4d		
<p>The student knows possible future trends in cartographic science.</p>	U H	K4	2a 2b	3a 6a 6e		

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.12 Geomorphology</u></p>						
<p>The student knows the location and use of print and nonprint materials related to geomorphology in geography (e.g., card catalog: "Earth," "Physical Geography," "Soils"; <u>Reader's Guide</u>: "Soils," "Earth Sciences"; periodicals: <u>Science News</u>, <u>National Geographic</u> index; area and building audio-visual catalogs: "Earth Science," "Soil Classification," "Soil Erosion," "Geography, Physical"; special materials: Mobilgraph transparencies of volcanic activity, erosion table).</p>	P I U H	K6	2a 2b			(C) Resources, geography (V1) Inquiry
<p>The student knows that geomorphology deals with the relief features of the earth's surface by using physiographic principles for description and dynamic and structural geology for explanation.</p>	I U H	K2	2b			
<p>The student knows land features which characterize the earth's surface such as mountains, hills, plateaus, plains.</p>	P I	K3	2b			
<p>The student knows the meanings of terms commonly used to describe geographic features such as hill, mountain, range, volcano, plain, plateau, ocean, river, stream, sea, bay, island, continent.</p>	P I U H	K2	2b			
<p>The student knows the meanings of words used by geographers to name features in terms of their functional relationship to other features such as piedmont, tributary, gulf, river basin, watershed, delta, flood plain, estuary, peninsula, reef, lagoon, fault line, glacier, moraine, slope, rain forest, fall line, etc.</p>	I U H	K1 K2 K8	2b			

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>1.12 Geomorphology (Cont.)</u>							
The student knows terms to describe processes which affect the shape and structure of earth features such as erosion, weathering, glaciation, earthquakes, volcanic eruption, wind.	P I	K1 K2 K8	2b				(C) Change, physical
The student knows terms used to describe basic processes, sets of processes, or interactions between eco-system components which affect earth features such as water cycle, weather, decomposition, biogeochemical cycle, photosynthesis, radiation, gravitation, magnetism, evaporation, precipitation, etc.	I U H	G2 K1 K8	2b				(C) Interaction
The student knows that earth features are caused by the dynamic interaction, through time, of the components of the eco-system (e.g., seismic and or volcanic activity produces mountain ranges which alter wind and storm patterns creating deserts in the lee of the mountains).	P I U H	G2 K6 K7 K8	2b				(C) Interaction (C) Change, physical
The student knows effects of the major forces of nature such as glaciers, wind, water, internal pressure on the earth's surface.	P I U	G2 K8	2b				(C) Interaction (C) Change, physical
The student knows soil components such as parent material, substrate, organic increment, etc.	P I U H	K3	2a				
The student knows ways that soils may be classified for study including vertical distribution (soil profiles, horizons, layers), color, porosity, origin, relation to climate or vegetation, location, mineral content, or combinations of these.	I U H	K5 K7	2a 2b				(C) Classification (V1) Objectivity

1. Geography

1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.12 Geomorphology (Cont.)</u>							
The student knows terms used to identify standard classifications of soils such as tundra, podsol, chernozem, sierozem, lateritic, clay, humus, loess, sand, duff, litter, etc.	P I U H	K1 K3 K5	2b				(C) Classification (C) Systems
The student knows terms commonly used to describe major soil interactions, processes in which soil operates as cause, effect, or both, (i.e., humification, mineralization, leaching, erosion).	P I U H	K7 K8	2a				(C) Naming (C) Interactions (C) Classification
The student knows theories dealing with origin and formation of soils.	I U H	K8	2b				(C) Theories (C) Evolution
The student knows ways in which soil composition is interrelated with various factors such as climate, topography, and covering vegetation.	P I U H	K4 K6 K8	2a 6c				(C) Interactions
The student knows some instruments used by modern scientists to compile and record data about earth features such as seismographs, depth sounders, cameras.	P I U H	K2 K7	2a 2b				(C) Data gathering

1. Geography

1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
<u>1.13 Meteorology/Climatology</u>						
The student knows the location and use of print and nonprint materials related to meteorology and climatology in geography (e.g., card catalog: "Meteorology," "Weather Lore," "Winds," "Climate"; <u>Reader's Guide</u> : "Climate," "Weather--Mental and Physiological Effects," "Weather Control"; area and building audio-visual catalogs: "Climatology," "Earth Science," "Sun, Earth Relationship"; special materials: weather instruments, model of planetarium.	P I U H	K6	2a 2b			(C) Resources, geography (VI) Inquiry
The student knows basic processes in the interaction of sunlight, air, water, and land forms (i.e., evaporation, condensation, temperature changes) to produce common weather phenomena (i.e., wind, precipitation).	P I U H	K8	1a 1b 2a 2b			(C) Conservation (C) Environment (C) Interaction
The student knows the meaning of terms commonly used to describe weather elements including high pressure, low pressure, storm, humidity, precipitation, dew point, water cycle.	P I U H	K1 K2 K3	2a 2b			
The student knows the relationships between temperature variations, air pressure, and winds.	P I U H	K8	2b			(C) Interaction, physical
The student knows causes of general patterns of air movements (e.g., air moves from polar highs to equatorial lows, it is deflected by the rotation of the earth, and is affected by varying temperatures of land and water over which it passes.	P I U H	K6 K8	1a 1b 2a 2b			(C) Interaction, physical
The student knows the relationship between wind patterns and storms.	P I U H	K8	1a			(C) Interaction, physical

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.13 Meteorology/Climatology (Cont.)</u>							
The student knows that the attempt to control weather has motivated the development of much religious ritual as well as research.	P I U H	K7 K8	1a 1b				(C) Environmental influence (V1) Security
The student knows ways in which man's activities are affected by weather.	P I U H	G2 K8	2a 2b				(C) Environmental influences
The student knows that climate refers to the average conditions produced by weather patterns for a site, area, or region over a long period of time.	P I U H	K1 K2 K5	1a 1b				
The student knows that an early system of climate classification was the Greek division of the world into Frigid, Temperate, and Torrid Zones.	P I U H	K5	1b 2a				
The student knows that data proliferation has increased the complexity of climate classification systems.	P I U H	K4 K5 K6 K8	1b 2a				(V1) Intellectual integrity
The student knows the criteria used to establish modern climatic categories such as tropical rain forest, tropical savanna, tropical desert, Mediterranean, humid subtropical, marine, continental.	P I U H	K1 K2 K5 K9	2a 2b				(C) Environment
The student knows land features likely to be associated with given climatic types.	P I U H	K6 K8	2a				(C) Environment
The student knows factors which influence climate (e.g., sunlight, equatorial distance, altitude, proximity to water).	P I U H	K8	2a 2b				
The student knows that seasonal changes occur as a result of a chain of causes and effects including the tilt and orbit of the earth in relation to the sun and consequent variations in the intensity and amount of sunlight received at different stages of the orbit.	P I U H	G2 K8	2b				(C) Interactions, physical

1. Geography
 1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content	Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.13 Meteorology/Climatology (Cont.)</u>								
The student knows the meanings of terms used to describe specific features of earth's interaction with the sun such as rotation, revolution, axis, inclination.	P I U H	K1 K7	2b				(C) Interaction physical	
The student knows how the earth interacts with the sun (e.g., the parameters of the earth's rotation about the sun).	P I U H	K3 K8	2b					
The student knows how the location of the poles at the ends of the earth's axes influences their cold climates.	P I	K8	2b		2.33			
The student knows how the location of the equator influences its tropical climate.	P I	K8	2b					
The student knows how the tilt of the earth influences the seasonal opposites in the northern and southern hemispheres.	P I	K8	2b					
The student knows that the amount of sunlight received at a site varies with the angle with which the sun's rays hit the site, the atmospheric conditions existing (i.e., clouds, smog) and the length of day.	P I U H	G2 K8	2b				(C) Interaction physical	
The student knows ways in which seasonal changes affect human activities such as work, recreation, shelter building, food growing.	P	K8	2b				(C) Change (C) Adaptability	

- 1. Geography
- 1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.14 Hydrogeology/Oceanography</u>						
The student knows the location and use of print and nonprint materials related to hydrogeology and oceanography (e.g., card catalog: "Oceanography," "Tides," "Oceanography--Research"; <u>Reader's Guide</u> : "Oceanography," "Marine Resources," "Ocean"; periodical: <u>Sea Frontiers</u> , <u>Skin Diver</u> , <u>National Geographic Index</u> ; area and building audio-visual catalogs: "Oceanography," "Oceanographer," "Ocean life," "Marine Resources"; special materials: ocean relief maps).	I U H	K6	2a 2b			(C) Resources, geography (V1) Inquiry
The student knows that hydrogeology is the study of the distribution and use of water and its effect upon the earth's surface.	U H	K1	2b			(C) Conservation (C) Interactions physical
The student knows the meaning of terms used to identify water features such as oceans, seas, estuaries, deltas, rivers, tributaries, drainage systems, sources.	I U H	K1 K2	2b			
The student knows the meaning of the term "water cycle."	P I U H	K1 K2	2b			(C) Interactions physical
The student knows terms for major land-water interactions including erosion, runoff, leaching, precipitation, glaciation, diffusion.	I U H	K1	2b			(C) Interactions physical
The student knows ways in which availability of water affects the choice of sites for settling, farming, manufacturing, etc., by individuals and groups.	P I U H	K6 K8	4a			(C) Location
The student knows the role of drainage systems in biogeochemical cycles.	I U H	K4 K8	2b			(C) Eco-system interactions (C) Cycles, bio-geochemical

1. Geography

1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.14 Hydrogeology/Oceanography (Cont.)</u></p>							
<p>The student knows ways in which major drainage systems have been used as boundaries or links between cultural or economic regions.</p>	P I U H	G2 K7	2b				(C) Regions (C) Culture area.
<p>The student knows sources, courses, and characteristics of earth's major drainage systems.</p>	U H	K3 K6	2b				(C) Location
<p>The student knows ways in which various cultures have used water systems for transportation, irrigation, recreation.</p>	P I U H	K7	2b				(C) Exploitation (C) Interactions man-environment (V1) Innovativeness
<p>The student knows ways in which man's relationship to water has been explored in many cultures through religious, literary, musical, and artistic symbolism.</p>	I U H	G2 K6	2b				(C) Symbolism (V1) Creativity (V1) Reverence (V1) Beauty
<p>The student knows information about bodies of water may be organized regionally (relative location) or topically-systematically (common variables).</p>	I U H	G2 K5	2b 4a				(C) Region (C) Classification
<p>The student knows criteria for classifying zones or regions including: (1) available sunlight (euphotic and aphotic zones), (2) geomorphology (continental shelf, abyssal plain, etc.) (3) water depth and density (bottom water, deep water, intermediate water, etc.).</p>	P I U H	K5	2b 4b				(C) Classification (V1) Objectivity
<p>The student knows the location of the important river systems of a region.</p>	P I U H	K6	1b 2b				(C) Environment

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>1.14 Hydrogeology/Oceanography (Cont.)</u>						
The student knows that oceanography is the geographical, geological, and biological study of oceans.	P I U H	K1 K2	2a			
The student knows names commonly used to describe ocean features by shape or function (e.g., ocean, sea, bay, gulf, lagoon).	P I U H	K1 K3 K6	2b			(C) Classification
The student knows names of major ocean areas: Atlantic, Pacific, Indian, etc.	P I U H	K1	2b			(C) Classification
The student knows basic data regarding sizes, shapes, and locations of the earth's ocean areas in relation to land.	P I U H	K5 K6	2b			(C) Spatial relationships
The student knows ways in which man has historically used the seas (e.g., protective barrier, transportation, food source).	P I U H	K6 K7	1b 2b			(C) Challenge (C) Exploitation (VI) Responsibility
The student knows ways in which man has explored his relationship to the sea in literature, religion, and the arts.	P I U H	G2 K7 K8	1b 2b 6a			(C) Symbolism (C) Self-expression (C) Challenge (VI) Imaginativeness (VI) Empathy
The student knows terms used to describe components of the marine eco-system such as nutrient salts, sunlight, sea water, photosynthesis, phytoplankton.	P I U H	K1	2a 4a			(C) Eco-system, marine
The student knows meanings of terms used to identify various kinds of ocean movements such as wave, upwelling, convergence, divergence, tides.	P I U H	K1 K5	2a			

I. Geography
 I.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.14 Hydrogeology/Oceanography (Cont.)</u></p>							
<p>The student knows uses of tools to collect oceanographic data such as drag-nets, current meters, depth sounders, and other electronic devices.</p>	P I U H	K7	2a 4a			(C) Data collection (C) Technology (V1) Accuracy	
<p>The student knows ways of interpreting oceanographic data such as calculation of the density of sea water from the measurement of chlorine content, or the speed and direction of current from various measurements of temperature and density.</p>	I U H	K7	2a 4a			(C) Data interpretation (C) Measurement (V1) Accuracy	
<p>The student knows practical applications of oceanographic research including shipping and fishing industries, weather prediction, ecological study.</p>	P I U H	K7	2a 4a			(C) Technology (C) Research (V1) Responsibility (V1) Accuracy	
<p>The student knows ways that ocean movements affect the growth of marine life (e.g., nutrient salts are brought to surface by upwelling and feed phytoplankton which are basis of food chain).</p>	P I U H	G2 K4 K8	4a 5b			(C) Eco-systems, marine (C) Food chain	
<p>The student knows causes and characteristics of waves.</p>	P I U H	K3 K4 K8	2a 2b			(C) Interactions physical	
<p>The student knows causes and characteristics of the rise and fall of tides.</p>	P I U H	K3 K4 K8	2a 2b			(C) Interactions (C) Systems	
<p>The student knows names, courses, and characteristics of major ocean currents.</p>	I U H	K1 K3 K4 K6	2b				
<p>The student knows ways in which ocean currents and land features interact to affect weather and climate.</p>	P I U H	K6 K8	2a 2b			(C) Interactions physical	

1. Geography
 1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.14 Hydrogeology/Oceanography (Cont.)</u>						
The student knows the importance of estuaries in the marine eco-system.	I U H	K7 K8	2b 4a			(C) Eco-system, marine
The student knows ways in which industrial and agricultural wastes threaten life in rivers, estuaries, and oceans.	P I U H	K8	2b 4a			(C) Conservation (C) Interaction physical (C) Eco-system, marine (V1) Responsibility
The student knows common theories of the role played by the sea in the evolution of life as we know it such as: (1) the basic habitat from which complicated life forms finally emerged to occupy land (Darwin), (2) the medium in which atmospheric oxygen was created by photosynthesis, and (3) the medium which provides the basis of the food chain (Odum).	I U H	G1 K8	2a 4a			(C) Evolution (C) Interactions

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals	Program Education Other Goals	Context Related Headings	(C) Concept/ (V1, V2) Value Words
<u>1.15 Biogeography</u>							
<p>The student knows the location and use of print and nonprint materials related to biogeography (e.g., card catalog: "Biogeography," "Ecology"; <u>Reader's Guide</u>: "Ecology," "Food Chain (ecology)," "Adaptation (biology)"; area and building audio-visual catalogs: "Eco-systems," "Biogeography," "Habitat"; periodicals: <u>Natural History</u>, <u>Ranger Rick</u>, <u>National Geographic</u> index).</p>	I U H	K6	2a 2b	3a 4d			(C) Resources, geography (V1) Inquiry
<p>The student knows that biogeography is concerned with the interactions of living and nonliving parts of the biosphere.</p>	I U H	K1 K2	2a 2b				(C) Interactions physical
<p>The student knows that biogeography may be studied from many viewpoints including (1) analysis of energy and nutrient transfer systems (cycles), (2) analysis of qualitative and distributive relationships between plants, animals, and habitats, (3) analysis of life support systems, and (4) analysis of historic relationships between plants, animals, and man.</p>	U H	G2 K7	2a 2b				(C) Research
<p>The student knows that the interaction of living and nonliving elements may be understood in terms of biogeochemical cycles, i.e., the movement of elements from environment to organisms and back to the environment.</p>	I U H	G2 K4 K8	2b				(C) Life (C) Interactions physical
<p>The student knows terms used in the study of biogeochemical cycles including nutrient cycling, reservoir pool, exchange or cycling pool, energy flow, feedback, cycling rates, turnover rate, turnover time, standing state, compartments, pathways.</p>	U H	K1	2a 2b				

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.15 Biogeography (Cont.)</u>						
The student knows reservoir classifications of biogeochemical cycles, i.e., gaseous types have reservoirs in atmosphere or hydrosphere (ocean), and sedimentary types have reservoir in the earth's crust.	U·H	K3	2a 2b			(C) Classifications
The student knows ways in which concepts and data about biogeochemical cycles may be represented in various graphic forms including descriptions, tables, flow charts, maps, graphs.	U H	K2	2a			(C) Data gathering (V1) Accuracy
The student is able to interpret new data about biogeochemical interactions in terms of cyclic processes.	U H	P41 P42				
The student knows ways in which plants and animals contribute to maintenance of steady-state in earth's temperature and air pressure conditions (e.g., through contribution to atmospheric oxygen which produces protective ozone layer).	I U H	K8	2b 6c			(C) Eco-system interactions (V1) Responsibility
The student knows ways in which man's activities are threatening the natural controls on atmospheric composition, temperature and pressure including air pollution increasing ozone layer).	P I U H	K8	1a 2b 6c			(C) Eco-system interactions (V1) Responsibility
The student knows ways in which plants and animals interact to preserve the atmospheric balance of the planet, i.e., plants breathe in CO ₂ , breath out oxygen, animals breathe in oxygen, breathe out CO ₂ .	P I U H	K8	2b 6c			(C) Eco-system interactions
The student knows ways in which plant and animal life interrelate with the water cycle (e.g., roots hold soil which holds water).	P I U H	K8	2b			(C) Eco-system interactions

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.15 Biogeography (Cont.)</u>							
The student knows that plant and animal remains contribute to geologic formations (e.g., decomposition into soil, fossilization).	P I	K8	2a 2b				
The student knows ways in which plant and animal life are interrelated in the eco-systems (complex patterns of causes and effects which include factors of climate, land forms, soils, movement, human behavior).	P I	K8	2a 2b				(C) Eco-system interactions (V1) Responsibility
The student knows major theories dealing with the variety of plant and animal species, their causes and effects on the earth and man (e.g., Darwin, Velikovsky).	I U H	G1 K8	2b				(C) Eco-system, interactions
The student knows functions of plant and animal life in the economic, social, and religious life of man (e.g., food, shelter, embodiment of natural forces).	I U H	K8	2b				(C) Inter-dependence (C) Culture and environment
The student knows the basic functions of photosynthesis including the chemical interaction process by which solar energy is converted for life energy, basis of food chain.	P I U H	G2 K2 K7	2b				(C) Energy conversion
The student knows the role of the sun as supplier of earth's energy for production of oxygen, water, food, temperature and pressure balances in combination with earth factors.	P I U H	K7 K8	2b				(C) Ecology interactions
The student knows natural life-support systems which supply organisms with: oxygen (animals) or CO ₂ (plants), suitable temperatures and pressures, water, and food.	I U H	G2 K7	2b				(C) Interactions, life-physical

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classification	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Content Related Headings	(C) Concept/ (V1, V2) Value Words
<u>1.15 Biogeography (Cont.)</u>							
The student knows that a food chain is the transfer of food energy from the source in plants through organisms with repeated eating and being eaten.	P I U H	G1 K2 K7 K8	2b				(C) Eco-system interactions (C) Food chain
The student knows basic types of food chains including grazing chain (from green plant base to grazing herbivores to carnivores), detritus chain (from dead organic matter into microorganisms to detritus-feeding organisms and their predators).	P I U H	K5	1b 2b				(C) Eco-system interactions (C) Food chain
The student knows ways in which grazing and detritus chains interact to form food webs.	I U H	K8	2b				(C) Food chain (C) Eco-system interactions
The student knows ways in which man's activities alter or disrupt food chains (e.g., use of chemicals for insect control).	P I U H	K8	2b				(C) Food chain (C) Eco-system interactions (V1) Responsible-ness
The student knows ways in which food chain and habitat alterations influence the present and future quality of human life.	P I U H	K6 K8	2b				(C) Food chain (C) Eco-system interactions (C) Alternative futures (V1) Responsibility
The student knows the concept of areal or spatial covariation including factors (variables) found together repeatedly, but not necessarily in causal relationships (e.g., reindeer and ptarmigan common to arctic climates but not significantly dependent upon each other).	U H	G2 K1 K2	2b				(C) Ecology interactions

I. Geography
 I.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>1.15 Biogeography (Cont.)</u>							
The student knows that element complexes are sets of factors found together in an area and connected by cause and effect or functional relationships (e.g., agricultural complexes of plants and animals).	U H	G2 K2 K8	2b				(C) Ecology interactions
The student knows ways in which members of the same species interact within a habitat area (e.g., territoriality, social organization, controls on population).	I U H	G2 K8 K10	2b				(C) Ecology interactions
The student knows ways in which members of different species interact within a common habitat (e.g., predation, symbiosis, parallel use, areal covariation, coevolution).	I U H	K8	2b				(C) Ecology interactions
The student knows ways in which species interact with their habitats including use of such concepts as genetic adaptation and behavior.	I U H	G2 K8	2b				(C) Evolution (C) Adaptation
The student knows ways in which plant and animal species may respond to habitat changes.	P I U H	G2 K8	2b				(C) Ecology interactions (C) Adaptability
The student knows ways in which man's activities bring about changes in habitats (e.g., farming alters prairies, logging alters forests, dredging alters rivers, bays, estuaries, seas).	P I U H	K8	2b 4a				(C) Ecology interactions (V1) Responsible-ness

1. Geography
 1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Education	Other Goals Related	Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.15 Biogeography (Cont.)</u></p> <p>The student knows plant and animal species characteristic of major climatic, soil, or topographic element complexes or habitats.</p>	<p>I U H</p>	<p>K3 K6</p>	<p>1a 2b</p>				<p>(C) Classification</p>

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.16 Demography</u>						
The student knows the location and use of print and nonprint materials related to demography in geography (e.g., card catalog: "Population," "Birth Rate," "Census"; <u>Reader's Guide</u> : "Demography," "Population--Statistics," "Overpopulation"; periodical: <u>Social Education</u> ; area and building audio-visual catalogs: "Population Map," "Population Census," "Population Density"; special materials: almanacs, U. S. Census Reports, atlases).	I U H	K6	2a 2b			(C) Resources, geography (V1) Inquiry
The student knows that demography is the statistical study of human population-- its size, density, growth, distribution, migration, vital statistics--and the relation of these to social and economic conditions.	I U H	K1 K2	1a 2b 4a			(C) Population
The student knows meanings of terms used to identify demographic concepts including demographic variables, demographic transition, limiting factors, density-dependent factors, density-independent factors, trends.	U H	K1 K2	2a			(C) Data, demographic
The student knows demographic variables include location, age, income, sex, race.	P I U H	K2 K3 K7	2a			(C) Population (V1) Accuracy
The student knows accurate current data relating to the world's population including total number, distribution by various criteria, and rate of increase.	I U H	G2 K3	1a			(C) Population (V1) Responsible- ness
The student knows reasons for the development of demography as a science including need for accurate statistical data to support or challenge Utopian theories, provide information to governments and industries, and permit projections and plannings.	U H	K4 K7	1a 2a	4b 6a		(V1) Innovative- ness (V1) Utility

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.16 Demography (Cont.)</u>						
The student knows graphic devices used to illustrate demographic data, relationships, rates, trends, and projections such as tables, charts, maps, and graphs.	P I U H	K2	2a			(C) Resources, geography
The student is able to read and interpret statistical charts, maps, graphs, and tables of data in order to extract information, make demographic inferences, or support demographic hypotheses.	P I U H	P41	2b			(C) Resources, geography
The student knows ways in which Malthusian theory contributed to the advance of demographic science.	U H	G1 K8	1b 2a 2b			(C) Population
The student knows premises and concepts basic to the Malthusian theory of population dynamics.	U H	G1 K8	2b			(C) Population (V1) Responsibility
The student knows the contributions of various post-Malthusian demographers-social scientists to the development of demographic techniques and interpretations.	U H	K4 K8	2a 2b	3b 4a 4b		(C) Population
The student knows ways in which population density, distribution, and changes relate to their historical and environmental context.	I U H	K6 K8 K10	1b 2a 2b			(C) Population
The student is able to infer and verify relationships between demographic trends and other types of covarying of environmental, historical factors.	H	P42 P45	2a	4b 5a		(V1) Inquiry
The student is able to infer trends and make predictions based on demographic data.	P I U H	P42 P45 P51	2a	4d 5a		(V1) Inquiry

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.16 Demography (Cont.)</u>						
The student knows various uses, public and private, of demographic data (e.g., market research surveys, urban planning, educational policy planning).	U H	K7	1a 4a	4b		(C) Planning (V1) Innovative-ness (V1) Efficiency
The student knows ways in which demographic data and techniques may be used in various stages of an inquiry or problem solving process (i.e., selection and matching of experimental and control groups for hypothesis testing, determining sizes and proportions of samples for polling--attitude surveys, needs assessments).	I U H	K7	5b	4d		(C) Problem solving (V1) Inquiry
The student is able to use demographic data and techniques appropriately in problem solving situations.	I U H	P23 P24 P33 P35 P42 P44 P47 P53	2a 4a 5b	4d 5a		(C) Problem solving (C) Data (V1) Inquiry
The student knows ways of recognizing situations in which the use of demographic data or techniques is appropriate or necessary to a problem solving process, i.e., problem identification (attitude surveys, needs assessments), information gathering and organizing, verification, hypothesis testing (experiments).	I U H	K7	5b	4d		(C) Problem solving (C) Data, demographic

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge & Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.17 Cultural Geography</u>							
The student knows the location and use of print and nonprint materials related to cultural geography (e.g., card catalog: "Anthropogeography," "Astrology," "Astronomy," "Universe"; Reader's Guide: "Environment," "Cosmology," "Universe"; periodicals: <u>Sky and Telescope</u> , <u>Scientific American</u> ; area and building audio-visual catalogs: "Cultural Anthropology," "Cultural Geography").	P I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
The student knows that cultural geography involves qualitative (identifying and describing) and quantitative (measuring distribution) studies of cultural traits and their relationship to physical environment.	I U H	G2 K2 K7	2b				
The student knows historic and contemporary theories advanced by geographers to explain and interpret the interrelationship of natural environment and culture.	I U H	G1 K8	2b				(V1) Respect for cultural heritage
The student knows ways in which land use is affected by cultural value systems.	I U H	K8	4a 4b				(C) Land use (C) Cultural values (V1) Respect for earth (V1) Respect for cultural heritage
The student knows that "culture areas" are regions defined by common cultural traits.	I U H	K1	2b				(C) Culture
The student knows uses of the concept of culture areas in organizing and interpreting information about man and land interactions.	I U H	K3 K7	2a 2b				(C) Environmental influences (C) Organizing information

1. Geography
1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.17 Cultural Geography (Cont.)</u>						
The student knows methods used by the cultural geographer in gathering and interpreting data (e.g., direct field observation, interviewing, surveys, statistical analysis, secondary research)	I U H	K7	2a 2b	4d		(C) Data representation
The student knows that environmental perception is the branch of geography which attempts to determine the perception of natural phenomena, spatial orientations, and world views of individuals, groups, and cultures.	I U H	K2	2b			(V1) Respect for other cultures (V1) Inquiry
The student knows ways in which environmental perception information is used in ethnic studies, sociology, educational psychology, future studies, urban planning, and other fields.	I U H	K7	2a 2b			(C) Environment (C) Perception
The student knows that a person's spatial orientation involves his perception of his location relative to surroundings.	I U H	G2 K2	2b			(C) Spatial relationships (C) Self-concept
The student knows graphic forms commonly used to represent data about environmental perceptions including isoline maps, cartograms, models, graphs, tables.	U H	K7	2a			(C) Data representation
The student knows that the phrase cultural world view refers to characteristic perceptions and responses to environment by a culture.	P I U H	K1 K2	2b			(C) Cultural values (V1) Respect for cultural heritage
The student knows ways in which cultural world views reflect cultural perceptions of earth's location and size in relation to sun, moon, and stars.	I U H	K8	4b			(C) Cultural values (C) Location (V1) Respect for other cultures

1. Geography

1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.17 Cultural Geography (Cont.)</u>							
The student knows ways in which cultural world views were influenced by historic expansions of conquest, exploration, and trade.	I U H	G2 K4 K8	2b 3a				(C) Culture (C) Perception
The student knows ways in which continuing effort to relate the earth to visible heavenly bodies has led to mythological, religious, and literary development.	P I U H	K4 K8	2b 3a		1.13		(C) Location (C) Perspective (V1) Respect for cultural heritage
The student knows differences between astrology and astronomy.	I U H	K5	2b		1.13		
The student knows the relationship between advancing technology and changing theories of the earth's place in the universe.	P I U H	G1 K4 K7 K8	2b		1.13		(C) Technology (C) Research (V1) Self worth
The student knows that many theories have been formulated throughout history to explain the spatial relationship of the earth to the sun, or the location of earth in the universe.	P I U H	G1 K4 K6 K8	2b		1.13		(C) Spatial relationship
The student knows terms used in identifying position of earth in space including aberration, altitude, astronomical unit, azimuth, celestial equator, celestial latitude, celestial longitude, declination, ecliptic, equinoxes, light year, meridian, occultation, orbit, parallax, perigee, perihelion, precession, proper motion, radial velocity, right ascension, solstices, transit.	I U H	K1 K2 K6	2b		1.13		(C) Spatial relationship

I. Geography

1.1 Units of Geographical Analysis

COURSE GOALS	Level F/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI), (V2) Value Words
<u>1.17 Cultural Geography (Cont.)</u>						
The student knows ways in which current research in astronomy and space science may be affecting our cultural world view.	I U H	K8	2b 4a 4b 6a 6b 6c	1.13	(C) Culture (C) World view	
The student knows the contributions of Egyptian, Babylonian, and Greek scientists to ancient understanding of the earth's position in the universe.	I U H	K4 K6 K8	2b	1.13	(C) Spatial relationships (VI) Respect for cultural heritage	
The student knows the basic characteristics of Ptolemy's model of the universe.	P I U H	G1 K6 K8	2b	1.13	(C) World view (C) Spatial relationships (VI) Respect for cultural heritage	
The student knows the basic elements of Nicolaus Copernicus' description of Earth's place in the universe.	P I U H	G2 K6 K8	2b	1.13	(C) World view (VI) Respect for cultural heritage	
The student knows reasons for society's initial rejection of Copernicus' heliocentric theory.	I U H	K8 K9	1a 1b 2b	1.13	(C) World view	
The student knows ways in which western culture was changed by the acceptance of Copernican theory.	U H	G2 K8	1a 1b 2b		(C) Change (C) Culture (VI) Respect for cultural heritage	
The student knows contributions of post-Copernican scientists such as Tycho Brahe, Johann Kepler, Galileo Galilei, and Isaac Newton to man's understanding of his place in the universe.	I U H	G1 K4 K6 K8	2b 3b	1.13	(C) Self-concept (C) World view (VI) Awe	

1. Geography

1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.17 Cultural Geography (Cont.)</u>						
The student knows contributions made by recent scientists such as Leverrier, Couch, Michelson, Morley, and Einstein to man's understanding of earth's place in the universe.	I U H	K4 K6 K8	2b 3b		1.13	(C) World view
The student knows the contributions of such modern scientists as Edwin Hubble, Georges Lemaître, Milton Humason, Nicholas Mayall, and Fred Hayle to man's understanding of earth's place in the universe.	I U H	K4 K6 K8	2b		1.13	(C) World view
The student knows optical and measurement tools used currently and historically to determine earth's place in the universe.	P I U H	K4 K7	2a 2b		1.13	(C) Location (C) World view
The student is able to construct and use instruments which may be used by the layman to make astronomical observations, test hypotheses, authenticate theories, etc.	I U H	P65 P76	2a 2b		1.13	(C) Research (V1) Inquiry (V1) Innovativeness
The student knows that cultural ecology involves the relationships of nature and culture as interlocking components of an eco-system.	I U H	K2	2b			(C) Ecology, cultural
The student knows that the common strategy for research in cultural ecology is the case study which examines a particular link in a particular eco-system (e.g., Mediterranean scrub forest and continual cutting, burning, browsing)	I U H	K7 K8	2b			(C) Ecology, cultural (V1) Respect for other cultures

I. Geography.

I.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (VI, V2) Value Words
<u>I.18 Economic Geography</u>							
The student knows the location and use of print and nonprint materials related to economic geography (e.g., card catalog: "Economics," "Geography, Commercial," "Economic Conditions," "Soils"; <u>Reader's Guide: "Economic Development," "Soil"; area and building audio-visual catalogs: "Transportation," "Economic Geography," "Land Use," "Manufacturing, World"; periodicals: <u>Social Education, Journal of Geography</u>).</u>	I U H	K6	2a 2b				(C) Resources, geography (VI) Inquiry
The student knows that the study of economic geography includes: agriculture, manufacturing, trade, transportation and communication patterns, distribution of goods and services, land use, natural, human, and financial resources.	I U H	K2 K3	1a 2b				
The student is able to identify relationships between cultural, economic, and political factors in the interaction of man with his environment.	U H	P33 P44	6c				(C) Interactions economic
The student knows ways in which the study of economics contributes to an understanding of static and dynamic aspects of economic geography.	U H	K8	2b		4.11		(C) Interrelated- ness
The student knows physical factors affecting land use including topography, climate, soils, natural vegetation, and drainage.	I U H	K3 K8	1a 4a				(C) Environmental influences
The student knows ways in which varying soil properties have affected man's patterns of settlement and ways of life (i.e., fertile river delta soil permits farming).	P I U H	K6 K8	2b 3a 5c 6a				(C) Interactions (C) Land use

1. Geography

1.1 Units of Geographical Analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.18 Economic Geography (Cont.)</u>							
The student knows relationships between land use patterns and cultural values and societal norms.	I U H	K8	2b 3a				(C) Cultural values
The student knows factors affecting the suitability of various soils for agriculture (e.g., availability of nutrients (fertility), climate, topography).	P I U H	K7 K8	2a 5a 5b				(C) Productivity
The student knows factors affecting the fertility of soils	P I U H	K8	2a 4a 5a 5b				(C) Productivity (C) Interactions
The student knows ways in which man has attempted to increase the fertility of soils for his own use.	P I U H	K8	a 4a 5a 5b				(C) Productivity (C) Natural resources (C) Food chain (C) Interactions (V1) Responsibility
The student knows short and long term effects of various systems of increasing soil fertility.	P I U H	K5 K8	1b 4a 5a 5b				(C) Ecological balance (C) Cause and effect (C) Productivity (C) Interactions (V1) Responsibility (V1) Judiciousness
The student knows ways in which man has used the properties of various soil types to his advantage (e.g., grassland soils support grain crops).	P I U H	K7 K8	2b 3a 5b 5c				(C) Interactions (C) Exploitation (C) Land use
The student knows ways in which topography and drainage patterns affect transportation routes (e.g., mountains, deserts, rivers as barriers, or rivers as routes).	I U H	K8	2a 4a 5a 5b				(C) Transportation

I. Geography

I.1 Units of Geographical Analysis

COURSE GOALS	Level I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Related Headings	(C) Concept/ (V1, V2) Value Words
<u>1.18 Economic Geography (Cont.)</u>							
The student knows that Location Theory combines economic, urban, and transportation geography with elements of sociology in the attempt to explain individual locations and the location and land use patterns of all human activities.	U H	G2 K8	2b				(C) Location
The student knows that Location Theory deals with man-environment interactions both behaviorally (detailed study of factors affecting choice of location by individuals and organizations) and normatively (constructing methodology for decision making so as to optimize location choices).	U H	G1 K3 K7	2b 4b				(C) Interactions, man-environment (C) Location (V1) Decision-making
The student knows meanings of terms basic to Location Theory including action space, bundles, location, substitution analysis, static analysis (Alfred Weber), dynamic analysis (von Thünen).	H	K1 K2	2b				(C) Location
The student knows ways in which locational decision making may be aided by use of models such as Weber's iterative optimum approximation triangle or Hotellings' linear graph.	H	K7	2b 4a 4b				(C) Location
The student knows the contributions of scientists such as von Neuman, Morgenstern, Borel, Wald, Gould, and Isard to the use of Game Theory in geography and related social sciences.	H	K7	2b 4b				(C) Game Theory
The student knows ways in which a region's economic growth contributes to its political stability.	U H	K8	1a 1b 2b				(C) Economic system (C) Political stability

1. Geography

1.2 Unique Aspects of Geopolitical Regions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>1.21 Earth</u>							
The student knows kinds of land elevations or reliefs which characterize the earth's surface (e.g., mountains, hills, plateaus, plains).	P I U H	K3	1a 1b		1.12		
The student knows the distinctions between the major land formations of the earth's surface (e.g., measure of the difference of elevation in related land surfaces).	P I U H	K5	1a 1b		1.12		(C) Condition (Physical)
The student knows the ways the processes of nature affected the major land formations of the earth's surface (e.g., wind, water, ice, internal pressure).	P I U H	K7	1a 1b				(C) Physical Interaction
The student knows ways that the terrain was affected by early glacial movement (e.g., lake formation, rocky plains).	I U H	K8	2b		1.12		(C) Environment (C) Topography
The student knows that stream erosion results in a variety of land forms (e.g., valleys, plains).	P I U H	K8	2b		1.14		(C) Environment (C) Land Forms
The student knows terms relating to soils of the earth's surface: erosion, deposition, loess, alluvial fan, delta, mantle, core, fault.	P I U H	K1 K2	2b		1.12		(C) Topography
The student knows that soils have gone through a process of erosion and decomposition.	P I U	K3 K4	2b		1.12		(C) Change
The student knows the major characteristics of the low, middle, and high latitude climatic regions of the world.	I U H	K3	2b		1.13		(C) Environment (C) Climate
The student knows factors which affect climate including: latitude, land and water, altitude, mountain barriers, pressure centers, ocean currents, and storms.	I U H	K8	2b		1.13		(C) Environment (C) Climate

1. Geography

1.2 Unique Aspects of Geopolitical Regions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.21 Earth (Cont.)</u>						
The student knows the climate variations that exist as one travels north and south of the equator.	P I U	K3 K6	2b		1.13	(C) Environment (C) Climate
The student knows factors influencing population trends including: climate, job opportunities, and availability of land.	P I U H	K8	1a 1b 6c 7b		1.13 1.16	(C) Change (C) Population
The student knows ways that natural factors such as climate and topography affect peoples' lives and work.	I U H	K8	2a 2b		1.12 1.13 1.17	(C) Cultural identity (V1) Tolerance (V1) Empathy
The student knows ways that geographic features have influenced the diffusion of peoples and affected the cultural and political patterns of life.	P I U H	K8	1a 1b 2a 2b 6c		1.16 1.17	(C) Environment
The student knows the habitability of an area is usually proportionate to the presence of three fundamental elements: soil, air, water.	P I U H	K3 K8	1a 2a		1.16	(C) Data
The student knows the ways in which terrain conditions affect patterns of settlement.	I U H	K8	2b 4a 4b		1.12	(C) Environmental influences
The student knows ways the water balance of an area affects human activities there.	P I U H	K8	2b		1.14	(C) Environment (C) Natural resources
The student knows that many of the earth's people live on the plains because of their suitability for transportation, agriculture, and urban development.	P I U H	K8	2a 2b		1.16	(C) Cultural patterns (C) Population
The student knows that the variety of plant and animal life of the earth provides man with food, recreation, and aesthetic environment.	P I U H	K6 K8	1a		1.15	

1. Geography

1.2 Unique Aspects of Geopolitical Regions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Goals	Program Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>1.2.1 Earth (Cont.)</u>								
The student knows ways that waste disposal may ecologically imbalance the interrelationship of air, land, and water.	P I U H	K8	3a 4a 6c			1.15	(C) Environment (C) Ecology (V1) Responsibility	
The student knows attitudes and values of people that affect their use of land (e.g., maximizing of living space, availability of transportation, safety).	I U H	K8	1a 1b 2a 2b 3a 3b 4a 4b 5a 5b			1.17 1.18	(C) Changes (V1) Responsibility (V1) Innovativeness	
The student knows that the possibility of achieving an adequate food supply depends upon complex changes in man's use of farmland and in his attitudes (e.g., intensive farming, family size, dietary changes).	P I U H	K8	2a 2b 4b 6c	2c		1.16 4.811	(C) Productivity (V1) Innovativeness (V1) Imaginativeness (V1) Self-discipline	
The student knows that the solution to the hunger problem depends upon a willingness to accept ideas, education in farm techniques and use of capital.	I U H	K8	4b 5b 6c	2c		1.16	(C) Resources, distribution (C) Production (V1) Rights, human (V1) Dignity	
The student knows that man's ability to adapt to the terrain and climatic conditions has led to a variety of uses of nonarable land.	P I U H	K7 K8	1a 2b 6a 6b 6c 7b			1.12 13	(C) Adaptation (V1) Efficiency	
The student knows ways that changes in farm technology and improved transportation affect agricultural production.	P I U H	K8	1b 2b 4b	2c		1.18 4.241 4.243 4.247	(C) Change, agric. (C) Production (C) Technology (C) Transportation (V1) Creativity (V1) Efficiency	

SOCIAL SCIENCE

1. Geography

1.2 Unique Aspects of Geopolitical Regions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI, V2) Value Words
<u>1.21 Earth (Cont.)</u>							
The student knows terms descriptive of regional development such as region, primary and secondary, manufacturing activities, linkages, export base, regional demand.	I U H	K2	2b		1.16		
The student knows that the level of development of a region depends primarily upon communication and transportation.	P I	K8	1b 3a 4b		1.17 3.33 3.25 4.247	(C) Urban growth (C) Community (C) Technology	
The student knows how the forces of demand and supply affect regional development (e.g., effect of hydroelectric power on Northwest growth).	I U H	K8	2b 3b 4b	4b	1.18	(C) Economic system (VI) Efficiency	
The student knows that the need for goods and services in a region fosters trade and interdependence.	P I U H	G2 K8	2a 2b 6c	2c 4b	1.18 1.611	(C) Economic interdepend- ence (VI) Cooperation	
The student knows ways that a region's ability to expand export-import capabilities affects its growth potential.	I U H	K8	2b 5a 7b		1.18 4.22 4.312	(C) Regional development (C) Production	
The student knows that the level of technological development of a region affects its degree of dependence on the environment and its power to change the environment.	P I U H	K8	1a 1b 2b		1.18 4.247	(C) Technology (C) Community (VI) Innovative- ness	
The student knows that the economy of a region is affected by the development of natural resources.	P I U H	K8	1a 1b 2a 2b	2a 4b	1.18 4.214 4.822	(C) Natural resources (C) Economic system (VI) Innovative- ness	

SOCIAL SCIENCE

1. Geography

1.2 Unique Aspects of Geopolitical Regions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.21 Earth (Cont.)</u>							
The student knows elements necessary for the development of manufacturing including: skilled labor, transportation facilities, markets, capital.	I U H	K8	1a 1b 2a 2b 4b	4b 6a	1.18 4.822	(C) Economic progress	
The student knows that location of industrial sites is affected by such factors as raw materials, market, labor, supply, and transportation.	I U H	K8	1a 1b 6c	4b 6a	1.18 4.221	(C) Change (C) Technology (C) Production	
The student knows ways in which transportation has affected the growth of civilization.	P I U H	K8	1b 2b 6c		1.16 4.243	(C) Social chang (C) Progress (C) Transporta- tion (C) Growth, civilization (V1)Efficiency (V1)Usefulness (V1)Innovative- ness	
The student knows possible motives for travel such as: curiosity, business, recreation.	P I	K7	1a 2b 6c	3c 4g	1.15 1.18	(C) Communicatio (C) Transporta- tion (V1)Inquiry (V1)Education	
The student knows that the mode of transportation used in an area is partially determined by the geographical location of population centers.	P I U H	K8	1b 2b		1.16	(C) Transporta- tion (V1)Innovative- ness	

1. Geography
1.2 Unique Aspects of Geopolitical Regions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classification	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI, V2) Value Words
<u>1.21 Earth (Cont.)</u>							
The student knows that improved transportation technology results in increased availability of goods at in lower cost.	P I U H	K8	2b 4b 5b 7b	4b	1.18	(C) Distribution (C) Transportation (C) Technology (VI) Efficiency	
The student knows the definition of the terms city and suburb.	P I	K1 K2	1a		1.16	(C) Urban region	
The student knows that the relationship between suburban and urban areas is primarily economic.	P I U H	K3 K8	2b 3a 5a 7b		1.18 4.24	(C) Urban region (C) Specialization, Econ. (VI) Cooperation	
The student knows that urban areas differ from suburban because of their special economic base (e.g., agriculture, mining, shipping).	I U H	K8	1a 1b 2b		1.18 4.822	(C) Urban region (C) Economic growth (VI) Efficiency	
The student knows that the economic base of urban areas is determined by the availability of income, key industries, community and business services.	U H	K3 K8	2b 3b 7b		1.18 4.51	(C) Urban region, econ. of	
The student knows that those cities destined for continued growth are characterized by a well developed economic base.	P I U H	K3 K8	2a 2b 5b 6c 7b		1.18 4.822	(C) Urban region (C) Economic growth (VI) Efficiency	
The student knows that one of the main functions of cities and towns is to supply the surrounding area with goods and services.	P I U H	K7	2b	2a 2c	1.18	(C) Urban region (VI) Cooperation	
The student knows that larger urban areas generally offer a wider variety of services and products than smaller population centers.	P I	G2 K7	1a 1b 2a 2b 3a 3b		1.18	(C) Urban region	

1. Geography
1.2 Unique Aspects of Geopolitical Regions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.21 Earth (Cont.)							
The student knows ways in which neighborhoods are dependent upon one another and on the larger community.	P I	K8	1a 6c	2c	1.18 4.611	(C) Urban region (C) Community (V1) Cooperation	
The student knows ways that transportation availability, terrain, resources of area, and cultural background of immigrants affect city growth patterns.	P I U H	K8	1a 1b 2a 2b 3a 3b 4a 4b 5a 5b 6a 6b 6c		1.17	(C) Urban development	
The student knows that decisions concerning urban development are affected by land use patterns developed in earlier generations (e.g., urban freeways superimposed on narrow streets of pre-auto society).	P I U H	K8	1b 2b 4b		1.17 4.22	(C) Urban development	
The student knows that the concentric ring theory (E. W. Burgess, 1923) and sector theory (Homer Hoyt, 1936-39) are means of explaining the stages of growth of urban areas.	U H	G1 K4	1a 1b 2b 3a 3b 4a 4b		1.17 1.18	(C) Urban region (C) Accommodation (V1) Efficiency (V1) Rights (V1) Security	
The student knows factors influencing accessibility to urban centers including: adequate roadways, air and land transportation facilities.	P I U	K8	2b 4a 4b		1.12 1.18	(C) Urban region (V1) Efficiency (V1) Innovativeness	
The student knows that an urban network is a dynamic entity having many complex interrelationships among its component variables (e.g., between sizes of cities and their numbers and spacing).	U H	K8	1a 1b 2b 6c		1.12	(C) Urban region	

1. Geography

1.2 Unique Aspects of Geopolitical Regions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.21 Earth</u>						
The student knows ways that the size and spacing of cities are affected by time, cultural preference of the population, proximity of a nearby metropolis.	I U H	K8	1a 1b 2a 2b 3a 3b 4a 4b 6c	1.17 1.18	(C) Urban development	
The student knows the effect of the trade area concept on a network of cities.	U H	K8	2a 4a	1.18	(C) Urban development (V1) Cooperation	
The student knows that cultural regions may be characterized by common cultural traits (e.g., language, values, social organization).	I U H	K3	2a 2b 3b 4b 6c	1.17	(C) Cultural pattern (V1) Respect for culture of others	
The student knows that boundaries of a cultural region are characterized by several cultural indicators or combination of cultural indicators (e.g., ethnic groups, language, religion).	U H	K3	1a 1b 2a 2b 3a 3b	1.17	(C) Cultural patterns (V1) Tolerance (V1) Cooperation	
The student knows that a nation's boundaries are man-made lines that function as limits of a political territory and may be affected by geographic conditions.	I U H	K2 K7	2b	1.12 1.18	(C) Nation	
The student knows ways that time, distance, trade, and geography influence relations among various cultures.	I U H	K3 K8	2a 2b 3a 3b 6c	1.17	(C) Cultural assimilation (C) Community (V1) Appreciation of culture	
The student knows that increasing similarity among cultures is resulting from ideas being exchanged among the various areas of the world at an accelerating rate.	U H	G2 K8	2a 2b 3a 6c	1.17	(C) Cultural assimilation (C) Community (V1) Empathy	

1. Geography

1.2 Unique Aspects of Geopolitical Regions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings (C) Concept/ (V1, V2) Value Words
<u>1.21 Earth (Cont.)</u>					
The student knows that increasing similarity among cultures is partly caused by decreasing time-distance from place to place.	U H	K9	2b 3a 3b 6c	1.17	(C) Cultural identity
The student knows that cultural heritage includes traits of language, social organization and values.	P I U H	K3	1a 1b 2a 2b 3a 3b 6b 6c	1.17	(C) Cultural values (V1) Tolerance (V1) Respect for cultural heritage
The student knows that cultural traits are both material (science and technology) and nonmaterial (language, art).	P	K1	2b 6a 6b 6c	1.17	(C) Cultural pattern (V1) Tolerance
The student knows that multiple effects may result from a single simple change in a culture (e.g., results of change from draft animals to mechanized power).	P I U H	K8	2b 4b 5a 6b	1.17	(C) Change, cult. (V1) Respect for cultural heritage
The student knows that religion and family customs are less likely to be affected by major cultural change than other aspects of society.	I U H	K3	2a 2b 3a 4a 4b	1.17	(C) Cultural change (V1) Security
The student knows the capacity of a land area depends upon both culture and resource potential.	I U H	K8	2a 2b	1a 1.17 4.221	(C) Resources
The student knows that man's potential resource base is determined by the stage of his cultural development, i.e., his readiness to develop and use a resource.	P I U H	K8	1b 2b 3b 4b	1a 1.17	(C) Resources (V1) Efficiency (V1) Innovativeness
The student knows that man's varied uses of similar habitats are affected by cultural values.	U H	K8	2a 2b 3a 3b 4b	1a 1.17	(C) Culture (C) Values

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI, V2) Value Works
<u>1.211 United States</u>							
The student knows the location and use of print and nonprint materials related to United States geography (e.g., card catalog: "United States-Description & Travel," "Farm Life-U.S."; <u>Reader's Guide</u> : "United States-Agriculture, Department of," "Farm Corporations"; area and building audio-visual catalogs: "United States, Geography," "United States, Agriculture"; special materials: U.S. relief maps, gazetteers, almanacs).	I U H	K6	2a 2b				(C) Resources, geography (VI) Inquiry
The student knows that the surface of the United States is characterized by the following regions: The Coastal Plain, Appalachian Highlands, Great Interior Plain, Western Highlands, Canadian Shield.	I U H	K3	1a 1b		1.12		(C) Region, geography
The student knows the location and characteristics of the major land features or regions of the United States.	P I U H	K3 K6	1a 1b 2b		1.12		
The student knows the location of the major mountain systems, lakes and river systems of the United States (e.g., Appalachian Mountains, Great Lakes, Mississippi-Missouri River system).	I U H	K6	1a 1b		1.14		(C) Environment (C) Location
The student knows that production of goods largely determines the level and way of living in the United States.	I U H	K8	2b 5b 7b	2a	1.18 4.20 4.324		(C) Economic production (VI) Quality of life
The student knows the effects of the major river systems on the economic, social, and political development of the U.S.	P I U H	K8	1a 1b 2b 4a 4b		1.12 1.18		(C) Environmental influ. (VI) Initiative

SOCIAL SCIENCE

- 1.1 Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.3 Earth

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V) Values
<u>1.211 United States (Cont.)</u>						
The student knows the economic, cultural, political, and geographical characteristics which have contributed to the increased interdependence between the United States and Canada.	I U H	K3 K8	1a 1b 2a 2b 6c		1.12 1.17 1.18 1.2121 4.611	(C) Interdependence (C) Internationalism (VI) Cooperation
The student knows factors that have affected the change from small, privately-owned and operated farms to large, corporation-owned and operated farms.	I U H	K4 K8	1b 4a 4b 6a 6b 6c 7b	4b	1.211 1.18	(C) Change (C) Production (VI) Efficiency
The student knows that modern agriculture is affected by new techniques, new regulations, and assistance by the federal government.	P I U H	K8	2b 3a 4b	4b	1.18 4.811	(C) Production (C) Progress (C) Econ. system, gov.
The student knows the appropriate location of community centers for various activities of learning and social interaction (e.g., neighborhood recreational centers, neighborhood YMCA-YWCA, open schools).	P I	K3 K6	2b 4b 6a 6b 6c 7b		1.17 3.31	(C) Community relations (C) Interpersonal relations (VI) Responsibility

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (N), (V2) Value Words
<u>1.2111 New England</u>							
The student knows the location and use of print and nonprint materials related to geography of New England (e.g., card catalog: "New England-History," "New England-Description & Travel," "New England-Social Life and Customs"; Reader's Guide: "New England-Description & Travel"; area and building audio-visual catalogs: "New England, Industry," "New England, Geography," "New England, People"; special materials: New England land form model).	I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
The student knows the names of the New England states and the location of the area they encompass on a map or globe.	P I U H	K3	1b 2b		1.11		(C) Data repre- sentation (C) Location
The student knows that the New England states are characterized by an irregular coastline, good natural harbors, mountains, rivers, hilly terrain, rocky soil, and a variable climate.	I U H	K3	1a 1b 2a 2b		1.12		(C) Land forms (C) Environment
The student knows the names and descriptions of native and introduced flora and fauna characteristic of the New England region (e.g., cranberries, maple products, potatoes, tobacco, cattle).	I U H	K3	1a 1b 2a 2b		1.15		(C) Resources, natural
The student knows that the population of the New England states is unevenly distributed with the urban manufacturing centers being the centers of concentration.	I U H	K3 K8	1b 2b		1.16		(C) Population (C) Distribution
The student knows that the earliest white settlers in the New England area were Pilgrims and Puritans who had a common cultural background.	P I U H	K3	1a 1b 2a 2b 6c		1.17		(C) Culture

SOCIAL SCIENCE

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1), (V2) Value Words
1.2111 New England (Cont.)						
The student knows that the "Fall Line" of the eastern seacoast influenced the location of many cities.	P I	K8	2b		1.12	(C) Location
The student knows factors which contributed to New England's development into an industrial area (e.g., limited growing season, access to resources).	I U H	K8	1a 2b 4b		1.18 4.242	(C) Economy (C) Environ. Influences (VI) Efficiency (VI) Innovat ive- ness
The student knows that the leading economic resources of the New England states include production of machinery, textiles, processed food, pulp, paper, leather products, and fishing.	I U H	K3 K6	1a 1b 2a 2b	4a 4b	1.18 4.214	(C) Production (C) Resources (VI) Efficiency (VI) Innovat ive- ness

- 1. Geography
- 1.1 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI, V2) Value Words
<u>1.2112 Middle Atlantic</u>							
The student knows the location and use of print and nonprint materials related to geography of Middle Atlantic (U.S.) area (e.g., card catalog: "Metropolitan Areas," "Atlantic States"; Reader's Guide: "U.S.-Description & Travel," "National Geographic Index"; area and building audio-visual catalogs: "Middle Atlantic States," "Megalopolis, Atlantic Seaboard"; special materials: newspaper indexes).	I U H	K6	2a 2b				(C) Resources, geography (VI) Inquiry
The student knows that the Middle Atlantic states are located in the topographical regions of the Appalachian Highlands, Piedmont, and Atlantic Coastal Plain.	I U	K6	1b		1.12		(C) Region, topological
The student knows that large seaports of the Middle Atlantic states provide communication and transportation links with other cities of the world.	I U	K6 K7	2a 6c		1.12		(C) Transporta- tion (C) Communication (VI) Cooperation
The student knows that the Middle Atlantic states are dependent upon an extensive system of waterways for transportation.	I U H	K8	1b 2b 4b		1.14		(C) Resources (C) Transporta- tion
The student knows that the climate of the Middle Atlantic states is modified by nearby bodies of water.	I U H	K8	1a 4b		1.14		(C) Climate
The student knows that the problems of the Middle Atlantic cities have been primarily caused by a high degree of industrialization and population pressures.	I U	K3 K8	1a 2a 2b 3b 4b 5a 5b		1.16 1.18 3.4		(C) Culture change (C) Progress (C) Community

SOCIAL SCIENCE

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V), (V2) Value Words
<u>1.2112 Middle Atlantic (Cont.)</u>							
The student knows that the Atlantic seaboard has become almost one continuous city (megalopolis) because of the industrial development in the Middle Atlantic states.	I U H	K8	1a 2b 4a 4b		1.13 1.18	(C) Technology (C) Production (C) Progress	
The student knows that the life style in a megalopolis of the Middle Atlantic states is affected by air and water pollution, transportation, housing, educational and occupational opportunities in a greater degree than in other urban areas.	I U H	K8	1a 1b 2a 2b 6a 6b 6c		1.17	(C) Cultural conflicts (VI) Human dignity	
The student knows that the urban population of the Middle Atlantic region has its food partially supplied by the nearby truck and dairy farms.	I U H	K8	1a 1b 2b	4b	1.16 1.17 4.244	(C) Economic distribution (VI) Cooperation	
The student knows that the Middle Atlantic region is dependent upon the importation of food because of the large urban population.	I U H	K8	2b 4a 4b	2c	1.16 1.17 3.77	(C) Urban (VI) Cooperation (VI) Human dignity	
The student knows that the Middle Atlantic states require a diversified labor force to utilize the rich natural resources in industry.	I U	K8	3b 4b	4b 6a	1.16 1.18 4.22	(C) Production (C) Resources (VI) Efficiency	

SOCIAL SCIENCE

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level	Knowledge or Process Classifications	Subject Area	Program Area	Career Goals	Program Goals	Other Related Content	Taxonomy Headings	(C) Concept/ Words
	P/U/H								
<u>1.2113 Midwest</u>									
The student knows the location and use of print and nonprint materials related to the Midwest (U.S.) in geography (e.g. card catalog: "Middle West," "Mississippi," "Northwest, Old"; <u>Reader's Guide</u> : "Middle West"; area and building catalogs: "Middle West," "Midwestern States," "Midwestern U.S., Industry"; special materials: <u>National Geographic Index</u>).	I U H	K6	2a 2b						(C) Resources, geography (VI) Inquiry
The student knows the reasons that the Midwest is America's most important agricultural area (e.g., rich soil, good drainage, adequate rainfall, and long growing season).	I U H	K3 K8	2b	4b		1.12 4.241 4.811			(C) Environment (C) Resources
The student knows that waterways in the Midwest have contributed to the economic development of the region and competition in U.S. and world markets (e.g., St. Lawrence Seaway, Great Lakes, Ohio River).	I U H	K8	1b 2b 6c			1.14 1.18 4.611			(C) Resources (C) Environ. influences (C) Interdependence, econ.
The student knows that the major agricultural belts of the Midwest are located within the interior plains (e.g., corn, wheat, dairy belts).	I U H	K6	2b			1.12 4.241			(C) Location (C) Resources
The student knows ways the soil formation of the Midwest was affected by an inland sea and glacial movements.	I U H	K4 K8	1b 2b			1.12 1.14			(C) Environment (C) Physical interaction
The student knows the reasons the Midwest has one of the greatest concentrations of heavy industry in the United States (e.g., proximity to transportation routes, location, minerals).	I U H	K6 K8	1b 2b	4b		1.12 1.18 4.822 4.242			(C) Growth, econ. (C) Technology (C) Location
The student knows factors that have contributed to the high productivity of the Midwestern states (e.g., system of inland waterways, mineral resources, deep rich soil, immigration of European agriculturists).	I U H	K8	1a 1b 2a 2b 6a 6b 6c			1.14 1.17 1.18 4.2			(C) Productivity (C) Interdependence

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Headings	(C) Concepts/ (V1, V2) Value Words
<u>1.2114 South</u>							
The student knows the location and use of print and nonprint materials related to geography of the South (U.S.) (e.g., card catalog: "Southern States," "Agriculture-U.S.-Southern States"; Reader's Guide: "South," "Agriculture-U.S.," "Agriculture-Southern States"; area and building audio-visual catalogs: "Agriculture, Southern U.S.," "Geography, United States").	I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
The student knows that the South is characterized by various surface regions dominating North America such as the Coastal Plain, Great Interior Plain, Appalachian Highlands, Western Highlands.	I U H	K3	1a 1b 2b		1.12		(C) Topography
The student knows that the generally warm and uniform climate of the South results in a variety of land use (e.g., agriculture, recreation, industry).	I U H	K3 K7	2b	4b	1.13		(C) Environ. influences (V1) Quality of life
The student knows that the South's agricultural wealth depends primarily on the cotton, tobacco, and peanut crops.	I U H	K3	1a 1b 2b	4b	1.18 4.241		(C) Production (C) Resources (C) Econ. geography
The student knows that the introduction of mechanization and new techniques have increased and varied the agricultural activities in the South.	I U H	K6 K8	2b 4b 5b	4b	1.18 4.247 4.241		(C) Technology (C) Production (C) Progress (V1) Efficiency (V1) Education
The student knows that the river systems of the South furnish transportation and contribute to fertility of the soil (e.g., Mississippi, Tennessee).	I U H	K3 K8	2b		1.14 1.18		(C) Environ. influence

SOCIAL SCIENCE

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI) Value Words
<u>1.2114 South (Cont.)</u>							
The student knows that in the South there has been a shift of the labor supply to industry, which has resulted in increased mechanization on the farms and a decline of subsistence farming.	I U H	K4 K8	2b 4a 4b	4b	1.16 1.17 4.222 4.811	(C) Resources (C) Technology (C) Production (VI) Efficiency	
The student knows that industrialization in the South has resulted in the movement of large numbers of farm workers to the northern and western urban areas.	I U H	K8	1a 1b 2b 4b 6a	3b 4b 4c	1.16 4.242	(C) Technology (VI) Efficiency	
The student knows that misuse of land and industrial expansion in the South contributed to a decline of family farms and creation of depressed areas.	I U H	K8	1b 2b 4b 7b		1.18 4.242 4.221	(C) Exploitation (VI) Responsibility (VI) Human dignity	
The student knows the factors contributing to unemployment and poverty in Appalachia: soil depletion (one crop production), less demand for coal and growing automation in mining.	I U H	K8	1a 1b 2a 2b 3a 3b 4a 4b 6c	3a 4b 4c 6a	1.17	(C) Depression (C) Change	

SOCIAL SCIENCE

- 1. Geography
- 1.1 Unique Aspects of Geopolitical Regions
- 1.2 Earth
- 1.21 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2115 Great Plains</u>							
The student knows the location and use of print and nonprint materials related to the geography of the Great Plains (U.S.) (e.g., card catalog: "Great Plains," "Drouth," "Dust Bowl," "Cattle Trade"; <u>Reader's Guide</u> : "Great Plains," "Prairies," "Cattle Industry and Trade"; area and building audio-visual catalogs: "Great Plains, Formation," "Great Plains, Settlement," "Beef Cattle Production"; periodical: <u>National Geographic</u> index).	I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
The student knows that the Great Plains economy is primarily based on raising cattle, sheep, and farming.	P I U H	K3	1a 1b 2b	4b	1.18 4.811		(C) Economic system (C) Production (V1) Efficiency
The student knows that people living in the Great Plains region generally live on farms, ranches, or in small towns.	P I U	G2 K3	1a 1b		1.17 3.31		(C) Community (C) Population
The student knows ways that man-made projects such as dams and irrigation systems have affected the land use of the Great Plains.	P I U H	K6 K8	1b 4b	4b	1.14 4.221		(C) Resources (C) Progress (V1) Responsible- ness
The student knows factors which have deterred population growth in the Great Plains areas (e.g., problems of water supply and control, extremes of climate).	I U H	K6 K8	1b 2b 4b	4b	1.13 1.14		(C) Environmental influences (C) Population
The student knows climatic characteristics of the Great Plains which limit farming (e.g., climatic extremes, lack of moisture).	I U H	K6 K8	2b 4b	4b	1.12 1.18 4.811		(C) Environmental influences (C) Adaptation

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2116 Rockies and Intermountain Areas</u>						
The student knows the location and use of print and nonprint materials related to the geography of the Rocky Mountains and intermountain areas (e.g., card catalog: "The West," "Rocky Mountain Region"; <u>Reader's Guide</u> : "Rocky Mountains," "West--Description and Travel," "Irrigation--Western States," "Mines and Mineral Resources--Western States"; area and building audio-visual catalogs: "West, American"; periodicals: <u>Sunset Magazine</u> , <u>Arizona Highways</u> , <u>American Heritage</u> index).	I U H	K6	2a 2b			(C) Resources, geography (V1) Inquiry
The student knows topographic features of the intermountain area such as high mountains, plateaus, and deserts.	P I U H	K3	1a 1b	1.12		(C) Topography
The student knows that land use in the intermountain area is dependent upon the utilization of rapidly flowing rivers (e.g., dams for irrigation and power).	I U H	K8	2a 2b	1.14 4.221		(C) Natural resource (C) Technology (V1) Initiative (V1) Efficiency (V1) Innovativeness
The student knows that the Rockies formed a barrier to early transportation.	P I	K8	1a 1b 2b 4b	1.17 4.243		(C) Transportation (C) Change
The student knows that the Rockies and intermountain area provide scenic attractions (e.g., Yellowstone National Park, Great Salt Lake, Grand Canyon).	P I U H	K3	1b 2b 6c	1.17		(C) Ecology (V1) Beauty
The student knows that the chief means of livelihood of the Rockies and intermountain area are mining, lumbering, farming, livestock raising, and tourism.	I U H		1a 1b 2a 2b 6c	1.18 4.242		(C) Economy (V1) Security (V1) Initiative

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2117 Pacific Coast</u>							
The student knows the location and use of print and nonprint materials related to the geography of the (U.S.) Pacific States (e.g., card catalog: "Pacific States," "The West," "Northwest, Pacific"; <u>Reader's Guide</u> : "Fisheries," "Pacific Coast," "Northwest Industries," "Lumber Industry and Trade"; area and building audio-visual catalogs: "Pacific Coast States," "Pacific Fishing, Salmon," "Pacific Coast Geography"; periodicals: <u>Pacific Northwest Quarterly</u> , <u>Sunset Magazine</u> , <u>Ore-Bin</u>).	I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
The student knows that the important physical features of the Pacific coastal region include rugged mountain ranges, swift rivers, valleys and irregular coast line.	P I U H	K5 K6	2a 2b 4a		1.12		(C) Resources, natural (C) Ecology (C) Environment (V1) Beauty
The student knows that the major occupations of the Pacific coast states include manufacturing of transportation equipment, food processing, and forest industries.	P I U	K3 K5	2b 6a	4b	1.18 4.22		(C) Economic system (C) Production
The student knows that the bases of the economy in the Pacific coast states include fishing, agriculture, mining, forestry, manufacturing, and tourism.	I U	K3 K6	1a 1b 6c 7b	4b	1.18 4.214		(C) Resources, natural
The student knows that the best farm land in the Pacific Northwest is generally considered to be in the Willamette Valley and Puget Sound area (e.g., fruits, vegetables, grains).	I U	K6	1a 1b 3a 3b	4b	1.12 1.15 4.22		(C) Resources, natural (C) Food chains

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2117 Pacific Coast (Cont.)</u>								
The student knows that the volcanic soil of the Pacific coast contributes to the fertility of the Columbia Plateau.	I U	K6 K8	1a 1b	4b	1.12	(C) Resources, natural		
The student knows that the temperate climate of the Pacific coast makes possible year round growth of flora.	P I U	K3 K6 K8	1a 2b	4b	1.15	(C) Ecology (C) Environment (V1)Beauty		
The student knows factors which control Pacific coast climatic conditions including ocean currents, landforms, and latitude.	P I U H	K6 K8	1a 1b		1.13 1.14	(C) Environment (V1)Economic		
The student knows that the large rivers of the Pacific Northwest are the principal drainage outlets of this region (e.g., Columbia, Snake, Willamette).	I U H	K6 K7	1a 1b 2b		1.14	(C) Environmental influences		
The student knows that the Continental Divide provides large scale watersheds.	I U H	K6 K8	1a 1b 2b		1.14	(C) Environment exploitation (C) Natural resources (V1)Beauty		
The student knows that the settlement patterns on the Pacific coast often reflect the migration of ethnic groups to climatic and occupational areas similar to those from which they migrated (e.g., French, prairie lands in Willamette Valley; Swiss, foothills of Cascades; Scandinavians in Astoria).	I U	K3 K6 K8	1a 1b 6a 6b 6c		1.16 1.17	(C) Culture patterns (C) Migration (V1)Security		
The student knows that in the early Pacific coast settlements missions, mining camps, and fur trading posts served as nuclei for towns.	P I U	K6	1a 1b 2b 7b		1.16 1.17	(C) Community (C) Environment (C) Culture (C) Population (V1)Cooperation (V1)Strength (V1)Friendship		

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2117 Pacific Coast (Cont.)</u>							
The student knows the ways in which the Spanish influenced the location and naming of settlements in California.	P I	K3 K8	1a 1b		1.17	(C) Culture patterns (V1) Respect for cultural heritage	
The student knows many cultural and recreational opportunities which are available in the Pacific coast states (e.g., opera, movies, museums, parks, resorts, recreational centers).	P I U	K3	1a 1b 4a 4b	3c 4b 4g	1.17	(C) Culture (V1) Human dignity (V1) Education	
The student knows the economic and aesthetic value of the forest areas of the Pacific Northwest.	P I U H	K3 K8	1a 1b 3a 3b 7a 7b	3c 4b 4g	1.17 1.18 4.214	(C) Resources, natural (C) Environment (C) Ecology (V1) Beauty	
The student knows that the Pacific coast seaports are the marketing places for exchange of goods from Asiatic ports (e.g., grain, fruit as exports; cars and fiber items as imports).	I U	K8	1a 1b 2b	4b 4f	1.18 4.244	(C) Economic system	
The student knows that the transportation network of the Pacific coast states has developed steadily since 1869 (transcontinental railroad) to include railroads, highways, and airways.	P I U	K3 K4	1a 1b 6c		1.18	(C) Change (V1) Innovativeness	

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level	Knowledge or Process	Classifications	Subject Area	Career Goals	Program Education	Other Related	Context Taxonomy	(C) Concepts/ (V1, V2) Value
	P/I/U/H								
<p><u>1.2118 Alaska and Hawaii</u></p> <p>The student knows the location and use of print and nonprint materials related to geography of Alaska and Hawaii (e.g., card catalog: "Alaska," "Hawaiian Islands," "Fisheries"; <u>Reader's Guide: "Alaska--Economic Policy," "Petroleum--Alaska," "Hawaii--Description and Travel"</u>; area and building audio-visual catalogs: "Alaska, Economy," "Alaska, Geography," "Hawaii, Industry," "Hawaii, Culture"; periodicals: <u>Sunset Magazine, Alaska</u>).</p>	I U H	K6	2a 2b						(C) Resources, geography (V1) Inquiry
<p>The student knows that Alaskan topography is characterized by high mountains, several long rivers, and a rugged coastline.</p>	P I U H	K3 K6	1a 1b 2b			1.12			(C) Environment (C) Topography
<p>The student knows that Alaskan resources include minerals, fish, furs, and forests.</p>	P I U H	K3 K6	1a 1b	4b		1.18			(C) Resources
<p>The student knows that major drawbacks to the development of Alaska include limited population, lack of transportation facilities, and variable climatic conditions.</p>	P I U H	K3 K8	1a 2a 2b 4b			1.18			(C) Growth and development (C) Progress (V1) Innovative-ness
<p>The student knows that Hawaii's topography is characterized by rugged mountainous terrain, deep valleys, and sandy beaches.</p>	P I U H	K3 K6	1a 1b 2b			1.12			(C) Environment (C) Topography
<p>The student knows that plantations characterize agricultural land use in Hawaii.</p>	P I U H	K3 K6	2b 4a 4b			1.17 1.18 4.241 4.221			(C) Production (V1) Efficiency

SOCIAL SCIENCE

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.211 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (N), (V2) Value Words
<u>1.218 Alaska and Hawaii (Cont.)</u>							
The student knows that the mild climate, abundant rainfall, and fertile soil of Hawaii provide ideal conditions for agricultural activity (e.g., sugar cane and pineapples).	P I U H	K3 K8	1a 2b	4b	1.18	(C) Environmental influence (C) Adaptation (C) Production	
The student knows that the main sources of Hawaiian income are tourism, processing plants, and maintaining military bases.	P I U H	K3 K8	6a 7b	4b	1.18	(C) Wealth	

- 1. Geography
- 1.1 Unique Aspects of Geopolitical Regions
- 1.11 Earth
- 1.112 Other Geopolitical Divisions

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.2121 Canada</u></p> <p>The student knows the location and use of print and non-print materials related to geography of Canada (e.g., card catalog: "Canada-Description and Travel," "Canada-Foreign Relations," "Northwest Territories, Canada"; <u>Reader's Guide</u>: "Canada," "Coal Mines and Mining-Canada," "Tourist Trade-Canada," "Canada-Industries"; area and building audio-visual catalogs: "Canada, Western," "Canada, U.S. Relations"; periodical: <u>Canadian Geographical Journal</u>).</p>	I U H	K6	2a 2b			(C) Resources, geography (V1) Inquiry	
<p>The student knows that the major topographical regions of Canada are northern extensions of similar topographical regions in the U.S. (e.g., Appalachian Highlands, St. Lawrence Lowlands, Canadian Prairie, Canadian Rockies, Canadian Pacific Coast, and the Canadian Shield).</p>	I U H	K3	1a 1b		1.12	(C) Environment (C) Topography	
<p>The student knows that Canada's wealth of natural resources such as forests, metals, uranium provides a base for economic growth.</p>	I U H	K8	1a 2b		1.18 4.822 4.214	(C) Resources, natural	
<p>The student knows that a series of waterways, of which the St. Lawrence-Great Lakes is largest, extends east to west across a portion of Canada, facilitating transportation and trade.</p>	I U H	K3 K7 K8	1a 1b 2a 2b 4a		1.14 1.18 4.822	(C) Resources (C) Transporta- tion (V1) Efficiency	
<p>The student knows that a variety of climates ranging from humid continental to tundra are characteristic of Canada.</p>	P I U H	K3	1b 2a		1.13	(C) Environment, climate	
<p>The student knows that Canada's climate is characterized primarily as one of a short growing season and modest precipitation.</p>	I U H	K3	1a 1b		1.13	(C) Environment, climate	

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>1.2121 Canada(Cont.)</u>						
The student knows northern Canadian ports which are ice free: Halifax, Nova Scotia, St. John, New Brunswick.	I U	K8	2b	1.14	(C) Transportation	
The student knows it is estimated that Canada could support 4-5 times its present population without reducing its present standards of living.	I U H	K9	2b 3a 4a	1.16	(C) Population (C) Growth, human (V1) Responsibility	
The student knows that the leading centers of population in Canada have generally grown rapidly but are still relatively small.	I U H	K3	1a 1b 2b	1.16	(C) Population	
The student knows that in comparison with other nations, Canada depended upon a very small reserve of workers to develop industrial capacity.	I U H	K5 K8	1b 2b	1.16 4.222	(C) Resources (C) Econ. system (C) Development, econ. (V1) Efficiency	
The student knows that the greatest potential for economic and population growth in Canada is found in the region west and north of the maritime provinces and Great Lakes area.	I U H	K6	1a 1b 2b	1.18 4.822	(C) Regional development (V1) Innovativeness	
The student knows that as western territories of Canada such as Alberta and Saskatchewan became provinces, their character tended to become predominantly English.	I U H	K3 K4	1b 2b 3a	1.17	(C) Culture change (V1) Individualism	
The student knows that the people of the Atlantic Provinces in Canada have tended to remain fishermen because of the unproductive land.	I U H	K6 K8	1a 2b	1.17 1.18	(C) Environmental influence (V1) Efficiency	
The student knows factors which have limited Canadian economic development; primarily, lack of population, great distances between settled areas, and generally unfavorable climate.	I U H	K8	1b 2b 4b 6c	1.13 1.16 4.822	(C) Accommodation growth, econ. (V1) Economic freedom	

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level		Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
	P/I/U/H							
<u>1.2121 Canada (Cont.)</u>								
The student knows that the development of the vast supply of natural resources of the Canadian North (Alaska to Atlantic coast) depends primarily on improving transportation capabilities and overcoming climatic limitations.	I U H	K8	1b 2b 4b			1.12	(C) Resources (C) Technology (C) Growth, economics (C) Transportation (V1)Efficiency	
The student knows natural and man-made factors which have contributed to the heavy industrialization of the St. Lawrence-Great Lakes region (e.g., seaway, water power, resources).	I U H	K3 K8	1a 1b 5b 6c			1.14 1.18 4.822	(C) Industrialization (C) Progress (V1)Cooperation (V1)Efficiency	
The student knows that the Canadian Maritime Provinces and Newfoundland have grown primarily because of mineral discoveries rather than a manufacturing boom.	I U H	K8	1a 2b			1.12 1.18 4.822	(C) Resources (C) Growth, econ	
The student knows factors which have curtailed the industrial development of the three Maritime provinces and Newfoundland, primarily distance from markets and productive regions of Canada.	I U H	K3 K8	2b 4b			1.18	(C) Economic system (C) Location (V1)Efficiency	
The student knows that despite the topographic isolation created by the Rockies and Coast Mountains, British Columbia has developed rapidly because of the use of hydroelectricity, utilization of timber resources, and development of seaports.	I U H	K4 K8	1b 2b 4b			1.12 1.18	(C) Growth, econ (C) Change (V1)Efficiency (V1)Innovativeness	
The student knows that the vast virgin areas of the Canadian North are being opened because of advances in agricultural methods and development of new crops.	I U H	K4 K8	1a 1b 2a 2b			1.18 4.241	(C) Change (V1) Efficiency	

SOCIAL SCIENCE

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2121 Canada (Cont.)</u>							
The student knows the trend in Canada is from production of raw materials to manufacture of finished goods for export.	I U H	K4	1a 1b 2a 2b 3a 3b 4a 4b 6c		1.18 4.612	(C) Change (C) Economic system (C) Distribution (V1) Innovative-ness (V1) Efficiency	
The student knows ways in which the American export industry is dependent upon Canadian purchases.	I U H	K8	1a 1b 2a 2b 3a 3b 4a 4b 6c		1.18 1.211 1.18 4.611	(C) Economic system (C) Trade (V1) Cooperation	
The student knows that American investment is extensive in Canada, with Canada supplying the raw materials needed by industries in U.S.	P I U H	K7	1a 1b 2a 2b 3a 3b 4a 4b 5a 5b 6c		1.18 4.611	(C) Economic system (V1) Cooperation	

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Context Related Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2122 Mexico</u>							
The student knows the location and use of print and non-print materials related to geography of Mexico (e.g., card catalog: "Art Industries and Trade-Mexico," "Mexico-Social Conditions," "Mexico-Description and Travel"; Reader's Guide: "Mexico-Economic Conditions," "Investments, Foreign (in Mexico)," "Mexico-Industries"; area and building audio-visual catalogs: "Mexico, Climate," "Mexico, Geography," "Mexico, Agriculture"; special materials: <u>National Geographic index</u>).	I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
The student knows that the name Middle America refers to that area which includes the West Indies, Mexico, and Central America.	P I U H	K1 K6	2b				
The student knows that Mexican topography is characterized by a rugged central plateau and narrow coastal plains bordering mountains on the Gulf Coast and Pacific Ocean.	I U H	K3	1a 1b		1.12		(C) Environment topography
The student knows that Mexican population distribution and economic development have been primarily affected by land limitations and climatic factors.	P I U H	K8	1a 1b 2a 2b		1.12 1.13 1.18 4.822		(C) Economic system (V1) Economic freedom
The student knows the effects of constitutional changes in the early 1900's upon Mexican land ownership.	I U H	K8	2b 4b 6a 6b 6c 7b		1.17		(C) Change (V1) Rights

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<p><u>1.2123 West Indies</u></p>							
<p>The student knows the location and use of print and non-print materials related to geography of West Indies (e.g., card catalog: "West Indies-Description & Travel," "West Indies"; Reader's Guide: "West Indies, British," "Bahama Islands," "West Indies, French," "Martinique"; area and building audio-visual catalogs: "West Indies," "West Indies, Economy," "West Indies, Trade"; periodicals: <u>National Geographic index, Americas</u>).</p>	I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
<p>The student knows that the West Indies are a chain of islands in the Caribbean Sea extending in a wide arc from the tip of Florida to the coast of Venezuela.</p>	P I U	K3 K6	1b		1.12		
<p>The student knows the people of the West Indies have a low standard of living despite favorable climate, convenient location and fertile soil.</p>	P I U H	K3	1a 1b 2a 2b		1.17		(C) Physical needs (C) Technology (V1) Quality of life

- 1. Geography
- 1.1 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2124 Central America</u>							
The student knows the location and use of print and non-print materials related to geography of Central America (e.g., card catalog: "Central America-History," "Central America-Description & Travel," "Central America-Social Life and Customs"; <u>Reader's Guide</u> : "Central America-Foreign Relations," "Central America-Economic Policy," "Bananas"; area and building audio-visual catalogs: "Central America, Geography," periodicals: <u>Americas</u> , <u>National Geographic</u> index).	I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
The student knows the names of the Central American countries: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, British Honduras.	I U H	K1	1a		1.12		
The student knows that Central American topography is characterized by mountains, mild climate, long coastline, and good harbors.	I U H	K3	1a		1.12	(C) Environment (C) Topography	
The student knows that plantation agriculture is more characteristic of Central America than subsistence farming.	I U H	K3 K5	1a 2b 3a 4b		1.17 4.241	(C) Adaptation	
The student knows the effects of modern technology and new methodology on the economy of Costa Rica.	I U H	K8	1a 1b 2b 4a 4b		1.18 4.247 4.822	(C) Change (C) Progress (C) Production (V1) Education	
The student knows factors contributing to U.S. and Central American economic interdependence include marketing of U.S. manufactured goods and Central American tropical products.	P I U H	K8	2b 4b 6a 6b 6c 7a 7b		1.18	(C) Production (C) Interdependence (C) Economic system (V1) Cooperation (V1) Freedom	

SOCIAL SCIENCE

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Concept Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.2124 Central America (Cont.)</u></p> <p>The student knows the ways that foreign investment affects the economic, political and societal geography of Central America.</p>	I U H	K6 K7 K8	1a 1b 2a 2b 3a 3b 4a 4b 5b 6a 6c	1.17 1.18 4.611	(C) Exploitation (C) Interdependence (V1) Econ. Freed	

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/U/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Concept Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>1.2125 South America</u>						
The student knows the location and use of print and non-print materials related to geography of South America: (e.g., card catalog: "South America-Description & Travel," "South America-Social Life & Customs," "Incas," "Indians of South America"; <u>Reader's Guide</u> : "South America-Description & Travel," "Latin America," "Economic Assistance in Latin America," "Public Health-Latin America"; area and building, audio-visual catalogs: "South America"; periodical: <u>National Geographic index</u>).	I U H	K6	2a 2b			(C) Resources, geography (V1) Inquiry
The student knows plants and animals that are characteristic of South America (e.g., llama, quebracho).	P I	K3	2b	1.15		
The student knows the ways that the natural environment in South America affects population distribution (e.g., pampas, Amazon forest area, Magdalena river valley).	I U H	K6 K8	1a 1b	1.16		(C) Distribution, population (C) Environ. influences
The student knows that the Andes Mountains and the Rocky Mountains form a continuous chain of high rugged peaks on the Pacific Coast of the South and North American continents.	I U H	K6	1a 1b	1.12		(C) Topography
The student knows the ways the Andes affect the distribution of population in Colombia, Ecuador, Peru, Chile, and Argentina.	I U	K5 K6 K7	1a 4a	1.12 1.16		(C) Distribution, pop.
The student knows ways that location of a community in or near a seaport affects the life of the people economically, educationally, and socially (e.g., South American seaport cities).	I U	K6 K8	1a 1b	1.17 1.18		(C) Culture (C) Environment

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2125 South America (Cont.)</u>						
The student knows factors of climate and topography that distinguish the Pampas area of Argentina from other areas of South America.	P I U	K3 K5	1b 2b		1.12	(C) Environment
The student knows the location of the important river systems of South America: Amazon, Parana-Paraguay, Magdalena, and Orinoco.	I U	K6	1a 1b 2a 2b		1.14	(C) Resources, natural
The student knows that a major use of rivers in Rain Forest areas of South America is the transportation of goods and resources.	P I U H	K7	4b		1.14 1.18	(C) Transporta- tion (C) Environ. influences (V1)Efficiency
The student knows the ways the mode of living of the Indian tribes along the Amazon River are greatly affected by the natural habitat (e.g. mud houses; crude, rough furniture; hammocks for beds).	I U	K8	1a 1b 2b 6b		1.13 1.14 1.17	(C) Environ. influences (V1)Respect for culture of others
The student knows that illiteracy and poverty of South American peoples reflect the influence of Spanish and Portuguese political power, industry, and culture.	I U H	K8	1a 1b 2a 2b		1.17 1.18	(C) Exploitation (C) Conflict (C) Social control (V1)Responsible- ness
The student knows that change in pattern of land distribution and cultivation is essential for social and economic progress in South America.	I U H	K8	1a 1b 4a 4b		1.17 1.18	(C) Change (C) Distribution (C) Progress (V1)Human dignity

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2125 South America (Cont.)</u>							
The student knows that economic growth and education will contribute to political stability in South America.	I U H	K8	1a 1b 2a 2b 4a		1.18		(C) Government (C) Change, social (C) Human dignity (V1) Security
The student knows the importance of inter-American cooperation to the progress and protection of the hemisphere.	I U H	K7 K8	1a 1b 2a 2b		1.18		(C) Organization policy (V1) Cooperation (V1) Security
The student knows the cultural characteristics of the Inca Indian of Peru (e.g., cloth weaving; metal, pottery, jewelry craftsmanship; use of calendar and decimal system).	I U	K3 K4 K6 K8	1a 2b		1.17		(C) Culture (C) Indian (C) So. Am. (V1) Cooperation (V1) Beauty (V1) Respect for culture of others
The student knows that the countries in South America lying east of the Andes Mountains have generally found it easier to trade with western Europe than with countries west of the Andes.	I U H	G2 K5	2a 2b 4a		1.18		(C) Accommodation (V1) Cooperation (V1) Efficiency

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/U/J/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>1.2126 Europe</u>							
The student knows the location and use of print and nonprint materials related to geography of Europe (e.g., card catalog: "Europe--Description and Travel," "Eastern Europe," "European Economic Community"; <u>Reader's Guide</u> : "Europe--Population," "Europe, Eastern," "Europe, Western"; periodicals: <u>Realities</u> , <u>Manchester Guardian</u> ; area and building audio-visual catalogs: see specific countries, "Europe, Scandinavia," "Europe, Balkans"; special materials: newspaper indexes, land form models).	I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
The student knows that Southern Europe consists of the Iberian (Spain and Portugal), Italian, and Balkan (Bulgaria, Yugoslavia, Albania, Greece), peninsulas.	I U H	K3 K6	1a 1b		1.12		
The student knows factors which have limited development of natural resources on the Iberian Peninsula (e.g., lack of power, capital, and technology).	I U H	K8	1a 1b 2a 2b 3a 3b 4a 4b		1.18 4.7 4.822		(C) Resources, natural (C) Growth, economic (V1)Efficiency
The student knows that the limited industrial and agricultural growth of the Balkan area is primarily the result of the rugged topography of the land.	I U H	K8	1b 2b		1.18 4.822		(C) Environmental influences (C) Topography (C) Economic system
The student knows that the people of the Balkans have maintained their ethnic identity primarily because of the rugged mountain ranges of the area.	I U H	K3 K8	1b 6a 6b 6c		1.12 1.17		(C) Culture (C) Population (V1)Respect for cultural heritage

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (N), (V) Value Words
<u>1.2126 Europe (Cont.)</u>							
The student knows that Western European topography is characterized by a long irregular coastline with many natural harbors and extensive inland waterways.	I U H	K3	1a 1b 2a 2b		1.12	(C) Environment (C) Topography	
The student knows factors contributing to the continued economic growth of Western Europe including ease of transportation and ample supply of skilled workers.	I U H	K4 K8	1b 4b 6a 6b 6c		1.17 1.18 4.822	(C) Economic system (C) Resources	
The student knows that industrialization of Northwest Europe is influenced by mild temperatures, adequate rainfall, and wealth of mineral resources.	I U H	K3 K8	1b 2b		1.12 1.18	(C) Technology (C) Environmental influences	
The student knows that Eastern Europe is a patchwork of mountains and plains consisting primarily of the Great European Plain in the north, central mountains, upland basins and plateaus, plains of Danube River, southern mountain ranges.	I U H	K3	1a 1b		1.12	(C) Topography	
The student knows that Eastern Europe contains a variety of people forming a fragmented cultural pattern.	U H	K3	1b 2b 6a 6b 6c		1.17	(C) Cultural patterns (C) Cultural conflict (VI) Tolerance (VI) Respect for cultural heritage	
The student knows the common characteristics of Eastern Europe in the general areas of climate, temperature, occupation, and nationality.	I U H	K3	1a 1b		1.17	(C) Environment	
The student knows that in Eastern Europe (except in Poland and Yugoslavia) almost of the farmland is in collective or	I U H	K8	1a 1b		1.17 4.73	(C) Economic system	

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings (C) Concept/ (V1, V2) Value Words
<u>1.212c Europe (Cont.)</u>						
The student knows that obstacles to economic growth in Eastern Europe include scarcity of skilled and educated workers and lack of capital.	I U H	K3 K8	1b 2b 4b 6a 6b 6c		1.17 1.18 4.822	(C) Economic system (C) Growth, economic (C) Production (V1) Education (V1) Efficiency
The student knows that the majority of people of Portugal are engaged in agriculture primarily as a result of the topography (e.g., broad slopes and long river valleys).	I U H	K8	1a 1b 2a 2b		1.12 4.241	(C) Environment-topography (C) Environmental influence (C) Production (V1) Efficiency
The student knows that the shape and topography of Italy has helped to determine the location of industry in northern Italy while southern Italy remains poverty stricken.	I U H	K3 K8	1a 1b 2a 2b		1.12 4.221 4.242 4.322	(C) Environment-topography
The student knows that the major geographic features of Spain include the rugged Pyrenees, fertile river valleys, and central expanse of dry meseta.	I U H	K3	1a 1b		1.12	(C) Topography
The student knows the ways that extreme variations in climate and topography have affected the agricultural and industrial development of Spain.	I U H	K3 K8	1a 1b		1.12 1.13	(C) Environment-climate
The student knows that the traditional conservatism of the ruling element in Spain has contributed to limited economic development despite rich resources.	I U H	K8	1a 1b 2b		1.18	(C) Conservatism (C) Growth, economic (V1) Responsible-ness

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/U/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2126 Europe (Cont.)</u>							
The student knows that Ireland's main industries are based on agriculture with manufactured goods being provided by Great Britain.	H	K8 K9	1a 1b 2a 2b	2c	1.18 4.241 4.72	(C) Resources, natural	(C) Trade
The student knows that Great Britain depends upon importation for most food products.	I U H	K8	2b 4b 6a 6b 6c	2c	1.18	(C) Scarcity (C) Inter- dependence	(V1) Cooperation
The student knows production in British iron, steel, and textile industries has declined as a result of the development of newer factories and machinery in other countries.	I U H	K8	1a 1b 2a 2b 3b 4b		1.18	(C) Production	(V1) Competition, economic
The student knows that the importance of the coal industry in Great Britain is diminishing as a result of new mining techniques in other countries and the development of other sources of power.	I U H	K4 K8	1a 1b 2a 2b 3a 3b		1.18	(C) Production	(C) Change
The student knows that the topography of France is characterized by mountain ranges protecting most of the frontier, the Great European Plain with its fertile soil, and an excellent system of waterways.	I U H	K3	1a 1b		1.12 1.14	(C) Topography	
The student knows that France is ideally located for trade because of her long coastline and location near the most important bodies of water in western Europe (Mediterranean, North Sea, English Channel, Atlantic Ocean).	I U H	K6 K8	1a 1b 2a 2b		1.12 1.18	(C) Environment- topography	(C) Economic system (V1) Efficiency

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career, Education Program Goals	Other Related Context Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>1.2126 Europe (Cont.)</u>						
The student knows that the usable territory of the Netherlands has been extended and protected by man-made devices (e.g., dikes, planting of special vegetation).	I U H	K8	1b 4a 4b	1.12		(C) Environment (C) Accommodation (V1) Strength (V1) Initiative
The student knows that the Netherlands topography is characterized by a flat terrain, access to waterways, and moderate marine climate.	I U H	K3	1a 1b	1.12 1.13		(C) Climate
The student knows that Germany is divided into topographical regions consisting of the North German Plain and central highland--Alps region.	I U H	K3	1b 2b	1.12 1.14		(C) Transportation topography
The student knows that the Rhineland, North German Plain and Bavarian regions produce a surplus of agricultural products primarily because of highly efficient use of soils.	I U H	K6 K8	1b 2b 4a 4b	1.18		(C) Technology (C) Learning (V1) Efficiency
The student knows that German industrial leadership is based upon technological use of excellent supply of raw materials in Ruhr, Saar, and Saxony regions.	I U H	K8 K9	1a 1b 2a 2b	1.18 4.247		(C) Technology (V1) Efficiency
The student knows that the term Scandinavia refers to countries included on two peninsulas and a group of islands in the northwestern part of Europe: Norway, Sweden, Denmark, Finland, and Iceland.	I U H	K1 K6	1a 1b	1.12		
The student knows that Sweden's farms and factories have located in the southern third of the country as a result of the climate and topography.	I U H	K8	1a 1b	1.12 1.13 4.811		(C) Environmental influences (C) Adaptation

- 1. Geography
- 1.1 Unique Aspects of Geopolitical Regions
- 1.11 Earth
- 1.112 Other Geopolitical Divisions

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2126 Europe (Cont.)</u>							
The student knows that Scandinavia attained its cultural level because severe topographical and climatic restrictions were overcome.	I U H	K3 K8	1b 2b 4b		1.12 3.3	(C) Accommodation (C) Adaptation (C) Culture (V1) Strength (V1) Self-discipline (V1) Innovativeness (V1) Initiative	
The student knows that the major manufacturing areas of the U.S.S.R. are located in Moscow, Ukraine, Urals, and Kuznetsk Basin.	I U H	K6	1a 1b		1.18 4.73	(C) Production	
The student knows factors which have limited industrial growth in the U.S.S.R. such as poor roads, rigid centralized planning, and late industrialization.	I U H	K8	1a 1b 2b 4a 4b 7a 7b		1.18 4.73 4.822	(C) Production (C) Progress (C) Challenge (V1) Efficiency (V1) Initiative	
The student knows ways that the U.S.S.R. has developed water, fishing, and mineral resources.	I U H	K3 K8	1b 6a 6b 6c 7a 7b		1.12 1.14 1.18 4.73	(C) Production (C) Resources, natural	
The student knows socio-economic factors which influence the growth of Soviet manufacturing (e.g., labor supply, natural resources, markets, capital).	I U H	K8	1a 1b 2a 2b 3a 3b 4a 4b 5a 5b	4b	1.17 1.18 4.73	(C) Production (V1) Efficiency (V1) Cooperation	

SOCIAL SCIENCE

- 1. Geography
- 1.1. Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2126 Europe (Cont.)</u>						
The student knows that the lack of ice-free ports on the open sea has been a serious handicap to the development of the resources and trade of the U.S.S.R.	I U H	K8	1a 1b 2a 2b 4b	1.14 1.18 4.822	(C) Production (C) Environmental influences (C) Growth, economic	
The student knows reasons why the people of the U.S.S.R. have primarily depended upon overland transportation.	I U H	K8	1a 1b	1.12 4.243	(C) Transportation (V1) Efficiency	
The student knows the ways that climate and topography have influenced the production of crops grown in the U.S.S.R. (e.g., wheat, potatoes, cotton).	I U H	K8	1a 1b 2a 2b	1.12 1.13 4.221	(C) Production (C) Environmental influence	
The student knows the effect of collectivized farming on the economy and people of U.S.S.R.	I U H	K8	1a 1b 2b 4b 7a 7b	1.17 1.18 4.73	(C) Economic system (C) Democracy (V1) Cooperation (V1) Freedom	
The student knows ways that different kinds of climate in U.S.S.R. (Tundra, Taiga, humid, continental, steppe, Mediterranean, desert) have affected the life styles of the people.	I U H	K8	1b 2b		(C) Environmental influence (C) Culture (C) Adaptation (V1) Human dignity (V1) Respect for culture of others	

SOCIAL SCIENCE

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Values Words
<u>1.2127 Asia</u>							
The student knows the location and use of printed and nonprint materials related to geography of Asia (e.g., card catalog: "Asia--Description and Travel," "Asia--Central," "Asia, Southeastern"; <u>Reader's Guide</u> : "Asia--Descriptions and Travel," "Asia, Southeastern," "Petroleum--Asia, Southeastern," "Asian Development Bank"; area and building audio-visual catalogs: "Asia, Geography," "Asia, Industrial Development"; periodicals: <u>Japan Illustrated</u> , <u>U.S.S.R. Magazine</u>).	I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
The student knows that the Far East consists of the separate culture sub-regions of East Asia, Southeast Asia, and South Asia.	U H	G2 K2 K5	1a 1b		1.17		
The student knows that the Far East region is rimmed by a series of islands and peninsulas.	U H	K3	1b				(C) Environment (C) Topography
The student knows that the topography of the Far East is primarily characterized by mountains and plateaus.	U H	K3	2b		1.12		(C) Environment
The student knows geographic factors affecting patterns of population distribution and density in S. E. Asia including suitability of land for farming (soil fertility and availability of water) and topographical barriers.	I U H	K8	1b		1.12 1.16		(C) Population (C) Interactions, man-land (V1) Adaptability
The student knows the ways that the topography of the Far East has influenced the development of agriculture and industry.	P I U H	K8	1b 2b		1.12 1.18 4.241 4.242		(C) Economic progress (C) Resources (V1) Efficiency (V1) Initiative

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (VI, V2) Value Words
<u>1.2127 Asia (Cont.)</u>							
The student knows that mineral resources are found in limited amounts in countries of the Far East.	I U H	K3	1a 1b		1.13 1.18	(C) Resources, natural	
The student knows ways that major climatic conditions influence East Asia's economic development (e.g., oceans around islands and mainland, winds blowing over islands).	U H	K8	1a 1b	4b	1.14	(C) Environment	
The student knows that the monsoon greatly affects agricultural productivity in S. E. Asia.	U H	K8	1a		1.14 4.241	(C) Environment (C) Production	
The student knows that the river valleys are usually the most densely populated areas of the Far East.	U H	K3 K6	1a 1b 2b		1.16	(C) Population	
The student knows that agriculture of S. E. Asia is characterized by sedentary farming and a growing plantation system.	I U H	K3 K4	2b		1.18	(C) Specializa- tion, agriculture (C) Economic growth	
The student knows that despite the increase of scientific knowledge and mechanization, food supply is at the starvation level for the Far East population.	I U H	K8	1a 1b 2a 2b 6a 6b 6c		1.16 1.17	(C) Production (C) Food Supply (C) Population (VI) Human dignity (VI) Efficiency	
The student knows that the major industries of the Far East are intensive farming and slowly developing manufacturing.	U H	K3 K4	1a 1b 2a 4b		1.18 4.822	(C) Economic progress	
The student knows the ways that the different stages of mechanization in the Far East have affected agricultural development.	U H	K8	1a 2b 3a		1.18 4.241 4.247	(C) Technology (VI) Efficiency	

SOCIAL SCIENCE

- 1.1 Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Education	Other Program Goals Related	Content Taxonomy Headings (C) Concept/ (V1, V2) Value Words
<p><u>1.212/ Asia (Cont.)</u></p> <p>The student knows the ways that water power have affected the drive for industrialization of the countries in the Far East.</p>	U H	K8	1a 1b 2b	1.18 4.247		(C) Technology (V1) Efficiency (V1) Innovativeness

- 1. Geography
- 1.2. Unique Aspects of Geopolitical Regions
- 1.21. Earth
- 1.212. Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2128 Africa</u>						
The student knows the location and use of print and non-print materials related to geography of Africa (e.g., card catalog: "Africa-Description & Travel," "Africa, Central," "Africa, South"; <u>Reader's Guide</u> : "Investments, Foreign (in Africa)," "Africa-Race Problem," "Wildlife Conservation-Africa East"; periodicals: <u>African Report</u> , <u>Drum</u> (newspaper); area and building audio-visual catalogs: "African Sculpture"; special materials: Swahili language record, world almanacs).	I U H	K6	2a 2b			(C) Resources, geography (V1) Inquiry
The student knows that Africa is the second largest continent in the world.	P	K3	1b 2b		1.11	
The student knows the climatic variations of the continent of Africa (e.g., rain forests, grasslands, deserts, rivers and lakes).	P I U H	K3 K6	1a 1b		1.13	(C) Environment
The student knows that four great rivers and their tributaries compose the main drainage pattern of the African continent: Nile, Congo, Niger, and Zambezi.	I U H	K3 K6	1b		1.14	(C) Perspective
The student knows that there have been many changes in the earth surface of the Sahara desert in the course of history.	I U	K4 K6 K8	1a 1b 2b		1.12	(C) Change (C) Environment (C) Location
The student knows that Kenya is the natural habitat of a numerous variety of wild animals which the government is trying to preserve.	I U H	K3	1a 1b 4b		1.15 1.18	(C) Resources, scarcity (V1) Preservation
The student knows geographic causes for the unequal distribution of peoples on the continent of Africa, such as deserts, rain forests, coastal belt land.	I U H	K5 K8	1a 1b 2b		1.16	(C) Distribution (C) Environment (C) Population

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2128 Africa (Cont.)</u>							
The student knows the ways natural resources have contributed to the economic development of Southern Africa (e.g., diamonds and gold).	I U	K4 K6 K8	1a 1b 2b			1.18	(C) Production (C) Security (C) Volume (C) Development, econ,
The student knows factors upon which the future of African agriculture depends (e.g., education of farmers; need for better tools, machinery, and scientific procedures).	I U H	K4 K7 K8	1a 1b 4b			1.18	(C) Technology (C) Change (V1) Education (V1) Efficiency
The student knows that the Aswan dams have helped to increase the agricultural productivity of the Nile Valley.	I U H	K8	1a 1b 2b			1.18	(C) Growth and development (C) Economic system (C) Productivity
The student knows that cotton is the chief money crop of the Nile Valley but that the Egyptian government is encouraging alternate crop planting.	I U	K3	1a 1b 3a 4b			1.18	(C) Change (C) Government (C) Production (V1) Security (V1) Efficiency
The student knows that Africa has valuable forest resources, but the location of the trees far from roads, railroads, and streams makes development costly.	I U H	K6 K8	1a 1b 4b			1.18	(C) Resources (C) Transportation (V1) Efficiency
The student knows that there is great potential for manufacturing in many areas of Africa because of the water power and the supply of natural resources.	I U H	K3 K6	1a 1b 2a 2b			1.18	(C) Environment (C) Resources (C) Power
The student knows the ways in which transportation in the desert land of the Sahara has been changed by technology (e.g., jeep, truck, air travel).	I U H	K4 K6 K8	1a 1b 2a 2b			1.18	(C) Change (C) Adaptation (C) Technology (V1) Efficiency

SOCIAL SCIENCE

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Work
<u>1.2123 Africa (Cont.)</u>						
The student knows factors which inhibit the marketing of goods in Africa: lack of railroads, good roads, and connected waterways.	I U H	K4 K8	1a 1b 2a 2b		1.18	(C) Transportation (C) Production (V1) Efficiency
The student knows reasons for the rapidness with which social and political changes have occurred in Africa (e.g., "Dark Continent" to "Emerging Africa").	I U H	K4 K5	1a 1b 2a 2b		1.14 1.18	(C) Contrast (C) Exploration (C) Change (V1) Inquiry
The student knows ways that the growth of nationalism changes from dependence to independence in African government in the last 25 years.	I U H	K4 K6 K8	2b 4a 5b 7a 7b		1.18	(C) Change (C) Conflict (C) Nationalism (V1) Cooperation
The student knows the meaning of the term "apartheid" as used in the Republic of South Africa.	I U H	K1	2b 3b 4a		1.16 1.17	(C) Conflict (C) Exploitation (V1) Morality (V1) Human dignity (V1) Respect for others
The student knows the names and characteristics of the leading tribes of African peoples (e.g., Kinyu, Masai, Ibo, Watusi, Zulu).	I U	K1 K3	1b 2a 2b		1.17	(C) Culture (V1) Respect, culture, heritage
The student knows diverse social units in which Africans live (e.g., family, clan, village, and tribe).	P I U H	K5 K6 K8	1a 1b 4a 4b		1.17	(C) Culture (V1) Human dignity (V1) Cooperation (V1) Security
The student knows that clan and tribal unity among African peoples is difficult to attain because of language diversity.	I U H	K4 K7 K8	1a 1b 2a 2b 4b		1.17	(C) Change (C) Conflict (C) Culture (C) Communication (V1) Cooperation (V1) Education (V1) Friendship

SOCIAL SCIENCE

- 1.1 Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.2129 Australia and Oceania</u>							
The student knows the location and use of print and nonprint materials related to geography of Australia and Oceania (e.g., card catalog: "Australia--Native Races," "Australia--Description and Travel," "Islands of the Pacific," "New Zealand"; <u>Reader's Guide</u> : "Aluminum Industry and Trade--Australia," "Australia--Description and Travel," "Oceania," "Micronesia"; area and building; audio-visual catalogs: "Australia, Cattle," "Australia, Aborigines," "Oceania, (Geography)").	I U H	K6	2a 2b				(C) Resources, geography (V1) Inquiry
The student knows the ways that latitude, wind, and rainfall affect the climate of Australia.	I U H	K8	1a 2b		1.12		(C) Environmental influences
The student knows the location and characteristics of the major climatic regions of Australia: humid, subtropical, marine, tropical, savanna, steppe, desert, Mediterranean.	I U H	K3	2b				(C) Location (C) Environment
The student knows that Australia has some of the most unusual wildlife in the world (e.g., platypus, koala bear, kangaroo).	P I U	K3 K6	1a 1b 2a 2b		1.15		(V1) Beauty
The student knows the ways that topography and climate have affected the growth of the livestock industry in Australia.	I U H	K8	1a 1b 2a 2b	4b	1.12 1.13		(C) Condition, physical features (C) Growth, economic (C) Environmental influence
The student knows the conditions present in Australia which are conducive to sheep raising.	I U H	K3 K8	1a 1b 2b	4b	1.12 1.13		(C) Production (C) Environmental influences (V1) Efficiency

- 1. Geography
- 1.2 Unique Aspects of Geopolitical Regions
- 1.21 Earth
- 1.212 Other Geopolitical Divisions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>1.2129 Australia and Oceania (Cont.)</u>							
The student knows that wool is the economic mainstay of Australia but diversification has occurred as a result of new mineral finds and growing industries.	I U H	K3 K8	1a 2b	4b	1.18	(C) Wealth (C) Resources (C) Growth, economic (VI) Security	
The student knows that Australia's natural markets of the future are primarily located in the Far East and Oceania.	I U H	K4 K6	1a 2b	4b	1.18	(C) Distribution	
The student knows that the name Oceania denotes most of the islands of the Pacific--Micronesia, Melanesia, and Polynesia.	P I U	K3 K6	1a 1b 2a 2b 6c		1.17		
The student knows that Oceania's economic development depends primarily on coconut products, newly discovered mineral deposits, and expanded tourism.	I U H	K8	1a 1b 2b	4f 6a	1.18 4.822	(C) Production resources (C) Growth, economic (VI) Efficiency	

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.1 The Study of History</u>							
The student knows that man uses the study of history for many purposes (e.g., to explain his beginnings, to emphasize the significance of a particular culture, to preserve the state or nation, to justify cultural or political change).	P I U H	G2 K7	2a 2b				(C) Change (V1) Respect for cultural heritage
The student knows that one use of history is the attempt of man to relate his total experiences to his own time and position in society.	P I U H	K7	2a 2b				(V1) Self-worth
The student knows that history is universal in that all people and their cultures have a history.	P I U H	G2 K4	1b 2b		3.22		(C) Culture (C) Change (V1) Respect for heritage of others

2. History

2.1 The Study of History

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>2.11 Development and Theories of History</u>						
<p>The student knows that man's study of history has been a developmental process from the time of Herodotus to the present with different frames of reference used by historians to represent this process (e.g., (1) history of war, (2) biography, (3) nationalistic or patriotic history, (4) economic, social, political history, (5) scientific history, (6) revisionist history).</p>	I U H	G2 K4	2a 2b			(V1) Respect for cultural heritage
<p>The student knows various approaches to the study and writing of history (e.g., social approach, deterministic).</p>	U H	K5	2a 2b			(V1) Respect for cultural history

2. History
 2.1 The Study of History

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), V2) Value Words
<u>2.12 Methods of the Historian</u>						
A student knows the factors which a historian studies include time, place, people, and events.	P I U H	K4 K7	2b	4a 4d		(C) Learning (V1) Reliability (V1) Accuracy
The student knows ways in which primary and secondary source materials may be utilized in historical research.	U H	K7	2b			(C) Resources, history
The student knows various methods of inquiry which may be applied in historical investigation (e.g., classification of information, developing and validating hypotheses, gathering data, testing hypotheses, and generalizing).	I U H	K3 K7	2b			(C) Inquiry
The student knows ways in which the concept "frame of reference" may affect any single interpretation of history.	I U H	K8	2b			(C) Interpretation

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.2 World</u>						
The student knows the location and use of print and nonprint materials related to the history of the world (e.g., card catalog: "Man, Prehistoric," "Man--Origin and Antiquity," "Cave Dwellers," "Civilization, Ancient"; <u>Reader's Guide</u> : "Man, Origin and Antiquity," "Man, Prehistoric"; periodicals: <u>Scientific American</u> , <u>National Geographic</u> index, <u>Life Magazine</u> reprints; area and building audio-visual catalogs: "Man, Ancient," "Civilization, Ancient").	P I U H	K6	2a 2b			(C) Resources, history (VI) Inquiry
The student knows that the earth is a sphere composed of land and water masses.	P	K3	2a		1.1	
The student knows that written records which preserve recent history include diaries, newspapers, church records, tax receipts, and other legal documents.	P I U H	K7	2b			(C) Data representation (VI) Accuracy

2. History
2.2 World

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.21 Prehistoric Age</u>						
The student knows major scientific theories which seek to explain origin of the earth, its continents, and human life (e.g., continental drift).	U H	K3	2b			(C) Theory (C) Evolution
The student knows definitions of terms especially significant for the study of prehistory eons (e.g., Homo sapiens, Homo erectus, Neolithic, Mesolithic, Paleolithic, Peking Man, Java Man, archaeology, anthropology).	I U H	K2	2a 2b			(C) Evolution (C) Change (C) Adaptation
The student knows various stages of evolutionary change in man including Australopithecus, Java Man, Neanderthal, and Cro-Magnon Man.	I U H	K4	2b			(C) Change (C) Evolution
The student knows various scientific procedures which may be applied to determine age by artifacts and pre-historic remains (e.g., carbon -14 dating, potassium dating).	U H	K7	2a			(C) Resources, research (V1) Investigation
The student knows characteristics of prehistoric man's social and economic life (e.g., hunting, gathering, roaming).	I U H	K3	2b			(C) Society, prehistoric (V1) Respect for cultural heritage
The student knows ways in which early man was affected by major climatic changes during the Ice Ages.	I U H	K8	2b			(C) Climate (C) Change (C) Environmental influences
The student knows ways in which early man's development was influenced by discovery of fire.	P I U H	K8	2b			(C) Evolution (C) Human growth & developmen (C) Adaptation

2.1 History
2.2 World

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.21 Prehistoric Age (Cont.)</u>							
The student knows types of records which provide information about the past including fossils, art, and artifacts.	P I U H	K5 K6 K7	1b 2b		3.1422	(C) Culture (C) Learning (C) Data representation	
The student knows ways in which man's earliest social and economic history may be inferred from study of cave paintings (e.g., lascaur).	U, H	K7 K8	2a 2b			(C) Society, prehistoric (V1) Aesthetic sensitivity (V1) Respect for cultural heritage	
The student knows that archaeologists employ special methods to minimize damage when removing fossils and artifacts from the earth.	P I U H	K7	2b 4a		3.1422	(C) Resources (C) Learning	
The student knows that fossils and artifacts are collected and assembled for view and study at such places as universities and museums.	P I U	K6	2b 4a			(C) Resources (C) Learning	

2. History
2.2 World

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.22 Rise of Man</u>							
The student knows ways in which characteristics of the Neolithic Revolution (e.g., sedentary agriculture, domestication of animals) affected development of early man's social, economic, and political life.	I U H	K8	2b				(C) Civilization (C) Culture (V1) Respect for cultural heritage
The student knows various social, economic, and political characteristics of the earliest civilizations (Indus River, Yellow River, Nile River, Mesopotamian, and Mayan).	U H	K3	2b				(C) Civilization (V1) Respect for cultural heritage
The student knows ways in which the art of early civilizations (e.g., Egyptian, Sumerian, Babylonian, Assyrian, Kushite, Indus, Greek, and Roman) reflected their social, economic, and political traditions.	U H	K8	2a				(C) Aesthetics (C) Cultural values (V1) Respect for cultural heritage
The student knows characteristics of major sub-Saharan early cultures (Kush, Zimbabwe, Gano, Mali, Songhai, Nok) including trade routes, artistic and architectural achievements, agriculture, religious beliefs, social-political-economic patterns.	I U H	K3	2b				(C) Culture (C) Civilization (V1) Respect for cultural heritage
The student knows ways in which the ancient civilizations have affected contemporary institutions such as law, government, religion, education, etc.	I U H	K8	1b 2b				(C) Civilization (V1) Respect for cultural heritage
The student knows ways in which early written documents (e.g., Hammurabi's Code, the Old Testament, the Analects of Confucius) reflect the culture of their people including government, religion, law, economy, and social organization.	U H	K8	2b				(C) Cultural values (C) Communication (V1) Respect for cultural heritage

2. History
2.2 World

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Concept Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>2.22 Rise of Man (Cont.)</u>							
The student knows the deeds of legendary heroes and martyrs which influenced the cultural development of their civilizations (e.g., Moses and the Hebrew Exodus).	I U H	K8	1b 2b 3b	4b	3.27	(C) Civilization (C) Culture (VI) Strength (VI) Courage	
The student knows various early stages in development of language and communication including use of cave paintings, hieroglyphs, and cuneiform.	I U H	K4	2b			(C) Communication (C) Evolution	
The student knows historically significant definitions of the terms: monotheistic, polytheistic, civilization, autocracy, totalitarian, democracy, oligarchy, and humanism.	U H	K2	1b 2b			(C) Cultural values (C) Symbols	
The student knows development patterns of major institutions (e.g., law, government, religion, education) as reflected in early cultures including Egyptian, Hebrew, Babylonian, Chinese, and Indus.	U H	K4	1b			(C) Government (C) Law (C) Religion (VI) Respect for cultural heritage	
The student knows ways that the development of agriculture made possible the settlement of early man into communities.	P I U H	K8	1b 2b 3b		2.24 3.311 4.241	(C) Community (C) Civilization	
The student knows the significance of discovery of the wheel.	P	K8	2b 3b			(C) Transportation (VI) Efficiency	
The student knows the ways inventions influenced development of early civilizations (e.g., tools, wheel).	P I U H	K8	1a 1b 2b	4b	4.822	(C) Civilization evolution (C) Community (C) Growth, economic (VI) Efficiency (VI) Innovativeness	

2. History
2.2 World

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI, V2) Value Words
<u>2.22 Rise of Man. (Cont.)</u>						
The student knows the course of the development of transportation in primitive societies.	P I U	K4	2a 2b		2.24	(C) Transporta- tion (VI) Efficiency (VI) Innovative- ness
The student knows the ways in which primitive hunting and agricultural societies relied on availability of natural resources.	P I U H	K3 K8	2b 5a			(C) Culture (C) Resources (C) Interdepen- dence
The student knows that major climatic and topographical changes including glacial action, volcanic, and seismic disturbances influenced the transcontinental migrations of early man.	P I U H	K8	2b		1.12	(C) Migration (C) Environment. influence (C) Change (VI) Security

2. History
2.2 World

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.23 Organizations</u>							
The student knows ways in which organizations have developed (e.g., Hanseatic League, Common Market, NATO, SEATO, United Nations) serving local, national, international, and global needs.	U H	K4	1b 2b 3b				(C) Organizationalism (C) Internationalism (V1) Cooperation (V1) Internationalism
The student knows ways in which the United Nations carries out its various roles including such areas as world health, peace keeping, and human rights.	I U H	K7	2b				(C) Organizationalism (C) Internationalism (V1) Cooperation (V1) Internationalism
The student knows characteristics, advantages, and disadvantages of proposed alternative world-order models (e.g., Clark, Sohn).	U H	K3	2b 6c				(C) Organizationalism (C) Internationalism (V1) Cooperation (V1) Internationalism
The student knows international organizations which have been formed to serve the needs of mankind such as the United Nations.	I U H	K7 K8	2b 3b	2c	3.7		(C) Interdependence (C) Humanity (V1) Cooperation

History
World

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.24 Community</u>						
The student knows that the humanitarian ideal sees a common link among all human beings.	P I U H	K2	2b 6a 6b 6c	1b		(C) Humanity (C) Dignity of man (V1) Human dignit
The student knows that the ability of a community to survive is related to its size, availability of resources, leadership, and cohesiveness.	I U H	G2 K8	2b	2c	3.31	(C) Community (C) Survival (V1) Cooperation
The student knows that communities are social units larger than a family.	P	K2	2b 3b		3.31	(C) Community
The student knows factors which influence the kind of community which develops (e.g., geography, climate, and availability of natural resources).	P I	K8	2b		1.17 3.31	(C) Community (C) Environmental influences
The student knows ways in which people regulate community life through the establishment of laws.	P I	K7 K8	1b 4b 6a 7a 7b	4a 4d	3.31 3.45 3.71 5.21	(C) Community (V1) Freedom
The student knows that fundamental laws have been created in this country to protect life, safety, property, and human rights.	P I U H	K2 K7	2b 4b 6a 7a 7b	1c 2c	3.45 5.21	(C) Government (V1) Freedom (V1) Security
The student knows that communities are interdependent for many goods and services.	P I	2b 4b	2c		3.31 4.611	(C) Community (C) Interdependence (C) Wants & Need (V1) Cooperation
The student knows social, political, and economic implications of modern communication methods.	P I U H	K8	2b	2a 3b 4a		(C) Community (C) Communicatio

2. History
2.2 World

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>2.24 Community (Cont.)</u>							
The student knows social, political, and economic implications of modern transportation methods.	P I U H	K8	2b	2a 3b 4a	3.33 5.423	(C) Community (C) Transportation	
The student knows the ways in which service agencies meet needs of the community (e.g., law enforcement, fire department, health agencies).	P I U	K7	2b	2c 3b 4a		(C) Community (V1) Security	
The student knows some of the wide variety of jobs provided by production and distribution of food (e.g., farmer, wholesaler, packer).	P I	K8	2b 6a 7b	2a 2c 3b 4a 4d	3.45 4.222 4.32	(C) Community (C) Free enterprise	
The student knows the need for popularizing conservation and anti-pollution measures (e.g., Earth Day, Smokey the Bear).	P I U H	K7 K8	2b	2c		(C) Ecology (V1) Responsibility	
The student knows that people live in family groups which differ in size, composition, and activities.	P	K3 K5	2b		3.41	(C) Community	
The student knows that mountains, parks, and ocean beaches provide recreational facilities.	P I	K6	2b	3c 4g		(C) Community (C) Leisure (V1) Pleasure	
The student knows the comparisons between the structure of human and animal families (e.g., basic needs, caring for young).	P	K5	2b		3.41	(C) Community (V1) Security	
The student knows various social, economic, and political factors which may be related to heavier population density in urban areas contrasted to the rural, less densely populated areas.	U H	K3 K8	2b		1.16 3.41	(C) Community (C) Distribution population	
The student knows the ways in which population growth, industrial development, and other factors cause changes in the community.	P I U H	K8	2b			(C) Community (C) Change	

2. History
2.2 World

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Career Goals	Program Education Program Goals	Other Related Content & Economy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.24 Community (Cont.)</u>							
The student knows that Human Rights include respect for the rights, property, and dignity of other people and political, economic, and social self-determination.	P I U H	K2	2b 6a 6b 6c 7b	1b 1c			(C) Human Rights (V1) Respect
The student knows formal and informal educational opportunities which communities provide.	P I U H	K6 K7	2a 2b	3a 4c 6b	3.31 3.42		(C) Community (C) Learning (V1) Education
The student knows ways that communities develop and maintain their cultural traits.	P I U H	K8	2a 2b		3.22 3.25 3.31		(C) Community (C) Culture (C) Social institution
The student knows the various ethnic and cultural backgrounds of peoples in the United States.	P I U H	K5	1b 2b 6a 6b 6c	1b	3.22		(C) Culture (C) Ethnocentrism (V1) Respect for cultural heritage
The student knows the characteristics and basic beliefs of various religions represented in most communities.	P I U H	K3 K5	2b	1b	3.43		(C) Culture (V1) Reverence
The student knows ways that community leaders influence their communities.	P I U H	K8	2b 4b	2b	3.6 5.33		(C) Community (C) Leadership (V1) Political freedom

SOCIAL SCIENCE

7. Middle

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Values/ Words
<p><u>7.3 North American, Early</u></p> <p>The student knows the location and use of print and non-print materials related to history of early North America (e.g., card catalog: "America-Discovery and Exploration," "Indians of North America"; <u>Reader's Guide</u>: "Terraces (Agriculture), Pre-Columbian," "America-Discovery & Exploration"; periodicals: <u>American Heritage</u>, <u>Scientific American</u>, <u>Americas</u>, <u>National Geographic</u> index; area and building audiovisual catalogs: "Pre-Columbian Art," "Pre-Columbian History," "North America-Exploration).</p>	P I U H	K6	2a 2b			(C) Resources, history (VI) Inquiry
<p>The student knows various theories explaining origin of North America as a separate continent (e.g., Continental Drift).</p>	U H	K3	2b			(C) Theories, continental

History
2.1 North American, Early

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>2.31 Pre-Columbian Eras</u>							
The student knows major social, economic, and political characteristics of early Indian peoples of North America, including: peoples of Pacific Northwest, Plains Indians, Pueblo Indians, and the Mound Builders.	I U H	K3					(C) Culture pattern (C) Human relations (VI) Respect for cultural heritage
The student knows ways in which concepts of "pre- and post contact" influence interpretation of Indian history.	U H	K8					(C) Cultural conflict (C) Change
The student knows the nature and diversity of life styles that existed among the early Indian peoples of North America.	U H	K3					(C) Culture pattern (VI) Acceptance of differences
The student knows major social, economic, and political characteristics of early peoples of the Pacific Northwest, including Chinookan, Klamath, etc.	U H	K3					(C) Culture pattern (C) Human relations (VI) Respect for cultural heritage
The student knows cultural characteristics shared by Pacific Northwest Coastal peoples (e.g., shelter, clothing of Coos, Alsea, Tillamook).	I U H	K5 K8			3.25 1.17		(C) Culture patterns (VI) Culture (VI) Respect for cultural heritage
The student knows theories explaining origin and diffusion by Northwest Indian cultures (e.g., Bering Strait migration theory).	P I U H	K4 K6					(C) Diffusion (C) Culture pattern (VI) Respect for cultural heritage
The student knows ways in which <u>cultural diffusion</u> may have affected social, economic, and political development of peoples of North America (e.g., influence of horse).	I U H	K8					(C) Cultural diffusion (VI) Respect for cultural heritage

History
 3 North American, Early

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Values Work
<p><u>2.31 Pre-Columbian Eras (cont.)</u></p>							
<p>The student knows social, economic, and political development of Indians of South and Central America from Pre-Columbian through "post the contact" period (7500 B.C.--1500 A.D.), including such peoples as: Olmecs, Mayan, Zapotec, Aztecs, and Incas.</p>	U H	K3 K4	2b				(C) Civilization (C) Culture pattern
<p>The student knows ways that the Pacific Northwest Indian related to his environment and was influenced by it in satisfying his basic needs: food, clothing, and shelter.</p>	I U H	K6 K8	2b		2.411 1.2117 3.26		(C) Culture Patterns (C) Environment

2. History
2.3 North American, Early

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Content Related Headings	(C) Concept/ (V1, V2) Value Words
<u>2.32 Discovery and Exploration</u>							
The student knows historically significant definitions of terms: Astrolabe, conquistadors, caravels, Huguenot.	U H	K2	2b				
The student knows major social, economic, political factors responsible for European exploration of North America (e.g., search for Northwest Passage and route to Far East, search for raw materials (for trade) and new markets.	I U H	K3 K8	2a 2b				
The student knows social, economic, and political ways in which the "New World" and Europe were affected by early explorations of the Portuguese, Spanish, Italian, French, Dutch, and English (e.g., development of banking systems, increased working class, development of slavery in America).	U H	K8	2a 2b				
The student knows that conflicts can develop when countries compete for new land.	P I U H	K8	2b 6a 6c				(C) Exploration (C) Conflict (V1) International law
The student knows that European nations exhibited common elements in many areas of exploration such as colonization, migration and settlement, conflict with natives, exploitation of resources, economic development, growth of urban centers and transportation networks.	I U H	K3 K8	2b		2,411		(C) Exploration (C) Colonization (C) Migration

SOCIAL SCIENCE

2. History
 2.3 North American, Early

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V) V2: Value World
<u>2.32 Discovery and Exploration (Cont.)</u>						
The student knows that diffusion often occurs when human culture is influenced and changed by another.	P I U H	K8	2b 6c 7b		1.17	(C) Exploration (C) Cultural change
The student knows ways in which land exploration in North America was hindered by geographical barriers.	P I U H	K4	2b		1.211	(C) Exploration
The student knows reasons why the geographic knowledge of scholars in the 1500's was not known to the general public.	P I U H	K4	2b		1.11	(C) Exploration (C) Conflict
The student knows that scholars of the 1400's theorized that the world could be circumnavigated.	I U H	K4	2b		1.11	(C) Exploration
The student knows that land and sea exploration were secondary outcomes of a search for a passageway through North America.	I U H	K8	2b 6c		1.11	(C) Exploration
The student knows that the major issues of conflict between the Spanish and British in the 1500's were directly related to exploration (e.g., Nootka Incident).	P I U H	K8	2b 6c 7b		1.11	(C) Exploration (C) Conflict
The student knows that England's victory over Spain in 1588 opened opportunities for the establishment of rival empires.	I U H	K8	1a 2b 6c			(C) War (C) Conflict (C) Exploration
The student knows ways in which the Spanish and English sea rivalry affected the British colonization in North America.	I U H	K8	2b 6c 7b		1.2111	(C) Colonization (C) Exploration (C) Conflict

2. History
 2.3 North American, Early

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.32 Discovery and Exploration (Cont.)</u>							
The student knows the conflicting ambitions of the English and French in North America in social, religious, economic, and political terms.	I U H	K3	2b 6c 7b				(C) Conflict (V1) Political freedom (V1) Economic freedom
The student knows the varieties of ways in which land claims were strengthened (e.g., settlement, fur trading, missionaries, forts).	I U H	K8	2b 6c 7b				(C) Exploration discovery, expansion
The student knows ways in which the early explorers of the Pacific Northwest displaced Indians from their native territories.	P I U H	K8	2a		1.16 1.17 1.2117		(C) Culture pattern (V1) Respect for cultural heritage
The student knows ways in which early traders and explorers influenced native Indian cultures.	I U H	K8	2b		1.2117		(C) Culture patterns (C) Culture change (V1) Respect for cultural heritage
The student knows ways in which missionaries influenced native Indian cultures.	I U H	K8	2b		1.17		(C) Culture patterns (V1) Respect for cultural heritage

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI, V2) Value Words
<u>2.411 Colonial Period</u>						
The student knows the location and use of print and nonprint materials related to the Colonial Period in United States history (e.g., card catalog: "U.S.-History-Colonial Period," "U.S.-History-French and Indian War," "Puritans"; <u>Reader's Guide</u> : "U.S.-History-Colonial Period," "Pilgrim Fathers," "New England-History-Colonial Period"; periodicals: American Heritage index, American Historical Review; area and building audio-visual catalogs: "Colonial America, Family Life," "Architecture, Colonial," "Slave Trade").	P I U H	K6	2a 2b			(C) Resources, history (VI) Inquiry
The student knows that the physical geography of North America influenced choices of early settlement sites.	P I U H	K3 K8	2b		1.2111	(C) Colonization
The student knows factors in the natural environment (food, forest, soil, water) which were necessary for early settlers to survive.	P I U H	K8	2b		1.18	(C) Colonization (C) Environment (C) Ecology, survival
The student knows ways the difficulties of travel and communication in the colonial communities furthered the growth of regionalism.	P I U H	K8	2b		1.2111 1.112 1.114	(C) Colonization (C) Transporta- tion (C) Communicatio
The student knows the major distinguishing geographic characteristics of the New England, middle, and southern colonies.	I U H	K3	2b		1.2111 1.2112 1.2114	(C) Geography
The student knows that the three types of English colonies (corporate, proprietary, royal) established in America determined their respective forms of government.	I U H	K5 K8	2b 7b			(C) Colonization

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.411 Colonial Period (Cont.)							
The student knows ways political, religious, and economic factors influenced English colonizations of North America.	I U H	K8	2b				(C) Colonization
The student knows that major European cultural and political traditions passed principally through England to North America (e.g., doctrine of Natural Rights).	I U H	K3 K6	1a 1b	1b			(C) Colonization (C) Ethno-centrism
The student knows the characteristics of political life in the New England, middle and southern colonies including participation in government, basis of power, and stability of government.	I U H	K3	7a		5.223		(C) Government
The student knows ways Puritan intolerance and refusal to accept dissent influenced colonial development.	I U H	K8	2b				(C) Religion (C) Colonization
The student knows the characteristics of educational systems in New England, middle and southern colonies including degree of public support, purposes, administration, and degree of public involvement.	I U H	K3	2b				(C) Education (C) Colonial (C) Institutions (V1) Education
The student knows the Puritan idea of God and morality as practiced in New England.	H	K3	2a				(C) Culture (C) Religion (C) Colonial (V1) Morality
The student knows ways early colonial traders so alienated the Indians that the Indians joined the French in the struggle for supremacy in North America.	P I U H	K8	3b				(C) Cultural Patterns (V1) Respect for cultural heritage

2. History
 2.4 North American, Historical
 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.411 Colonial Period (Cont.)</u>						
The student knows the various social, economic, and political motivations influencing colonization of and immigration to America.	I U H	K8	1a 2b			(C) Colonization (V1) Respect for cultural heritage
The student knows strengths and weaknesses of a church-oriented civil government similar to that in colonial New England.	I U H	K5	1a 1b 2b			(C) Colonization
The student knows ways the church influenced colonial society in New England.	I U H	K8	2a 2b			(C) Colonization
The student knows factors which accounted for decline of Puritanism in New England.	U H	K8	2b 3b			(C) Colonization
The student knows ways (social, economic, and political) American society of the 18th century was distinctly different from British society of the same period.	U H	K5	6a 6b 6c 7a 7b			(C) Cultural values (C) Society
The student knows major changes in religious and political thought in colonial America between the 17th and 18th centuries.	U H	K4	2b			
The student knows social, economic, and political sectional differences which existed in colonial American society.	U H	K5	2b			
The student knows similarities in terms of class and structure between American colonial society and contemporary American society.	U H	K5	2b			(C) Class (C) Structure

History
 2.3 - North American, Historical
 2.41 - United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>2.412 American Revolution</u></p>						
<p>The student knows the location and use of print and nonprint materials related to history of the American Revolution (e.g., card catalog: "U.S. - History - Revolution," "U.S. - History - Revolution - Causes," "U.S. - History - Revolution - Campaigns and Battles"; Reader's Guide: "U.S. - Revolution," "Boston Massacre, 1770," "U.S. - Revolution - Drama," "U.S. - Revolution - Negroes"; periodicals: <u>American Heritage</u> index; area and building audio-visual catalogs: "American Revolution, Ballad," "American Revolution, Literature").</p>	P I U H	K6	2a 2b			(C) Resources, history (V1) Inquiry
<p>The student knows the extent to which various steps taken by Britain to tighten control over her American colonies from 1763-1775 were successful.</p>	U H	K8	2b 4b			(C) Government (V1) Freedom
<p>The student knows ways Britain's victory over France in 1763 affected its relationship with its American colonies.</p>	H	K8	2b			(C) Conflict (C) Government
<p>The student knows ways the American Declaration of Independence reflects influence of European philosophers including Locke, Montesquieu, and Rousseau.</p>	U H	K8	2b			(C) Government (C) Ideology (V1) Freedom (V1) Respect for cultural heritage
<p>The student knows alternative courses of action available to both the British and the colonies which may have averted the American Revolution.</p>	U H	K5	4b			(C) Revolution (V1) Problem solving

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level	Knowledge or Process	Classifications	Subject Area	Program Goals	Career Education	Program Goals	Other Related	Content Taxonomy	Headings	(C) Concepts/ (V1, V2) Value Words
	P/I/U/H										
2.412 American Revolution (Cont.)											
The student knows ways British economic policies, especially mercantilism, influenced onset of the American Revolution.	H	K8	2b		3a 4a 4b						(C) Revolution (V1) Freedom
The student knows anachronistic social factors which contributed to the American Revolution.	U H	K8	2b		3a 4a 4d						(C) Revolution (V1) Freedom
The student knows advantages and disadvantages shared by Americans and British when fighting the Revolutionary War.	I U H	K5	2b 6a 6b 6c								(C) Revolution (C) Conflict (V1) Freedom
The student knows British and American interpretation of the American Revolution (e.g., major causes).	U H	K9	2b								(C) Revolution (C) Interpretation (V1) Respect for view of others
The student knows ways in which reasons for American rebellion, as stated in the <u>Declaration of Independence</u> , were adequate and accurate.	U H	K9	2b								(C) Revolution (V1) Freedom
The student knows that the principles expressed in the <u>Declaration of Independence</u> include equality, natural rights, and responsibility of government.	U H	G2 K3	2b	4b	5.2311 5.611						(C) Government (V1) Human dignity (V1) Rights
The student knows social, economic, and political reasons for many Americans (Tories) remaining loyal to the King.	U H	K3 K8	2b 6a								(C) Revolution (V1) Respect for authority
The student knows ways in which social, economic, and political changes brought about by the American Revolution compare to those brought about later by the French and Russian Revolutions.	U H	K8	1b 2b								(C) Revolution
The student knows ways in which the American social-political structure was changed as a result of the Revolutionary	U H	K8	2b								(C) Revolution

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.413 1787-1860						
<p>The student knows the location and use of print and nonprint materials related to the history of United States from 1787 to 1860 (e.g., card catalog: "U.S.-History-1783-1865," "U.S.-History-War of 1812," "U.S.-History-War with Mexico, 1845-1848"; <u>Reader's Guide</u>: "U.S.-History-1783-1812," "Gold Mines and Mining-History," "Frontier and Pioneer Life - U.S."; periodicals: <u>American Heritage</u> index, <u>American West</u>, <u>American Historical Review</u>; area and building audio-visual catalogs: "Constitution, U.S."; special materials: microfiche of <u>Niles Register</u>, 1810-1865).</p>	P I U H	K6	2a 2b			(C) Resources, history (V1) Inquiry
<p>The student knows ways in which George Washington's interpretation of the presidency set precedent for later office holders.</p>	U H	K8	2b 6a			(C) Government (C) Leadership
<p>The student knows ways major personalities of the period (including Thomas Paine, Alexander Hamilton, John Adams, James Madison, John Jay, Samuel Adams, Patrick Henry, John Hancock, and Thomas Jefferson) contributed to early philosophical, social, economic, and political development of America.</p>	U H	K8	2b 6a			(C) Government (V1) Respect for knowledge of others
<p>The student knows major arguments espoused by Federalists (Paine, Hamilton, Jay, Madison, Washington) and anti-Federalists (Samuel Adams, John Hancock, Patrick Henry) concerning the design and function of American government.</p>	U H	K3	3b			(C) Government (C) Interpretation (V1) Respect for knowledge of others
<p>The student knows ways positions of Alexander Hamilton and Thomas Jefferson regarding proper function of American government may be reflected in contemporary political behavior.</p>	U H	K8	1b 2b 7b			(C) Government (C) Ideology (V1) Rights (V1) Responsible- ness

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.413 1787-1860 (Cont.)							
The student knows problems which arose from the concept of states rights as expressed in the Articles of Confederation (e.g., collection of taxes, defense, establishment of a fiscal policy, and the regulation of commerce by the central government).	H	K8	2b			5.322	(C) Government (V1)Freedom
The student knows the characteristics of the U.S. federal system as shown by the division of powers in the Constitution.	H	K3	2b	4a 4b 4d		5.31	(C) Government (V1)Freedom
The student knows that the system of checks and balances was created by the Constitution as a measure to prevent excessive power of a strong central government.	H	K8	1b			5.311	(C) Government (V1)Freedom
The student knows the ways in which the system of checks and balances may be used to check the power of the executive, legislative, and judicial branches of the Federal Government.	H	K8	2b			5.311	(C) Government
The student knows that the provisions in the Constitution relating to the protection of property were viewed by many as a means of protection for the wealthy.	H	G2 K8	3b			5.611	(C) Property (C) Materialism (V1)Rights
The student knows that many of the provisions of the Bill of Rights (e.g., freedom of speech, freedom from search and seizure) were inspired by the experience of the people in the colonial period.	U H	K8	2b			5.31	(C) Government (V1)Freedom
The student knows that the Bill of Rights was added to the Constitution because of the fear of the power of the central government over the individual.	H	K8	2b	4b		5.31	(C) Government (V1)Freedom (V1)Rights

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/H/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.413 1787-1860 (Cont.)</u>							
The student knows how some of the court interpretations of provisions of the Bill of Rights (e.g., freedom of religion, due process of law) affect contemporary community and national life.	H	K8	2b 3b	4b	5.3113	(C) Government (V1) Freedom	
The student knows that conflicts over the power of the central government during the Federal Period were a factor in the use of political parties.	H	K8	2b		5.412	(C) Government (V1) Freedom	
The student knows ways "nationalism" of the early 1800's was reflected in art and literature of the period (e.g., Hudson River School of Painting).	H	K3	2b			(C) Culture	
The student knows major factors involved in the westward movement and interest in Oregon country (e.g., China trade, search for Columbia River, extension of geography - Manifest Destiny).	H	K8	2b			(C) Expansion	
The student knows major political goals and outcomes of the Lewis and Clark Expedition.	U H	K8	2b			(C) Exploration (V1) Respect for experience of others	
The student knows ways that the naturalist philosophy of the transcendentalist was one of the factors that encouraged the growth of communal societies in the early 1800's.	H	K8	2b		5.52	(C) Culture (V1) Respect for beliefs of others	
The student knows ways that conflicting economic interests of the West, South, and Northeast affected support of and opposition to the War of 1812.	U H	K8	2a 2b 3b			(C) Conflict	
The student knows ways in which the "Frontier Thesis" (Frederick Jackson Turner) seeks to explain development of democracy and social equality in the United States.	U H	K8	2b			(C) Democracy	

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.413 1787-1860 (Cont.)</u>							
The student knows ways that development of the frontier, the boom in canal building in the north, and the beginning of the clipper ship era increased U.S. economic activity in the period after the War of 1812.	I U H	K8	2b				(C) Change (V1) Innovative- ness
The student knows reasons that the conflict over nullification of the tariff of 1828 did not settle the question of the power of the federal government over the states.	H	K3	2b 3b		5.31		(C) Government
The student knows that differences in language and religion contributed to the conflict between Texas and Mexico in 1835.	I U H	K8	3b				(C) Conflict (C) Ethno- centrism
The student knows that Andrew Jackson and his followers established the idea that the democratic party represented the "common man."	H	K4 K6	2b		5.412		(C) Government (C) Human dignity
The student knows that attitudes toward ownership of property as a qualification for voting resulted in much liberalization of elections because of the Jacksonian (democratic) concept of "common man."	H	K4	2b	4b	5.413		(C) Change (C) Enfranchise- ment (V1) Freedom (V1) Equality
The student knows ways that John C. Calhoun as the defender of states rights and Daniel Webster as the defender of federal power were instrumental in polarizing the thinking of the people.	H	K8	2b 3b		5.32		(C) Conflict (V1) Freedom
The student knows ways in which "Jacksonian Democracy" affected social, economic, and political institutions of the period, including influence of laissez faire and the spoils system.	U H	K8	2b				(C) Government (C) Ideology (V1) Democracy (V1) Individualism

History
 2.4 North American, Historical
 2.41 United States

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.413 1787-1860 (Cont.)						
The student knows that the Mormons moved to Great Salt Lake to escape harassment and persecution for their religious beliefs, mainly the practice of plural marriage.	I U H	K8	1b 3b			(C) Culture (C) Migration (V1) Freedom
The student knows that the Texas boundary dispute in 1846 served as an excuse to satisfy the demands of the expansionists who wanted more land.	I U H	K7 K8	2b			(C) Expansion
The student knows that the major pressure for war with Mexico came from southerners who wanted to extend the production of cotton with slave labor.	U H	K4 K8	2b 3b			(C) Conflict
The student knows that the Mexican War achieved the dream of Manifest Destiny by expanding U.S. boundaries to the Pacific Ocean.	I U H	K4	1b 2b 3b			(C) Expansion
The student knows that the admission of California as a state without first acquiring territorial status was influenced in part by the Gold Rush of 1849.	U H	K8	2b			(C) Expansion
The student knows that slavery as an institution was integral in the economy of the South.	I U H	K7 K8	2b 3a 3b			(C) Humanity
The student knows physical and social conditions under which Negro slaves lived and worked.	H	K3	2b 6a 6b			(C) Culture (V1) Human dignity
The student knows ways Stephen A. Douglas and Abraham Lincoln helped to crystalize opinions on the extension of slavery in the territories through a series of debates.	U H	K8	2b			(C) Conflict
The student knows ways that the invention of the cotton gin strengthened the institution of slavery.	U H	K8	2b			(C) Technology (V1) Freedom (V1) Innovative- ness

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.413 1787-1860 (Cont.)						
The student knows that argument over the extension of slavery was intensified by the acquisition of territory as a result of the treaty of Guadalupe Hidalgo.	H	K8	2b			(C) Expansion (C) Nationalism (V1) Freedom
The student knows that William Lloyd Garrison and others caused widespread reaction in both the North and South through their writing against the institution of slavery.	I U H	K8	2b 3b			(C) Conflict (V1) Freedom
The student knows ways that many Negro slaves including Frederick Douglas, Nat Turner, and Harriet Tubman, took action against the institution of slavery.	I U H	K4	2b 3b			(C) Conflict (V1) Freedom
The student knows reasons why early efforts to set aside areas of land for the exclusive use of Indians failed to resolve the conflicts between settlers and Indians.	H	K8	2b			(C) Conflict (C) Property (V1) Respect for culture of others
The student knows major Indian leaders and their cultural contributions such as Pontiac (Ottawa), Joseph Brandt (Mohawk), Tecumseh (Shawnee), Sequoya (Cherokee), Black Hawk (Sauk & Fox), Osceola (Seminole), Seattle (Suquamish), Red Cloud (Sioux), Joseph (Nez Perce), Quanak Parker (Comanche).	I U H	K1 K8	1b 3b	4a 4d		(C) Culture patterns (C) Leadership (V1) Respect for cultural heritage
The student knows ways writers such as Emerson, Thoreau, Longfellow, and Lowell used literature as a means of calling attention to the need for social and political reform in America.	H	K4 K7	2b			(C) Change (V1) Human dignity

- 2. History
- 2.4. North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.413 1787-1860 (Cont.)</u>						
The student knows that Utopian societal experiments (e.g., New Harmony, Indiana and Oneida, New York) were started as a result of political, social, and economic conditions before the Civil War.	H	K4 K8	2b	5.52	(C) Change (C) Culture (C) Values (V1) Cooperation	
The student knows that social reform, including temperance movements and care of the mentally ill, gained many followers before the Civil War.	I U H	K4	6b	2c	(C) Change (V1) Human dignity	
The student knows that skilled laborers (e.g., shoemakers, painters, and carpenters) were among the first groups to organize because they could not be as readily replaced as unskilled laborers.	U H	K4 K8	2b	4b	(C) Free enter- prise	
The student knows that scientific discoveries, such as the use of anesthesia and technological developments and inventions such as railroads, steamboats, and the telegraph, were in fairly wide use in the North before the Civil War.	I U H	K4	2b		(C) Change (C) Technology (V1) Efficiency	
The student knows intolerable working conditions including child labor, long hours, and dangerous conditions stimulated attempts of working men to organize before the Civil War.	H	K3 K8	3b	1b 3a 4a 4d	(C) Conflict (V1) Dignity (V1) Rights	
The student knows that the concept of "free land" which was believed by many immigrants to be true in America was not a legal entity until the Homestead Act of 1862.	U H	K8	2b		(C) Frontier (C) Property	

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>2.414 1860-1900</u></p> <p>The student knows the location and use of print and nonprint materials related to history of United States from 1860 to 1900 (e.g., card catalog: "U.S.--History, Civil War," "U.S.--Industries," "Slavery in the U.S." "Abolitionists," "Railroads, History"; <u>Reader's Guide</u>: "Reconstruction--Civil War," "Trade Unions, History," "Overland Journeys to the Pacific"; periodicals: <u>American Heritage</u> index, <u>American West</u>; area and building audio-visual materials: "U.S., Politics," "West, American Settlement," "Immigrant, U. S."; special materials: <u>Encyclopedia of the Social Sciences</u>).</p>	P I U H	K6	2a 2b				(C) Resources, history (V1) Inquiry
<p>The student knows that the social, political, and economic differences between the North and the South made it necessary for each to protect his way of life by gaining or at least maintaining power.</p>	I U H	K5 K8	1a 2a 2b		3.4 4.71		(C) Conflict (V1) Tolerance (V1) Cooperation
<p>The student knows that the 13th, 14th, and 15th Amendments, which protect the rights of the Negro, arose from the social, economic, and political conflicts during the Civil War era.</p>	I U H	K8	1a 6a	1a	4.24 5.611		(C) Social change (C) Civil rights (C) Democracy (V1) Human dignity (V1) Self-esteem
<p>The student knows ways in which the 14th and 15th Amendments were not effective in securing black rights in the South.</p>	U H	K8	2b 6a 6b				(C) Ideology (V1) Rights
<p>The student knows ways various disadvantages and advantages held by the North and South during the Civil War affected the outcome of the battles.</p>	I U H	K3	2b		3.7		(C) War (V1) Economic freedom (V1) Political freedom

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level	Knowledge or Processes	Classifications	Subject Area	Program Goals	Career Education	Program Goals	Other Related	Context Taxonomy	Headings	(C) Concept/ (V1, V2) Value Words
	P/I/U/H										
<u>2.414 1860-1900 (Cont.)</u>											
The student knows that the advantages of the South at the outbreak of the Civil War were better generals, defense of homes, knowledge of topography, preparation for action, and devotion to a cause.	I U H	K3		2b							(C) War (V1) Commitment
The student knows that the advantages of the North at the outbreak of the Civil War were money, factories, iron production, farmland, population, and railroad development.	I U H	K3		2b							(C) War
The student knows major social, economic, and political factors which helped precipitate the Civil War.	I U H	K8		2b							(C) War
The student knows ways in which Lincoln's various military and political strategies were employed during the Civil War.	U H	K3 K8		2b 3a							(C) War (C) Leadership (V1) Organization
The student knows ways in which 1863 marked the turning point of the Civil War (e.g., fall of Vicksburg, the northern victory at Gettysburg).	I U H	K3		2b							(C) War
The student knows the various sound economic and political factors involved in Lincoln issuing the Emancipation Proclamation (e.g., desire to win European support for the North).	I U H	K8		2b	1a						(C) Government (V1) Empathy
The student knows that Lincoln's original reason for freeing the slaves was military necessity.	U H	K8		1a 2b 6a							(C) Humanity (V1) Freedom
The student knows that the physical, economic, and psychological exhaustion of the South led to Northern victory in the Civil War.	I U H	K8		2b		4.21 4.24					(C) War (V1) Strength (V1) Political freedom

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level	Knowledge or Process Classifications	Subject Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
	P/I/U/H					
<u>2.414 1860-1900 (Cont.)</u>						
The student knows ways the military strategies used by both North and South proved effective in the Civil War.	U H	K8	2b			(C) War (C) Leadership
The student knows ways in which "border states" during the Civil War were of military, political, and economic assistance to the North.	U H	K6 K8	2b			(C) War (C) Conflict (V1) Cooperation
The student knows effects of major battles (e.g., Gettysburg, Vicksburg, and Chattanooga) on the outcome of the war.	U H	K3 K8	2b			(C) War
The student knows ways in which the major personalities of the period (e.g., Lincoln, Grant, Sheridan, Lee) affected the outcome of the Civil War.	U H	K8	2b 4b			(C) War (C) Leadership
The student knows far-reaching social, political, and economic effects of the Civil War such as the racial problem and sectionalism.	I U H	K8	7a	1a		(C) Conflict (C) War (C) Humanity
The student knows ways the increase in technology created during the Civil War gave impetus to rapid economic growth.	I U H	K8	2b			(C) Technology (C) War
The student knows that the population of cities grew at a faster rate than the population of rural America following the Civil War.	I U H	K4 K6	2b 6a			(C) Urban (C) Population (V1) Responsible-ness
The student knows how the Atlantic cable in 1866 contributed to better international relations.	I U H	K4 K8	2b		4.247	(C) Communication (C) Technology

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>2.414 1860-1900 (Cont.)</u>							
The student knows that the original purpose of Reconstruction was to repair the physical damages of the South, rebuild the Southern economy, readmit the Southern states, and establish relationships between the Negroes and whites.	I U H	K7	2b		3.4 4.32		(C) Compromise (C) Change
The student knows various plans for Reconstruction which were posed at the conclusion of the Civil War.	U H	K3	1b 2b				(C) War
The student knows ways in which the Negroes' social, economic, and political life was affected by the Emancipation Proclamation.	I U H	K8	2b 6a	1a			(C) Social change (C) Conflict (V1) Freedom (V1) Human dignity
The student knows ways in which the Compromise of 1877 helped bring an end to Reconstruction.	U H	K8	2b 3b				(C) Conflict (C) Compromise
The student knows ways contemporary American society may reflect attitudes and programs (Black Codes, Jim Crow Laws) of the Reconstruction Period.	U H	K8	1b 2b				(C) Ideology
The student knows that President Johnson's impeachment was motivated by the political struggle of Congress and the President in their attitudes toward Reconstruction.	U H	K8	1a 2b 6a				(C) Government (C) Conflict
The student knows that the termination of the "open range" policy in the West was caused by the invention of barbed wire, regulatory laws of state governments, the appearance of sheep ranchers and crop farmers.	I U H	K8	2b 3b		3.22 4.2		(C) Expansion (C) Technology

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.414 1860-1900 (Cont.)							
The student knows that the demand of the West for faster mail, passenger, and freight delivery resulted in the expansion of transportation subsidized by the federal government (i.e., stage coach, pony express, railroad, roads).	I U H	K8	2b				(C) Transporta- tion
The student knows that the physical obstacles to settlement in the Great Plains were storms, drought, locusts, and inaccessibility.	P I U H	K3	2b				(C) Expansion (C) Migration (V1) Courage
The student knows ways the completion of the continental railroad contributed to the growth of population, industry, and national unity.	P I U H	K8	2b				(C) Progress (C) Expansion (C) Transporta- tion (V1) Efficiency
The student knows that the development of the railroad, mining, and cattle industries on the Great Plains around 1860 contributed to the growth of the West which was realized in the admission of several states into the Union.	I U H	K8	2b		4.24 4.247		(C) Expansion
The student knows that the rush to mining towns in the West resulted in many social, economic, and political problems (e.g., outlaws, poor sanitation, food shortages, no organized government, housing shortages).	P I U H	K8	1a 2b		3.311 3.4		(C) Migration (C) Social change
The student knows the successes and failures of the federal land policy in encouraging westward migration.	U H	K8	2b		4.24 5.31		(C) Migration
The student knows that the important occupations of western settlers in the 1860's were farming, ranching, mining, lumbering, and fishing.	P I U H	K3	2b	4J			(C) Free enter- prise

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.414 1860-1900 (Cont.)							
The student knows that the Plains Indians' dependence on the buffalo and the horse created conflicts with the white man whose westward movement imperiled the Indian culture.	U H	K8	3b				(C) Conflict (C) Culture
The student knows that the major factors which contributed to the demise of the Plains Indians were: invention of six shooters, spread of contagious diseases, and the slaughter of buffalo.	P I U H	K8	2b 7a				(C) Social change (C) Exploitation (C) Technology
The student knows that mass production, interchangeable parts, and the assembly line were important industrial factors in the rapid growth of national wealth and rise in the national standard of living.	I U H	K8	2b	4b			(C) Technology (V1)Efficiency
The student knows ways the economic theory of "laissez-faire" affected industrial expansion of the late 19th century.	I U H	K2	2b				(C) Economic system
The student knows ways the Darwinian concept of survival of the fittest was used to justify amassing wealth by men like Carnegie, Vanderbilt, Rockefeller.	U H	G1 K7	7a				(C) Economic system
The student knows that during the Industrial Revolution governmental officials were involved in financial scandals with wealthy industrial powers (e.g., Self-Improvement Co., Black Market Scandal).	U H	K3 K8	2b				(C) Government (V1)Honesty (V1)Integrity
The student knows that the practice of laissez-faire created deep resentment of common Americans against the tycoons and money-makers of the 19th century.	U H	K8	1a 2b				(C) Economic system (C) Exploitation (V1)Honesty (V1)Integrity

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Related Headings	(C) Concept/ (V1, V2) Value Words
<u>2.414 1860-1900 (Cont.)</u>							
The student knows that the trust proved so effective a means of eliminating competition and making a profit that it was seen by workers and farmers as a symbol of monopoly and greed.	I U H	K3	2b 3b				(C) Free enter- prise
The student knows economic problems experienced by farmers and laborers working within the free enterprise system of the late 19th century.	U H	K8	2b	2b			(C) Economic system (C) Exploitation
The student knows the the farm grange was formed to promote the social, intellectual, and cultural interests of farm families.	U H	K4 K7	2b 6b 7b				(C) Accommodation (C) Social control
The student knows that the major reason for the formation of the farm cooperatives was to provide economic protection from the trusts, pools, and mergers of big business.	U H	K4 K7	1a 1b				(C) Free enter- prise (C) Rights (C) Exploitation (V1)Honesty (V1)Fairness (V1)Trust
The student knows that in the late 1800's the major efforts of the government to aid the dissatisfied farmers were: (1) the passage of the Morrill and the Hatch Acts and (2) the creation of the Department of Agriculture.	U H	K3 K4 K8	1a 2b		5.31 4.241		(C) Government (V1)Rights (V1)Empathy

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.414 1860-1900 (Cont.)</u>							
The student knows factors which resulted in more efficient farming methods including (1) a greater demand for agricultural products (influx of immigrants) and (2) decline in number of agricultural workers due to the labor demand of the Industrial Revolution.	I U H	K8	2b	2c		(C) Progress (C) Social change (C) Free enterprise	
The student knows major social problems which were an outgrowth of the Industrial Revolution (e.g., child labor, slums, sanitation).	I U H	K8	1a 2b	1a		(C) Government (V1) Human dignit	
The student knows that the American Federation of Labor was the first successful attempt to organize labor on a national level.	I U H	K2	2b	1c 2b		(C) Institution (C) Accommodatio (V1) Cooperation	
The student knows federal legislative measures which contributed to the growth of American industry--1860-1900 (e.g., contract labor laws, railroad subsidies, protective tariffs).	I U H	K8	2b		4.242	(C) Government (C) Free enter- prise (C) Economic system (V1) Responsible- ness	
The student knows that even though the first Interstate Commerce Act (1887) was ineffective, it established the precedent for federal regulation of business.	U H	K8	2b		4.243 5.31	(C) Government (C) Transporta- tion (C) Free enter- prise	
The student knows that the need for greater capital, limited liability, and continuity of operation gave rise to the corporation.	I U H	K8	2b			(C) Progress (C) Technology (C) Production	

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>2.414 1860-1900 (Cont.)</u></p>							
<p>The student knows the types of influence exerted on government by business and industry in the late 1800's.</p>	U H	K8	2b		4.21		(C) Government
<p>The student knows the effects of the introduction of the horse on the culture of the Plains Indians.</p>	I U H	K8	2b				(C) Cultural patterns (V1) Respect for cultural heritage

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level	Knowledge or Pro-	Subject Area	Career Education	Other Related	(C) Concept/
	P/I/U/H	cess Classifications	Program Goals	Program Goals	Concrete Taxonomy	(V1, V2) Value Words
<u>2.415 1900-1945</u>						
The student knows the location and use of print and nonprint materials related to history of the United States from 1900 to 1945 (e.g., card catalog: "U.S.-History-1898-1919," "U.S.-History-1919-1933," "U.S.-History-1933-1945"; Reader's Guide: "World War, 1939-1945," "European War, 1914-1918," "Business Depression, 1929-1939"; area and building audio-visual catalogs: "World War I, Trench Warfare," "Concentration Camp, Germany," "New Deal, U.S.," "Isolationism, U.S.").	P I U H	K6	2a 2b			(C) Resources, history (V1) Inquiry
The student knows ways that President Theodore Roosevelt's desire to make the United States the dominant nation in the Western Hemisphere was reflected in his policies (e.g., his action in the Venezuela Crisis of 1901; his corollary to the Monroe Doctrine).	H	K8	2b		5.7	(C) Expansion
The student knows that the United States' negotiations of treaty rights to build the Panama Canal was a major result of Theodore Roosevelt's "Big Stick Diplomacy."	H	K8	2b		5.72	(C) Expansion
The student knows ways the writers known as muckrakers (e.g., Upton Sinclair, Tarbell, and Lincoln Steffens) influenced legislation regulating industry in the early 1900's.	H	K8	3b	3b		(C) Change (V1) Respect for cultural heritage
The student knows that public support and isolationism rather than interventionism was the predominant reaction in America to the beginning of World War I.	H	K8	2b			(C) War (C) Security (national)
The student knows that fear of communism resulted in the "Red Scare" in America which was characterized by widespread suppression of civil liberties immediately following World War I (e.g., rejuvenation of the Ku Klux Klan).	U H	K8	3b			(C) Group pressure (V1) Rights (V1) Justice

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level	Knowledge or Process	Classifications	Subject Area	Program Goals	Career Education	Program Goals	Other Related	Context Taxonomy	(C) Concept/ (V1, V2) Value Words
	P/I/U/H									
<u>2.415 1900-1945 (Cont.)</u>										
The student knows legislation which reflected the trend toward government intervention in business that began in Wilson's administration (e.g., the Clayton Act, the Federal Reserve Act).	H	G2 K3	2b	4b	5.31					(C) Government (V1) National law and order
The student knows major factors which influenced Wilson to ask for a declaration of war against Germany (e.g., German unrestricted submarine warfare).	U H	K3 K8	2b 3a							(C) War (C) Government
The student knows major reasons the League of Nations was rejected by the United States.	U H	K8	2b 4a 7a							(C) Government (V1) Cooperation
The student knows ways in which women were instrumental in getting the prohibition and women's suffrage amendments added to the Constitution.	I U H	K8	2b							(C) Democracy (V1) Rights
The student knows that mass production greatly increased the availability of consumer goods in America during the 1920's.	I U H	K8	2b	2c						(C) Free enterprise
The student knows that writers like Ernest Hemingway, F. Scott Fitzgerald, and Sinclair Lewis wrote fiction which reflected and interpreted society during the 1920's.	H	K4	2b							(C) Change (V1) Morality
The student knows factors which contributed to the instability of the 1920's economy (e.g., stock speculation on low margins).	U H	K8	2b	4b						(C) Depression
The student knows ways in which the economic doctrine of laissez-faire was interpreted by the Republican administration of the 1920's.	H	K3	2b		5.31					(C) Free enterprise

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level	Knowledge or Process	Classifications	Subject Area	Program Area	Career Goals	Education	Other Related	Context Taxonomy	(C) Concept/ (V1, V2) Value Words
	P/H/U/H									
2.415 1900-1945 (Cont.)										
The student knows that Herbert Hoover opposed direct federal relief for unemployment and business failures as "paternalism."	H	K8	2b		2c					(C) Free enterprise (C) Government
The student knows how the stock market crash of 1929 set off a chain reaction that affected all sectors of the economy.	I U H	K8	2b		4b					(C) Depression
The student knows that natural conditions such as drought and insects added to the economic distress of farmers during the depression.	U H	K8	2b		2c 4b 6c					(C) Depression (C) Conflict
The student knows that the landslide victory of Franklin Roosevelt in 1932 indicated that the majority of Americans were ready to accept more involvement in government in promoting the general welfare of the country.	U H	K4 K8	2b		2b 2c 4b		5.31			(C) Government (C) Change (V1) Freedom
The student knows ways in which the New Deal was implemented, including effect of various programs such as CCC, WPA, NIRA, Social Security.	U H	K3 K8	2b 7a							(C) Government (C) Leadership (V1) Interdependence (V1) Security
The student knows ways in which legislation such as the Norris La Guardia Act and the Wagner Act gave labor unions permanency in the American economy.	I U H	K4	2b 7a		2b 4b		5.31			(C) Government
The student knows that recognition of Soviet Russia in 1933 was an important departure from the isolationist policies of previous administrations.	U H	K4	3b				5.72			(C) Internationalism (V1) Cooperation
The student knows how diplomatic and cultural exchanges between Latin America and the U.S. increased during the 1930's.	U H	K4	1b 2b				5.74			(C) Internationalism (V1) Respect for views of others

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area	Program Area	Career Goals	Program Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.415 1900-1945 (Cont.)</u>								
The student knows that the U.S. initially responded to the rise of military dictators in Japan, Germany, and Italy during the 1930's by passing a series of neutrality acts designed to insure our continued isolation.	I U H	K4	2b			5.72	(C) Totalitarianism (V1) Freedom	
The student knows ways the FDR "court-packing" scheme reflects a long tradition of political interest by the executive branch of our government concerning who serves on the Supreme Court (e.g., Marbury vs. Madison, "Nixon Court").	U H	K8	2b				(C) Leadership (C) Government (V1) Power	
The student knows factors which led to eventual U.S. involvement in World War II (e.g., 1939 invasion of Poland, fall of France).	I U H	K4 K8	2b				(C) War	
The student knows factors and incidents which strained U.S.-Nipponese relations and led to eventual war.	I U H	K8	3b			5.72	(C) War	
The student knows the origin and changes in the Selective Service Act (e.g., World War II defense: change to lottery).	I U H	K8	2b	3b 4a 4d			(C) Government	
The student knows the industrial and natural resources which made the U.S. a critical source of materials for allied forces during World War II.	I U H	K8	2b				(C) War	
The student knows ways in which the American economy was organized and controlled to achieve maximum production in World War II.	U H	K7	2b	4b			(C) Government (C) Production	

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p>2.415 1900-1945 (Cont.)</p> <p>The student knows pro and con arguments of various philosophers, scientists, and political figures regarding use of the atom bomb on Japan (e.g., Edward Tiller, Robert Oppenheimer, Truman).</p>	<p>U H</p>	<p>K7 K8</p>	<p>2b</p>			<p>(C) War (C) National security (V1) Strength</p>

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level	Knowledge or Process	Subject Area	Career Education	Other Related	(C) Concept/ Words
	P/I/U/H	Classifications	Area	Goals	Goals	Headings
2.416 1945-						
The student knows the location and use of print and nonprint materials related to the history of the United States after 1945 (e.g., card catalog: "U.S.-Politics and Government," "Race Problems," "Technology and Civilization," "Korean War, 1950-1953"; <u>Reader's Guide: "Atomic Power," "Political Attitudes," "U.S.-Supreme Court," "Volunteers in Service to America (Vista)," "Aged";</u> area and building audio-visual materials: "Ecology," "Pollution," "Space Exploration"; special materials: <u>Statistical Abstract of the United States</u> , almanacs, pamphlets, newspaper indexes such as the <u>Christian Science Monitor</u>).	P I U H	K6	2a 2b			(C) Resources, history (V1) Inquiry
The student knows ways various components of the "Fair Deal" proposed by Truman compare to the earlier Roosevelt "New Deal."	U H	K5	2b 3b 7a	2.36		(C) Politics (C) Government (V1) Human dignity
The student knows characteristics of the international political situation which existed at the end of World War II (e.g., end of the "Grand Alliance"; zones of occupation in Europe and Asia; birth of the United Nations).	U H	K3	2b 6c			(C) Government (C) Power
The student knows that the major purpose of the military occupation of the axis countries of World War II was to disarm, demilitarize, encourage civil liberty, and develop democratic institutions.	I U H	K3 K7	2b 3b	5.72		(C) Security, national (V1) Security, national
The student knows that the control of atomic energy by government authority which was necessary because of its potential power of destruction was established by the Atomic Energy Act of 1946.	I U H	G2 K8	2b	5.31		(C) Security, national

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.416 1945- (Cont.)							
The student knows the relative balance of power in the world between the U.S. and the Soviet Union after World War II.	H	K4 K5	2b 6c				(C) Nationalism (C) Power
The student knows that the State's Rights Democratic Party (Dixiecrats) was formed because of dissatisfaction with the Democratic Party's Civil Rights platform in the election of 1948.	I U H	K7 K8	3b 6b 7a	1b	5.412		(C) Conflict (C) Change (V1) Tolerance
The student knows reasons President Truman's administration was mainly successful in dealing with foreign affairs while its domestic policies remained controversial.	U H	G2 K3 K4	2b		2.368		(C) Leadership
The student knows that the passage of the Taft-Hartley Act was the result of public demands for the curbing of union power.	I U H	K8	3b	1c 2a 2b 2c 2d			(C) Free enter- prise
The student knows the ways (especially economic) in which the Marshall Plan strengthened participating countries.	I U H	K3 K4	2b		5.74		(C) Internation- alism (V1) Cooperation
The student knows that the establish-ment of independent security agencies such as the CIA, National Security Council, National Security Resources Board, Joint Chiefs of Staff, and the Department of Defense grew primarily out of the need for better interdepart-mental communication which was lacking in World War II.	U H	K3 K8	3b		5.3124		(C) Nationalism
The student knows that the United States attempted to maintain its retaliatory power in the cold war with a nuclear defense mechanism which would equal or surpass that of the USSR.	U H	K3 K4	2b 3b				(C) Nationalism (C) Power (V1) Security

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.416 1945- (Cont.)</u>							
The student knows ways the American policy of "Communist Containment" was directly reflected in our foreign policy and in various treaties (e.g., OAS, NATO, SEATO, Formosa Pact, and Korean Treaty).	I U H	K3 K8	2b 3b		5.72	(C) Nationalism (C) National security (V1) Loyalty (V1) Security	
The student knows that the Southeast Asia Treaty Organization (SEATO) was formed to prevent threats to independence of Southeast Asian nations which would be considered threatening to the free world.	U H	K8	2b 3b		5.74	(C) Internationalism (V1) Cooperation with others	
The student knows that the United States and South American countries, desiring more military security through amicable peacetime relations, entered into several alliances such as the Rio Pact of 1947 and the OAS of 1948.	U H	K3 K8	1b		5.74	(C) Internationalism (V1) Cooperation with others	
The student knows ways in which the U.S. demonstrated a "hard line" against the potential spread of Communism (1950-1970).	U H	K4	2b 7a			(C) Government (C) Policy (C) Idealism	
The student knows that the United Nations was organized for the purpose of preserving international peace and security.	I U H	K7 K8	2b 6c	2a 2c 3b 4a	5.74	(C) Internationalism (V1) Security, national (V1) Respect for views of others	
The student knows ways that the United Nations has functioned to prevent and resolve international conflict (e.g., Korean Conflict, Middle East).	P I U H	K3 K4	2b 6a		5.72	(C) Internationalism (V1) Respect for others	

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Goals	Program Education Other Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.416 1945- (Cont.)</u>							
The student knows ways in which America got involved in politics of under-developed nations and the consequences (e.g., Indochina, Cuba, Chile, Argentina, Brazil).	H	K8	1b 2b				(C) Government
The student knows various social and political consequences of the McCarthy era.	U H	K8	2b 4a 7a				(C) Government policy (V1)Dissent
The student knows ways President Eisenhower's actions toward Indochina in early 1950's affected course of the Vietnam War.	U H	K8	1b 7b				(C) Government policy
The student knows ways Sputnik affected American foreign and domestic policies.	U H	K8	1b 2b 6c				(C) Government policy (V1)Education
The student knows that the emphasis in U. S. education shifted to the basic disciplines of mathematics, science, and foreign language as a result of U. S. reaction to the Soviet Union's launching of the first man-made satellite in 1957.	I U H	K8	3b	4a 4b 4d 6a			(C) Nationalism (V1)Loyalty (V1)Education
The student knows ways the 1954 Supreme Court decision favoring school integration set off a chain of events which led to far reaching Civil Rights legislation (e.g., busing, equal job opportunities, voting equality, women's liberation).	P I U H	K8	2b 3b 6a 7a	1a 1b 1c 4b			(C) Nationalism (C) Dignity of man (V1)Freedom (V1)Dignity
The student knows various causes of friction between China and U.S.S.R.	U H	K8	3b				(C) Policy (C) Idealism

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level		Knowledge or Processes Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
	P/I/U/H							
<p><u>2.416 1945- (Cont.)</u></p> <p>The student knows that the response of the American public to the volunteer services of the Kennedy administration (VISTA, Peace Corps) promoted a feeling of nationalism that had not been evidenced since the Roosevelt era.</p>	I U H	K8	2b	2c 4a 4b 4d			(C) Nationalism (V1) Responsibility (V1) Loyalty	
<p>The student knows the role played in the Civil Rights movement by such organizations as CORE, NAACP, National Urban League, Southern Christian Leadership Conference, SNCC, Black Panthers, and Black Muslims.</p>	U H		3b 6a 7a 7b		5.611		(C) Rights (C) Self-expression (V1) Dignity (V1) Freedom	
<p>The student knows that the Civil Rights Act of 1964 vastly extended the power of the federal government to combat racial discrimination (e.g., (1) outlawed discrimination in hotels, restaurants, places of entertainment; (2) prohibited discrimination by unions and employers; (3) permitted withholding federal funds for discrimination; (4) prohibited different voting standards for whites and blacks).</p>	P I U H	K3 K8	2b 3b 7b	1a 1b 1c 4b	2.3 5.611		(C) Power (V1) Rights	
<p>The student knows ways that minority groups are seeking political, economic, and social influence (e.g., Red Power, Black Power).</p>	I U H	G2 K3	2b 3b	1a 1b 1c 2a 4b	5.611		(C) Culture patterns (C) Ethno-centrism (C) Group pressure (V1) Rights (V1) Self-worth (V1) Respect for cultural heritage	
<p>The student knows that international social, political, and economic discontent grew as a result of the intensification of the Vietnam War.</p>	U H	K8	2b 3b 5b				(C) War (C) Economy	

- 2. History
- 2.4 North American, Historical
- 2.41 United States

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
2.416 1945- (Cont.)							
The student knows reasons that a polarization of the American public has occurred since the escalation of the Vietnam War.	I U H	K8	2b	1c			(C) Change (V1)Nationalism (V1)Morality (V1)Respect for others
The student knows that a major factor in the escalation of the Vietnam War was the widesweeping power granted to the President by Congress to "take all necessary measures ... to prevent further aggression" (Gulf of Tonkin).	U H	K8	3b				(C) Internationalism (V1)Security, national
The student knows the various patterns, successes, and failures in domestic and international affairs which characterized presidential administrations from early 1950's to the present.	U H	K4	2b 4a 5b 6a 7b				(C) Government (C) Politics (V1)Achievements

2. History

2.4 North American, Historical

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Area	Career Goals	Program Education Program Goals	Other Related Context Related Headings	(C) Concept/ (VI, V2) Value Words
<u>2.42 Canada</u>								
The student knows the location and use of print and nonprint materials related to history of Canada (e.g., card catalog "America, Discovery and Exploration," "Canada, History," "Indians of North America--Canada"; <u>Reader's Guide</u> : "Canada, Economic Policy," "Canada, Politics and Government," "Eskimos," "Fisheries, Canada"; area and building audio-visual catalogs: "Canada, Church," "Eskimo Village," "French Canada," "Natural Resources, Canada," "War of 1812"; newspaper indexes; periodical: <u>National Geographic</u> index).	I U H	K6	2a 2b				(C) Resources, history (VI) Inquiry	
The student knows that the Prime Minister and his cabinet direct the Canadian government.	I U H	K7	2b				(C) Government (C) Organization (C) Leadership (VI) Cooperation	
The student knows that the rights of the Canadian people are protected in local, provincial, and federal courts.	I U H	K3 K7	2a 2b				(C) Rights (C) Government (C) Democracy (VI) Justice	
The student knows the climatic and land features of Canada which help determine where people live (Pacific Mountain Region, Western Plains, Canadian Shield, Arctic Region, Great Lakes--St. Lawrence Region, Maritime Region).	P I	K3	2b	4b	1.2121		(C) Natural environment (C) Population	
The student knows ways early explorations of Canada determined political control of segments of the country (e.g., Vikings, English, French, Spanish, Russian).	I	K4 K8	2b				(C) Exploration (C) Environmental influences	

2. History
2.1 North American, Historical

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.42 Canada (Cont.)</u>						
The student knows that as a result of the French and Indian War of 1763 Great Britain gained political control of Quebec and the rest of Canada.	I U H	K3 K8	2b			(C) Government (C) Colonization (C) Frontier
The student knows that the population of Canada was increased by the immigration of American colonists who were loyal to the British king.	I U H	K8	2b 3b			(C) Population (C) Immigration (V1) Loyalty (V1) Political freedom
The student knows the political-economic relationship between Canada and the Commonwealth of Nations.	I U H	K3	2b			(C) Government (V1) Cooperation (V1) Political freedom
The student knows ways that French and British fur traders influenced the economic development of Canada as well as the culture of the native Indian people.	I U H	K8	2b			(C) Cultural change (C) Economic system (V1) Enculturation
The student knows that Canadian educational systems are essentially the same as in the United States.	I U H	K5	2b			(C) Social system (V1) Education
The student knows that the people of Canada are from many countries and cultures such as England, France, Germany, Ukraine, Scandinavia, Netherlands, and Poland.	I	K3 K5	2b			(C) Culture (C) Immigration (C) Enculturation
The student knows that most Canadian Eskimos live in tiny settlements in the far north where the environment requires specialized techniques for survival.	P I	G2 K8	2b			(C) Community (V1) Cooperation
The student knows ways the Canadian Indians face many problems similar to the American Indians (e.g., unemployment, poor medical and educational facilities).	I U H	K5	2b	2c 4b		(C) Cultural conflict

2. History
2.4 North American, Historical

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings (C) Concept/ (V1, V2) Value Words
<u>2.4.2 Canada (Cont.)</u>						
The student knows that Indians and Eskimos were Canada's first artists and that much of the arts and crafts of Canada has its origin in their work.	I	K4	2b			(C) Culture
The student knows that popular forms of recreation in Canada include football, ice hockey, curling, skiing, snowshoeing, baseball, golf, tennis, rodeos, and use of national and provincial parks.	I	K3	2b	3c 4g		(C) Sports (V1) Sportsman- ship
The student knows ways in which the "separatist" movement affected Canadian social and political development since early 1960's (e.g., French Canadian).	H	K8	1b 2b 6a			(C) Government (C) Idealism
The student knows that the religious differences between French Roman Catholics and British Protestants result in social, economic, and political conflict.	I U H	K8	2b	4b		(C) Human relations (C) Social conflict (V1) Cooperation
The student knows that the Canadian Parliament consists of the Governor-General, the Senate, and the House of Commons which make national laws.	I U H	K3	2b	1c		(C) Government (C) Organization (V1) Cooperation

North American Historical

COURSE GOALS

	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<p><u>2.12 Mexico</u></p> <p>The student knows the location and use of print and nonprint materials related to the history of Mexico (e.g., card catalogs: "Mexico, history," "Art in Mexico and Trade, Mexico," "Mexico, Social Conditions," "Aztecs"; <u>Reader's Guide</u>: "Investments, Foreign--in Mexico," "Mexico, Economic Conditions," "Inhabitants of Mexico"; periodicals; <u>Magazines</u>; area and building audio-visual catalogs: "Mexican Culture," "Indians, Mexico," "Cortes, Hernando"; special materials: almanacs, newspaper indexes--<u>(Christian Science Monitor)</u>).</p>	P I U H	K6	2a 2b			(C) Resources, history (VI) Inquiry
<p>The student knows historically significant definitions of the terms <u>encomienda</u>, <u>ejido</u>, <u>hacienda</u>, <u>colpulli</u>.</p>	U H	K2	2b			
<p>The student knows the effects of Cortez's invasion of Mexico (e.g., massacre of the Indians, destruction of the Aztec-Mexica city which stands on the present site of Mexico City).</p>	I	K8	2b			(C) Community (C) Exploitation (C) Exploration (VI) Respect for cultural heritage
<p>The student knows characteristics of the various land holding patterns in Mexico from the Aztec civilization to the present including the Spanish Hacienda system, post revolution change, and the <u>ejido</u> system.</p>	U H	K3	1a 1b 2b			
<p>The student knows ways various historical factors may have contributed to present day rural poverty in Mexico (e.g. hacienda land holding system prior to Mexican revolution).</p>	I	K8	2b 6b			(C) Poverty (VI) Human dignity

2. History
2.4 North American, Historical

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.43 Mexico (Cont.)</u>						
The student knows that in the past, Mexico sold large amounts of minerals and forest resources to other countries, but that now more raw materials are being used within the country.	I	K4	2b	4b		(C) Natural resources (C) Conservation (V1) Responsibility
The student knows the reasons for Mexico's statement of independence from Spain.	I	K8	2b			(C) Community (C) Conflict (C) Revolution (V1) Freedom (V1) Rights
The student knows that much of the U. S. Southwest originally belonged to Spain.	I	G2 K8	2b			(C) Culture
The student knows the reasons for Texas' declaration of independence from Mexico.	I	K8	2b			(C) Community (C) Conflict (C) Revolution (V1) Freedom (V1) Rights
The student knows that as a result of the war between Mexico and the United States in 1846 the southwestern states were ceded to the United States.	I	K8	2b			(C) Conflict (C) Revolution (V1) Freedom (V1) Rights
The student knows ways Benito Juarez led the Mexican peons in the War of the Reform (1860) which left Mexico deeply in debt to France.	I	K8	2b	3.31		(C) Conflict (C) Revolution (V1) Freedom (V1) Rights
The student knows reasons for foreign control of Mexico's major industries prior to the Mexican Revolution of 1918.	I	K8	2b			(C) Economic system (V1) Cooperation with others
The student knows major social, economic, and political factors which precipitated the Mexican Revolution, 1910-15 (e.g., land ownership heavily concentrated in hands of a few elite).	U H	K3 K8	2b 3b			(C) Conflict (C) Idealism (V1) Freedom

History
 North American, Historical

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Content Related Headings	(C) Concept/ (V1, V2) Value Words
<u>2.43 Mexico (Cont.)</u>							
The student knows ways in which the Mexican Revolution (1910-1920) changed social, economic, and political life in the country.	I	K8	2b				(C) Community (C) Conflict (C) Revolution (V1) Cultural change
The student knows that transportation in many areas of Mexico is still primitive and undeveloped.	I	K3	2b	4b			(C) Transportation
The student knows that good postal service covers most of Mexico and all the large towns and cities are connected by telephone and telegraph.	I	K3	2b		1.2122		(C) Communication (V1) Efficiency (V1) Interdependence
The student knows that there are still large numbers of very poor people in Mexico but that the Mexican government has made tremendous strides in recent years to alleviate such problems (e.g., wages, labor unions, hydroelectric projects, education).	I	K4 K8	2b	4a 4b 4d	1.2122		(C) Economic system (V1) Responsibility
The student knows that the existence of only one political party in Mexico has resulted in a different form of democracy than in the United States.	I	K5 K8	2b				(C) Government (V1) Freedom (V1) Responsibility (V1) Democracy
The student knows that the people of Mexico are mostly of mixed Indian and Spanish blood (Mestizos) with very few pure Spanish or pure Indians.	I	K3	2b				(C) Cultural patterns (V1) Respect for cultural heritage
The student knows characteristics of the pre-Columbian cultures which flourished in Mexico before European explorers reached the New World.	I	G2 K3	2b 6b				(C) Organization (C) Civilization

2. History
2.4 North American, Historical

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>2.43 Mexico (Cont.)</u>							
The student knows ways in which Indians of Mexico maintain cultural isolation.	I	K3 K7	2b 6b				(C) Cultural patterns (V1) Individualism (V1) Respect for cultural heritage
The student knows the effects, especially cultural, of Christian beliefs and institutions upon the Mexican people.	I	K8	2b 6b				(C) Culture (C) Belief (V1) Respect for cultural heritage
The student knows ways Spanish rule in Mexico was selfish, cruel, and often unwise.	I	K3	1b 2b				(C) Government (C) Conflict (V1) Human dignity (V1) Justice
The student knows ways its major leaders contributed to Mexico's social, economic, and political development (e.g., Father Hidalgo, Santa Anna, Benito Juarez, Maximilian, Porfirio Díaz, Álvaro Obregón, and Poncho Villa).	I	K1	2b 7a	4a 4d			(C) Leadership
The student knows ways changes in land ownership since about 1920 have affected farming in Mexico.	I	K4 K8	2b				(C) Adaptation (C) Conservation (C) Natural resources (C) Change (V1) Efficiency
The student knows ways early Spanish influence is reflected in design and architecture of most Mexican towns and cities.	I	K3 K8	2b				(C) Community (V1) Cooperation
The student knows the various life styles, customs, and mores of the Mexican people (food, dress, handicrafts, art, fiestas).	I	K3	2b 6a	4b			(C) Cultural patterns

2. History
 2.4 North American, Historical

COURSE GOALS	Level P/H/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>2.43 Mexico (Cont.)</u></p> <p>The student knows reasons literacy has increased in Mexico since the Revolution.</p>	I	K4 K8	6a	4b			(C) Learning

2. History
2.5 Latin America

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>2.51 Central America</u>							
The student knows the location and use of print and non-print materials related to history of Central America (e.g., card catalog: "Central America-Social Life & Customs," "Mayas," "Catholic Church in Latin America," "Panama Canal"; <u>Reader's Guide</u> : "Central America-Description & Travel," "Canals-Central America," "Central American Program of Economic Integration"; periodicals: <u>Americas</u> , current history, newspaper indexes; area and building audiovisual catalogs: "Central America").	I U H	K6	2a				(C) Resources, history (V1) Inquiry
The student knows characteristics of the Mayan civilization which made it the most advanced pre-European civilization in the Americas.	I U H	K3 K8	2b				(C) Cultural patterns
The student knows cultural characteristics of other Indian people (besides Mayan) which influenced civilization in Central America.	I U H	K3 K8	2b				(C) Cultural patterns (V1) Imaginative-ness (V1) Human dignity
The student knows ways that the Panama Canal influenced the economic and political development of Central American countries.	I U H	K8	2b				(C) Change (V1) Cooperation
The student knows ways that the "Common Market" influences trade in South American countries. (Exception: Panama)	I U H	K3 K8	2b				(C) Economic system (V1) Cooperation
The student knows comparable value of currency in Central American countries to U.S. currency.	I U H	K3	2b				(C) Economic system
The student knows factors which influence per capita income of people of Central American countries.	I U H	K8	2b				(C) Economic system

- 2. History
- 2.5 Latin America

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.51 Central America (Cont.)</u>							
The student knows ways that Spain, France, and Great Britain influenced the economic development of Central America.	I U H	K8	2b				(C) Colonization
The student knows ways that the United States has influenced the economic, political, and social development of Central American countries.	I U H	K8	2b		5.74		(C) Imperialism
The student knows the literacy and educational characteristics of each Central American country.	I U H	K3	2b				(C) Education (V1) Education
The student knows the main language spoken in each Central American country (i.e., Spanish, English).	I U H	K3	2b				(C) Cultural patterns (V1) Self-expression
The student knows ways that the racial composition of each Central American country influences cultural, social and economic development.	I U H	K3	2b				(C) Cultural change
The student knows ways that the arts and crafts of Central America reflect the different backgrounds of the people.	I U H	K8	2b				(C) Cultural patterns (V1) Diversity (V1) Individualism (V1) Aesthetic perception
The student knows that the Roman Catholic Church is the main religion of Central American countries.	I U H	G2 K3	2b				(C) Culture (V1) Reverence
The student knows ways that religion and family life affect recreational activities of people of Central America.	I U H	K8	2b				(C) Cultural patterns

- 2. History
- 2.5 Latin America

COURSE GOALS	Level P/1/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Cater Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), V2) Value Words
<p><u>2.51 Central America (Cont.)</u></p>						
<p>The student knows ways in which nationalism has been demonstrated as a major theme in the history of American countries.</p>	U H	K8	1b 2b			(C) Nationalism
<p>The student knows important Central American leaders and their contributions to their countries.</p>	I	K1 K8	2b			(C) Leadership

- 2. History
- 2.5 Latin America

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.52 South America</u>						
The student knows the location and use of print and non-print materials related to history of South America (e.g., card catalog: "South America-Description & Travel," "South America-Social Life & Customs," "South America-History"; Reader's Guide: "Indians of South America," "Latin America-Politics," "Education-Latin America"; periodical: <u>Americas</u> ; area and building audiovisual catalogs: "Inca Civilization," "Indian, South American," "South America, History," "Bolivar, Simon"; special materials: South American Handbook, newspaper indexes).	I U H	K6	2b			(C) Resources, history (V1) Inquiry
The student knows historically significant definitions of terms: El Dorado, peninsulares, cristianos nuevos, caballeros, moor, conquistador, causillos, hacienda, patron and peon, ekumere.	U H	K2 K8	2b			
The student knows characteristics of the major periods of development in South America, including the pre-Inca period (Chimu and Nazca), Colonial Era, the Wars of Independence, and rise of dictatorships.	U H	K3 K4	1b 2b			(C) Growth and development
The student knows ways in which the Indian, African, and European peoples each contributed to the social, economic, and political development of South America.	I U H	K8				(C) Ideology (V1) Human dignit. (V1) Self-actualizatio
The student knows ways that the original Indians influenced social, political and economic development of South America.	I U	K8	2b			(C) Cultural patterns (V1) Human dignit;

- 2. History
- 2.5 Latin America

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Headings	(C) Concepts/ (V1, V2) Value Words
<u>2.52 South America (Cont.)</u>						
The student knows reasons for exploration and settlement of South America by the Spanish and Portuguese.	I U	K8	2b			(C) Colonization (C) Exploration
The student knows ways that the revolution against Spanish rule affected the countries of South America.	I U	K8	2b			(C) Revolution (V1) Freedom
The student knows patterns and changing characteristics of dictatorships as they have affected South America (e.g., Juan Manuel de Rosas (Argentina), Juan Peron (Argentina), and Jose Antonio Paez (Venezuela)).	U H	K3 K4	2b 6c			(C) Government
The student knows the developmental pattern of the "authoritarian tradition," as it has affected South America from the pre-Columbian, colonial and present-day periods.	U H	K3 K4	1a 1b 2b			(C) Power, government (V1) Power
The student knows factors leading to the "Age of Dictators" in South America.	I U	K8	2b			(C) Totalitarianism (V1) Freedom
The student knows ways political organization is affected by inconsistency between concepts of total national territory and effective national territory (ekumene).	U H	K8	2b 3b			(C) Idealism (C) Nationalism
The student knows characteristic forms of South American government (republics, dictatorships, etc.).	I U	K3 K7	2b			(C) Government
The student knows ways that communism has affected political development of some South American countries.	I U H	K8	2b			(C) Authority
The student knows ways that South American economic and political development affects the United States.	I U H	K8	2b	5.71		(C) Internationalism (V1) Interdependence

- 2. History
- 2.5 Latin America

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Education	Other Related Program Goals	Context Related Headings	(C) Concept/ (V1, V2) Value Words
<u>2.52 South America (Cont.)</u>								
The student knows that South America is an underdeveloped continent.	I U	G2 K3	2b 3b				(C) Growth and development	
The student knows that South American countries have not yet solved the problem of fair land distribution.	I U	K4 K8	2b				(C) Economic system (V1) Justice	
The student knows ways that communication and transportation affect the economic development of South American countries.	I U	K8	2b				(C) Transportation	
The student knows factors that contribute to the poverty of many people in South America.	I U	K3 K8	2b				(C) Economic system (V1) Human dignit (V1) Security	
The student knows comparable value of currency in South American countries to United States currency.	I U	K3	2b				(C) Economic system	
The student knows ways that people of South America use leisure time (e.g., sports, recreation).	I U	K3	2b				(C) Cultural patterns (V1) Leisure, enjoyment	
The student knows ways that people of South America celebrate holidays (e.g., festivals, village market days).	I U	K3	2b				(C) Cultural patterns (V1) Enjoyment (V1) Self-expression	
The student knows ways that disease and lack of education affect the people of South America.	I U	K8	2b				(C) Effect of environment (V1) Human dignit;	
The student knows ways that the arts and crafts of South America reflect the varied backgrounds of the people of South America.	I U	K3 K8	2b				(C) Cultural patterns (V1) Diversity	

2. History
2.1 Latin America

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.52 South America (Cont.)</u>						
The student knows ways that the Inca Empire influenced the cultural development of South America.	I U	K8	2b			(C) Cultural change (V1) Respect for cultural heritage
The student knows the ethnic composition of South America as represented in major cities and more rural areas.	I U H	K3	1a 2a 2b			(C) Culture (C) Human relations (V1) Dignity
The student knows that Spanish is the official language of South America except for Brazil, where Portuguese is spoken.	I U	K3	2b			(C) Cultural patterns
The student knows ways that the Roman Catholic church influenced the cultural, social, and political development of South America.	I U	K8	2b 6c			(C) Cultural change (V1) Respect for cultural heritage
The student knows important Spanish and Portuguese explorers and their influence on South America. (Pizarro, Cabral, etc.)	I U	K3 K8	2b			(C) Discovery, leadership (V1) Respect for accomplishments of others
The student knows ways that Jose de San Martin and Simon Bolivar contributed to independence in the Spanish colonies in South America.	I U	K8	2b			(C) Leadership (V1) Respect for accomplishments of others
The student knows contributions of Dom Pedro and Dom Pedro II to the economic, social, and political development of Brazil.	I U	K8	2b			(C) Leadership (V1) Respect for cultural heritage

2. History
 2.5 Latin America

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Career Goals	Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.52 South America (Cont.)</u>							
The student knows characteristics of the Negro cultures in Brazil.	I U	K3 K8	2b 6c				(C) Culture
The student knows characteristics of primitive mountain Indian cultures in South America.	I U	K3	2b 6c				(C) Cultural patterns
The student knows characteristics of primitive Indian cultures in tropical lowlands of South America.	I U	K3	2b 6c				(C) Cultural patterns
The student knows ways that Spain, France, and Great Britain influenced the social development of Central America.	I U H	K8	2b		5.74		(C) Internationalism

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.6 Europe</u>						
<p>The student knows the location and use of print and non-print materials related to history of Europe (e.g., card catalog: "Europe-Civilization," "Europe-Foreign Relation (Asia)," "Europe-History," "Europe, Eastern-Economic Conditions," "European Economic Community"; <u>Reader's Guide</u>: "Europe-Industries," "Socialism-Europe, Western"; periodicals: newspaper indexes (e.g., N.Y. Times), "Foreign Affairs"; area and building audiovisual catalogs: "World War I, Cause," "World War II, Postwar Period," "Communism"; special materials: pamphlets).</p>	I U H	K6	2a 2b			(C) Resources, history (V1) Inquiry
<p>The student knows major cultural, economic, and political patterns of ancient Greece (e.g., development of Athenian democracy, role of the city-state, and humanism as it was reflected in art and literature of the time).</p>	U H	K3 K4	2b			(V1) Respect for cultural heritage
<p>The student knows historically significant features of the Roman Republic, including: effects of the Punic wars on Rome, roles of such leaders as Augustus and the Gracchi, nature of the Pax Romana, cultural contributions of the Romans, effect of the Roman Empire on spread of Christianity and factors contributing to the decline of the Empire.</p>	U H	K3	2b 4a			
<p>The student knows reasons Islam spread to Europe in the seventh century, coming into conflict with Christianity.</p>	I U H	K3 K8	2b			(C) Conflict
<p>The student knows that Northmen raided and settled coastal and river valley areas of Europe.</p>	P I U H		2b	1.25 1.28		(C) Colonization (C) Migration

2. History

COURSE GOALS	Level P/U/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.6 Europe (Cont.)</u>						
The student knows the ways in which the Norman Conquest in 1066 influenced language, government, and economics of England.	I U H	K8	2b		5.521	(C) Change
The student knows that the Crusades of the Middle Ages resulted in a somewhat increased rate of trade and exchange of ideas and customs between the Moslem East and Christian West.	I U H	K8	2b			(C) Cultural change (V1) Inquiry
The student knows that the political, economic, military and social conditions of feudalism developed in Europe during the Middle Ages as a result of weak kings, strong nobles, numerous peasants, strictly local government, and petty warfare.	I U H	K8	2b			(C) Change
The student knows major social, economic, and political trends of the Middle Ages, including influence of: Barbarian invasions, Byzantium, Feudalism and Manorialism, church, growth of towns, crusades, development of nation, and revival of the Holy Roman Empire.	U H	K4	2b			(C) Growth and development
The student knows the ways in which the Catholic church was organized to direct all phases of life in Europe in the Middle Ages.	I U H	G2 K7 K8	2b			(C) Religion (V1) Power
The student knows that most medieval education, art, and literature was influenced by the church and that little progress was made in science.	I U H	K8	2b			(C) Civilization
The student knows reasons the town became an important center of economic life during the Middle Ages.	I U H	K3	2b			(C) Economic system

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.6 Europe (Cont.)</u>						
The student knows how universities affected law and philosophy during the Middle Ages.	I U H	G2 K8	2b			(C) Civilization (V1) Education
The student knows ways medieval architecture was strongly influenced by religion.	I U H	K8	2b			(C) Culture (V1) Aesthetic sensitivity (V1) Respect for cultural heritage
The student knows social, economic, and political effects of feudalism in medieval Europe.	I U H	K3	2b			(C) Control
The student knows the ways in which the Hanseatic League attempted to control economic activity over a wide geographic area.	I U H	K3 K8	2a 2b			(C) Economic system (V1) Cooperation
The student knows major social, economic and political factors involved in bringing about the European Renaissance.	U H	K8	2b			(C) Growth and development
The student knows ways in which major personalities of the period (e.g., Macheavelli, Dante, Michaelangelo, Erasmus, Shakespeare, Giotto, Raphael, Petrarch, Boccaccio) reflected and influenced the European Renaissance.	U H	K8	2b 6a			(C) Culture
The student knows ways in which Renaissance painting, sculpture, architecture, literature, and music reflected major values and life-styles of the period (e.g., humanism, secularism).	U H	K8	2b			(C) Self-expression (V1) Aesthetic perception
The student knows ways in which philosophy of humanism affected man's thoughts about himself during the Renaissance.	I U H	K8	2b			(C) Humanity (V1) Self-expression

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>2.6 Europe (Cont.)</u></p>							
<p>The student knows the meaning of the term Renaissance as applied to a particular period in history.</p>	I U H	K1	2b				(C) Culture (C) Change
<p>The student knows how the organization of cities such as Venice and Genoa controlled economic life during the Renaissance.</p>	U H	K3 K7	2b		5.92		(C) City (V1) Cooperation with others
<p>The student knows the different ways in which the Renaissance developed and spread throughout Europe.</p>	I U H	G2 K3 K4	2b				(C) Culture (C) Human dignity
<p>The student knows ways in which contemporary social, economic, and political attitudes may reflect changes which occurred during the Reformation (e.g., Max Weber, Protestant Ethic).</p>	U H	K8	1b				(C) Expression (V1) Resp. for cultural heritage
<p>The student knows ways in which major personalities of the period (Wycliffe, Zwingli, Calvin, Henry VIII, and Luther) influenced the process of Reformation.</p>	U H	K8	2b 6a				(C) Idealism (C) Growth and development
<p>The student knows major factors (particularly economic) which were instrumental in bringing on the Reformation.</p>	U H	K3 K8	2a 2b				(C) Economics
<p>The student knows ways the question of the separation of church and state was a primary factor in the national growth of England.</p>	I U H	K4 K8	2b		5.53i		(C) Government (C) Nationalism
<p>The student knows reasons for the conflicts which developed between the Pope and rulers of the Holy Roman Empire.</p>	I U H	K3 K8	3b				(C) Conflict (V1) Freedom

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.6 Europe (Cont.)</u>						
The student knows that Charlemagne united France, Germany, and Italy into the Frankish Kingdom.	I U H	K4 K10	2b		5.531	(C) Nationalism
The student knows the ways in which Charlemagne contributed to evolution of the nation state.	I U H	K3 K8	2b		5.531	(C) Nationalism
The student knows that the Anglo-Saxon kings built the foundation for establishing England as one of the first nation states.	U H	K4 K8	2b		5.531	(C) Nationalism (V1)Loyalty
The student knows that England based her colonial development on a mercantilistic philosophy that depended on a favorable balance of trade.	H	K4 K8	2b			(C) Economic systems (C) Trade
The student knows that the French Revolution was an attempt to establish government based on democratic principles.	U H	G2 K7 K8	2b 7a		5.831	(C) Government (V1)Freedom
The student knows the effects of the economic system developed in France under Colbert and Richelieu.	H	K8	2b			(C) Economic system
The student knows the reasons why the Industrial Revolution developed first with England.	U H	K4 K8	2b			(C) Economic system
The student knows ways in which the Industrial Revolution affected social, economic, and political patterns of the period (e.g., living conditions for workers, social class distinctions, relationships between employer and employee).	I U H	K8	3b		5.511	(C) Conflict

2. History

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.6 Europe (Cont.)</u>						
The student knows that the growth of nineteenth century imperialism was justified by European leaders because of the need for raw materials and markets caused by industrialization in Europe.	I U H	K8	2b		5.71	(C) Imperialism
The student knows ways in which European nations took control of most of Asia and Africa during the late nineteenth and early twentieth century.	I U H	G2 K7	2b			(C) Imperialism (V1) Respect for others
The student knows that the unification of Germany under Bismarck helped to destroy the balance of power in Europe and caused most European nations to seek allies.	H	K8	2b			(C) Internationalism
The student knows ways in which the expansion of world trade and conflict of interests made it difficult for industrial nations to be neutral in World War I.	I U H	K8	2b		5.71	(C) Conflict
The student knows ways in which World War I reflected industrialization (e.g., mechanization, airplanes, poison gas).	I U H	K8	2b			(C) Economic system (C) Technology
The student knows that communism gained support in Russia in 1917 because of the conditions that existed there (e.g., inequality of social classes, suppression, dissatisfaction with World War I).	I U H	K8	2b			(C) Economic system (V1) Freedom (V1) Human dignity
The student knows ways that the response to the international philosophy of Marxism has contributed to tension in the world.	U H	K8	2b		5.832	(C) Economic system
The student knows ways in which Hitler and Mussolini used dissatisfaction with territorial settlements, economic unrest and nationalism to help them rise to power.	U H	K8	2b		5.2222	(C) Totalitarianism (V1) Freedom

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.6 Europe (Cont.)</u>						
The student knows some of the reasons why the United States and England did not intervene to stop German aggression in Europe before 1939.	U H	K8	2b	5.72	(C) Conflict	
The student knows that the allies attempted to solve the problems of power in Europe by creating or recreating many national states (e.g., Poland, Rumania, Yugoslavia).	U H	K4 K7	1a 1b 2b 6c	5.31	(C) Nationalism	
The student knows that the military occupation of Germany after World War II was based on the self-interests of the nations involved (England, France, Germany, United States).	U H	K8	2b	5.71	(C) Conflict	
The student knows that the European common market is designed to facilitate economic cooperation among European nations.	U H	G2 K7	2b	5.71	(C) Internationalism	
The student knows ways in which contemporary science may reflect discoveries and philosophies of major Renaissance scholars (e.g., Francis Bacon, Copernicus, Johannes Kepler, Galileo, Newton, and Harvey).	I U H	K3 K8	2b		(V1) Inquiry	

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>2.7 Asia</u></p> <p>The student knows the location and use of print and nonprint materials related to history of Asia (e.g., card catalog: "Asia, Social Life and Customs," "Asia, Southeastern," "Korean War, 1950-1953"; <u>Reader's Guide</u>: "Asia, History," "Communism, Asia, Southeastern," "Southeast Asia Treaty Organization"; periodical: <u>National Geographic</u> index; newspaper: <u>Christian Science Monitor</u>; area and building audio-visual catalogs: "Japan, Architecture," "China, Communist," "Buddhism, Japan," "Korean War," "Atomic Bomb").</p> <p>The student knows ways in which Asian physical geography has influenced various social, economic, and political patterns (e.g., development of population centers).</p> <p>The student knows why most of Asia's population is crowded into the southern and eastern areas.</p> <p>The student knows the ways in which the main rivers of China (Yangtze, Yellow, and Hsi) are vital to its existence.</p> <p>The student knows that China is divided into three major food producing areas: (1) South - rice, (2) Central - tea, (3) North - wheat.</p> <p>The student knows the ways in which China attempts to correct its biggest problems, i.e., food supply and population.</p>	<p>I U H</p> <p>U H</p> <p>I U H</p> <p>I U</p> <p>P I U</p> <p>P I</p>	<p>K6</p> <p>K8</p> <p>K6 K8</p> <p>K3 K7</p> <p>K3</p> <p>K3</p>	<p>2a 2b</p> <p>2b</p> <p>2b 5a 6c</p> <p>2b 6c 7a</p> <p>2b</p> <p>2b 6b 6c</p>	<p></p> <p></p> <p></p> <p></p> <p>1.2127</p> <p>5.8321</p>	<p>(C) Resources, history (V1) Inquiry</p> <p>(C) Geography</p> <p>(C) Environment (C) Population (V1) Freedom</p> <p>(C) Transporta- tion</p> <p>(C) Natural resources</p> <p>(C) Food chain (C) Natural resources (V1) Efficiency (V1) Responsible- ness</p>	

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.7 Asia (Cont.)</u>						
The student knows that there is a relationship between arable land and China's social and economic development.	I U H	K6 K8	2b 6c 7a	5.8321	(C) Natural resources (C) Environment	
The student knows that Asia is basically an agrarian society which is gradually becoming industrialized.	P I U H	K4	2b 6c 7b		(C) Society	
The student knows the characteristics of the four major cultural periods in S.E. Asia: (1)2500 B.C. -- 100 A.D., northern invasion; (2) 100 A.D. -- 1000, Indian culture; (3) 1320 -- 1750, Islam-Chinese influence; (4) 1750 -- 1945, western influence.	I U H	K3 K4	2b 3b 6c		(C) Culture	
The student knows that the definition of dynasty is "a royal family which hands down its rule from one member to another."	P I	K2	2b		(C) Government	
The student knows the ways in which Chinese dynasties affected the art, education, scientific advancement, and government of China.	I U H	K8	2b 5a		(C) Government (C) Exploitation (V1) Political freedom (V1) Economic freedom (V1) Justice	
The student knows the ways in which feudalism functioned in Asia as a way to meet the needs of society.	I U H	K7 K8	2b 6c 7a		(C) Government (C) National security (V1) Cooperation	
The student knows the reasons why Asia has only partially developed its natural resources.	I U H	K8	2b 6c	1.2127	(C) Natural resources	
The student knows the ways in which the village influences the lives of the Asian people (e.g., social enforcement, sense of belonging).	P I U H	K8	2b 6b 6c		(C) Community (V1) Cooperation (V1) Rights (V1) Friendship	

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI, '2) Value Words
<u>2.7 Asia (Cont.)</u>						
The student knows that for most of its history Asia has served as a crossroad for foreigners who have all left their impact (e.g., Marco Polo and General Westmoreland).	I U H	K7	2b			(C) Enculturation (C) Human relations
The student knows that the building of the Great Wall was an attempt on the part of China to resist foreign invasion.	P I U H	K7 K8	2b 6c 7b			(C) Conflict (VI) Cooperation
The student knows the ways in which religions in southeast Asia influence various aspects of human activity (e.g., personal habits, public policies, economy, production, education, and art).	P I U H	K8	2b 7a			(C) Religion (C) Culture (VI) Education
The student knows that India is plagued by centuries-old problems (e.g., monsoon climate, overpopulation, worn out land, illiteracy).	P I U H	K3 K4	2b 7b			(C) Cultural problems (C) Population (VI) Human dignity
The student knows ways in which India has contributed to world culture (e.g., Buddhism, Hindu-Arabic numeral system).	P I U H	K4 K8	1b 6c			(C) Culture (C) Religion
The student knows that the religious practice of the caste system has had deep economic and social significance in India.	I U H	K8	2b 7b			(C) Economics (C) Religion
The student knows the ways in which England began to gain control of India in the 1800's.	I U H	K4	2b 3b			(C) Colonization (C) Enculturation (VI) Political freedom (VI) Economic freedom
The student knows the ways in which England used their colony of India for economic gain.	I U H	K7	3b 7a			(C) Economic system (C) Exploitation (C) Colonization (VI) Economic freedom

2. History

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.7 Asia (Cont.)</u>							
The student knows that Chinese migration to the U. S. was the result of several social, economic and political factors.	I U H	K8	1a 2b 6c 7b			(C) Migration (V1) Political freedom (V1) Economic freedom	
The student knows the traditional institutions of Asia (social, political, and economic) which have been influenced mainly by China and India.	I U H	K3 K8	2b 6b 6c			(C) Enculturation (V1) Respect for cultural heritage	
The student knows ways in which major Asian personalities have affected economic, and political development of various Asian nations (e.g., Mao Tse-Tung, Chou En-lai, Chiang Kai-shek, Mohandas K. Gandhi, Nehru, Indira Gandhi, Ho Chi Minh).	I U H	K8	2b			(C) Growth and Development	
The student knows ways in which major religions and philosophies have influenced social, economic, and political patterns in Asia (e.g., Confucianism, Buddhism, Hinduism, Taoism, and Islam).	I U H	K8	6a			(C) Inspiration	
The student knows characteristics of Chinese-American foreign relations during periods 1850-1917, 1917-1949, 1949-present.	U H	K3 K4	1b 2b			(C) Internationalism	
The student knows the ways in which the vast population of China affects its social, political, and economic life.	I U H	K8	1b 2b			(C) Population (C) Growth (V1) Human dignity	
The student knows reasons the communist revolution in China caused the Republic of China to relocate to Formosa.	I U H	K8	3b 6c 7a	5.8321		(C) Revolution (C) Conflict (V1) Political freedom	

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.7 Asia (Cont.)</u>						
The student knows the ways in which Mao Tse-tung has brought about change in China.	I U H	K4 K8	2b 5b 7a			(C) Challenge (C) Human resources (C) Nationalism (V1) Political freedom (V1) Economic freedom (V1) Trust
The student knows that the recent Chinese drive to build up its industry and military power is symbolic of its desire to reach the status of a major world power.	I U H	K3 K7	2b 5a 6c 7b			(C) Challenge (C) Power (C) Technology (V1) Strength (V1) Security
The student knows characteristics of Sino-Soviet relations from the period 1954 to the present.	U H	K3 K4	1b 2b			(C) Internationalism
The student knows that the term "Paper Tiger" was applied to western powers by China for several reasons (e.g., aggression, colonization, exploitation).	I U H	K3	2b 7b			(C) Ideology (C) Government
The student knows the social, economic, and political factors instrumental in Japanese-American military conflict in 1942.	I U H	K3	3b 6c			(C) Conflict (C) War (V1) Economic freedom
The student knows the ways in which population growth and standard of living have changed in Japan in the last 100 years.	P I U H	K3 K4	2b 7b			(C) Population (C) Change (C) Culture (V1) Efficiency (V1) Responsibility (V1) Cooperation

2. History

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
2.7 Asia (Cont.)							
The student knows that Thailand is the only major country which retained its independence throughout the colonization of southeastern Asia.	I U H	K3 K10	2b 5a 6c				(C) Colonization (C) Government (C) Freedom (V1) Political freedom
The student knows the ways in which nationalism has resulted in economic, social, and political changes in Asia.	I U H	K8	2b 5a				(C) Nationalism (C) Government
The student knows the ways in which the "revolution of rising expectations" is affecting the social, political, and economic growth of Asia.	I U H	K8	2b 5a				(C) Culture (C) Nationalism (V1) Economic justice (V1) Equality (V1) Human dignity
The student knows that a movement toward nationalism occurred in Asia as a result of foreign control during World War II.	I U H	K4 K8	2b 5a 6c				(C) Nationalism (C) Conflict (V1) Freedom
The student knows the ways in which Asia is industrializing under two divergent economic systems (i.e., socialism, capitalism).	I U H	K4	2b 7b				(C) Economic systems
The student knows that Ho Chi Minh utilized several methods to convert North Vietnam to communism.	I U H	K7 K8	2b 4b 6c				(C) Government
The student knows the reasons why Red China took an interest in the Korean and Indochinese Wars.	U H	K8	3b 4a 6c				(C) Conflict (C) War (V1) Political freedom
The student knows that there are several reasons why there has been a recent migration of Russians to Siberia.	I U H	K4 K8	2b 6c 7a				(C) Migration (C) Community (V1) Self-discipline

2. History

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>2.7 Asia (Cont.)</u></p> <p>The student knows the major social, economic, and political problems which face Asian nations today.</p> <p>The student knows ways in which the rise of revolutionary movements in post-war Asia affected American foreign policy.</p>	<p>I U H</p> <p>I U H</p>	<p>K6</p> <p>K8</p>	<p>1a 2b 6a 7a</p> <p>3b</p>			

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>2.8 Africa</u></p> <p>The student knows the location and use of print and nonprint materials related to the history of Africa (e.g., card catalog: "Africa, Discovery and Exploration," "Africa, Foreign Relations," "Africa, South--Race Relations"; <u>Reader's Guide</u>: "Wildlife Conservation-Africa," "Africa, Politics," "Authors, African"; periodicals: <u>African Reports, Drum</u>; newspaper indexes such as the Christian Science Monitor; area and building audio-visual catalogs: "Africa Pygmy," "Africa, Slave Trade," "Sahara Desert").</p> <p>The student knows historically significant definitions of the terms apartheid, colonialism, nationalism, imperialism, paternalism, Bantu, and Afrikaans.</p> <p>The student knows ways in which major geographic features (Sahara Desert, Nile River, etc.) affected early European exploration and development of African social, economic, and political patterns.</p> <p>The student knows ways in which the ecological balance in Africa has been affected by man and his technology including use of pesticides, big game hunting, building large dams, advance of urbanization on rural areas.</p> <p>The student knows that the decimation of certain species of African wildlife is the result of the popular sport of game hunting.</p>	<p>I U H</p> <p>U H</p> <p>U H</p> <p>I U H</p> <p>P I U H</p>	<p>K6</p> <p>K2</p> <p>K8</p> <p>K8</p> <p>K8</p>	<p>2a 2b</p> <p>2b</p> <p>1b 2b</p> <p>1a 2b 3b</p> <p>1a 2b</p>				<p>(C) Resources, history (V1) Inquiry</p> <p>(C) Exploration</p> <p>(C) Ecology</p> <p>(C) Exploitation (C) Natural resources (V1) Responsibility</p>

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.8 Africa (Cont.)</u>							
The student knows the ways in which the Nile River has contributed to the political, economic, and social growth of Africa.	P I U H	K4 K8	2b 6c			(C) Natural resources	
The student knows characteristics of political organization during various periods of African history including ancient kingdoms, colonial period, independence movement, and Pan-African movement.	U H	K3 K4	2b			(C) Government	
The student knows ways various European colonial policies affected later political, economic, and social patterns in African nations.	U H	K8	2b			(C) Colonization (C) Human relations (V1) Human dignity	
The student knows ways colonial and national governments often conflict with traditional tribal organization.	U H	K8	1a 2b 4a 6c			(C) Government (C) Idealism	
The student knows characteristics of indigenous African tribal religions (e.g., animistic).	U H	K3	2b				
The student knows the ways in which the Moslem religion affected the social, political, and economic life of the northern African states.	I U H	K3 K4 K8	2b			(C) Religion	
The student knows ways in which the control of the Mediterranean by the Barbary states resulted in international conflict.	I U H	K8	2b 3a 6c 7b			(C) Internationalism (C) Control (C) Conflict	
The student knows the effects of the highly organized feudal system in the general area of Rhodesia circa 1000-1200 (advanced use of metals, mining, and trade).	I U H	K3	2b			(C) Government (V1) Cooperation	

2. History

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.8 Africa (Cont.)</u>							
The student knows ways in which the advanced form of government found in Africa during the European Middle Ages far exceeded European organization at that time.	I U H	K3 K4 K5	2b 6c				(C) Government (V1) Political freedom
The student knows that the Bachwezi tribe brought a change in the concept of government to the interior kingdoms of Africa (one man, one government concept).	I U H	K4 K7	2b 5a 6b 7b				(C) Government
The student knows that the African movement toward autonomy evidenced by the Pan-African Conference and the African Democratic Alliance resulted in the emergence of several independent nations.	I U H	K4 K8	2b 3a 6c 7b		5.71		(C) Independence (C) Government (C) Nationalism (V1) Responsibility
The student knows that the destruction of international trade on the southeastern coast of Africa was a direct result of European piracy in 1400 and 1500.	I U H	K8	3b		5.71		(C) Conflict (V1) Uprightness
The student knows that the exploitation of natural and human resources occurred as a result of Europeans' desire for profitable raw materials such as gold, diamonds, copper, and slaves.	I U H	K4 K8	2b 3a 6c 7b		1.2128		(C) Colonization (C) Exploitation (V1) Responsibility (V1) Economic justice
The student knows that European colonization of Africa was facilitated by the failure of tribes to unite and the advanced weaponry of Europe.	I U H	K8	2b 3b 6b 7c		5.71		(C) Colonization (C) War (V1) Cooperation
The student knows the ways in which intertribal, domestic slavery in Africa contributed to the success of European slave trade.	I U H	K8	2b 3a 7b				(C) Human resources (C) Conflict (V1) Self-respect (V1) Human dignity

2. History

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Context	Taxonomy: (C) Concept/ (V1, V2) Value Words
<u>2.8 Africa (Cont.)</u>						
The student knows that one of the consequences of the presence of European slavers was increased tribal warfare in Africa.	I U H	K7	2b 3b 6b 7b			(C) Conflict (C) Exploitation
The student knows that the deceptive European trading practices in the 1600-1800's evolved because of a desire on the part of Europeans to gain wealth quickly and the growing demand for slave trade.	I U H	K3 K4 K7	1a 2b 3a 6c 7b			(C) Colonization (C) Economic system (C) Exploitation (V1) Integrity (V1) Honesty (V1) Human dignity
The student knows the ways in which the ideals of Communism have influenced the emerging African nations.	I U H	K4 K8	1b 2b 6b 7b	5.522		(C) Government (C) Enculturation (C) Political freedom
The student knows that the arrival of the missionaries resulted in a broader contact with the modern world, the beginning of formal education, and the breakdown of native cultural traditions.	I U H	K4 K8	1b 2b 6c 7b			(C) Religion (C) Culture (V1) Education (V1) Cooperation (V1) Human dignity
The student knows that the trading contact between Africa and the rest of the world contributed to a certain amount of cultural diffusion.	I U H	K8	2b 6a			(C) Economic system (C) Enculturation
The student knows that the myth that Africans have never achieved a high level of civilization was perpetrated by Europeans and American philosophers who needed a justification for (1) slavery and (2) domination.	I U H	K4 K7 K8	1b 2b 3b 7b			(C) Colonization (C) Human resources (C) Exploitation (V1) Integrity (V1) Justice
The student knows the ways in which the European, American, and Russian educational systems have contributed to technical, political, and social awareness of the African.	I U H	K8	1b 5a 6c			(C) Education (C) Enculturation (V1) Human dignity (V1) Education

2. History

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.8 Africa (Cont.)</u>						
The student knows characteristics of government and leadership in the various sub-Saharan nations including nature of the power base, type of government, stability, etc.	U H	K3	2b			(C) Government (C) Leadership
The student knows major social and economic problems facing African nations today along with proposed alternative solutions.	I U H	K3	1a 1b 2b 4a			(C) Government
The student knows ways contemporary African literature (Alan Paton, Albert Luthuli, etc.) may reflect social-political patterns.	U H	K3	2b			(C) Interpretation
The student knows the ways in which the Congolese internal struggle for government control resulted in international involvement.	I U H	K4 K8	3a 6c 7b			(C) Government (C) Conflict (V1) Self-identity
The student knows that the people of Tanzania and Kenya had no effective system of law and order as a result of extreme mobility, few trading commodities, and continuous small wars.	I U H	K3 K8	2b 6b 7b			(C) Government
The student knows that the influences of the Oyo Empire (200-1600) resulted in a definite refinement in modes of living in northern and western Africa.	I U H	K3 K8	2b 5a 7b			(C) Culture (C) Government

2. History
2.9 South Seas

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Headings	(C) Concept/ (V), (V2) Value Words
<p><u>2.91 Australia</u></p> <p>The student knows the location and use of print and nonprint materials related to history of Australia (e.g., card catalog: "Australia, Discovery and Exploration," "Australia, Native Races," "Australian (aboriginal) Mythology"; <u>Reader's Guide</u>: New Guinea, Native Races," "Australia, Description and Travel," "Australia, Native Races"; periodicals: <u>National Geographic</u> index, <u>Natural History</u>, <u>Life</u> magazine reprints (aborigines, wildlife); area and building audio-visual catalogs: "Wildlife, Australia," "Australia, Mining," "Australia, Aborigine"; special materials: Australian government films.</p>	I U H	K6	2a 2b			(C) Resources, history (V1) Inquiry
<p>The student knows while southeastern New Guinea is an Australian possession and western New Guinea is an Indonesian possession, pressure is being brought by the United Nations for self-government.</p>	I U H	K4 K8	2b	5.72		(C) Colonization
<p>The student knows the nature and extent of Australia's contributions and participation in World War II.</p>	I U H	K8	2b	5.74		(C) Conflict
<p>The student knows that Australia is a member of the Commonwealth of nations.</p>	I U	G2 K3	2b			(C) Nationalism
<p>The student knows ways that pioneers and squatters affected the early economic, social and political development of Australia.</p>	I U H	K8	2b			(C) Immigration

2. History
2.9 South Seas

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.91 Australia (Cont.)</u>						
The student knows that Spanish and Dutch ships visited Australia prior to Captain James Cook's establishment of Botany Bay for England.	I U H	K8	2b			(C) Colonization
The student knows the ways in which the major Australian cities have developed socially, economically, and politically.	I U H	K3 K8	2b 6c			(C) Urban development
The student knows the ways in which the isolation of the "outback" raises problems of developing its potential.	I U	K8	2b		1.2129	(C) Colonization (C) Frontier
The student knows ways that the development of natural resources affected the economic, political, and social development of Australia.	I U H	K4 K6 K8	2b		1.2129	(C) Civilization
The student knows ways that transportation and communication methods affect the economic development of Australia (e.g., "outback trades").	I U	K4 K6 K8	2b			(C) Civilization (C) Transporta- tion
The student knows the major industries of Australia (e.g., sheep raising, mining iron ore).	I U H	K3	2b			(C) Industriali- zation
The student knows that Australia's Stone Age Aborigines still roam the vast dry interior regions of the "outback."	I U	K3 K6	2b			(C) Culture (V1) Respect for culture of others
The student knows that the first settlements in Australia were British penal colonies.	I U	K3	2b			(C) Colonization

2. History
2.9 South Seas

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>2.91 Australia (Cont.)</u>						
The student knows ways that special problems of the "outback" are being met (e.g., health, education, transportation, communication).	I U	K4 K8	2b			(C) Frontier
The student knows the ways in which cultures of various races have influenced Australian arts and crafts.	I U H	K8	2b 6a 6b			(C) Cultural change
The student knows the factors in the cultural development of natives of New Guinea.	I U H	K4 K8	2b			(C) Cultural change
The student knows kinds of recreation in Australia such as sports and the arts.	I U H	K3 K8	2b			(C) Sports (V1) Sportsmanship
The student knows ways that the Australian government is attempting to assimilate aborigines into modern culture.	I U	K4 K8	2b			(C) Government (C) Enculturation (V1) Responsibility
The student knows characteristics of aborigine culture, i.e., Stone Age Man today.	I U H	K3	2b			(C) Civilization (C) Cultural patterns (V1) Respect for others
The student knows important early leaders of Australia and their contributions (Capt. James Cook, Edward Eyre, Charles Sturt, Arthur Phillips).	I U H	K1 K8	2b			(C) Enculturation (C) Leadership
The student knows that such animals as the koala bear, kangaroo, and the wallaby are peculiar to Australia and must be protected from extinction.	I U	K3 K6 K8	2b			(C) Conservation (C) Ecology

2. History
2.9 South Seas

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Program Goals	Concept Taxonomy Headings	(C) Concept/ (V), (V) Value Words
<p><u>2.91 Australia (Cont.)</u></p> <p>The student knows that Australians belong to a variety of churches, i.e., Protestant, Roman Catholic.</p>	I U H	K3	2b			(C) Belief	(V) Faith

2. History
2.9 South Seas

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.92 Oceania</u>						
The student knows the location and use of print and nonprint materials related to history of Oceania (e.g., card catalog: "Islands of the Pacific," "Polynesians," "Cook, James"; <u>Reader's Guide</u> : "Oceania," "Micronesia," "Tahiti," "Islands of the Pacific"; periodical: <u>National Geographic</u> ; area and building audio-visual catalogs: "Oceania, Art," "Polynesia," "Micronesia"; special materials: atlases).	I U H	K6	2a 2b			(C) Resources, history (V1) Inquiry
The student knows the implications of Oceania's situation in one of the most physically unstable areas of the earth (e.g., earthquakes, volcanoes).	I U	K6 K8	2b		1.2129	(C) Environment
The student knows that the South Pacific islands comprising Oceania are separated by vast distances from each other and from western Europe and North America.	I U	K3 K6	2b		1.2129	(C) Discovery (C) Location
The student knows the social, economic, and political effects of early explorers and missionaries on the native inhabitants of Oceania (Capt. Cook, survivors of the Bounty, etc.)	I U H	K8	1b 2b			(C) Exploration
The student knows the ways in which Oceania is undergoing social, political, and economic changes today.	I U	K4 K8	2b			(C) Cultural change
The student knows the ways in which New Zealand, Australia, France, the United Kingdom, and the United States govern groups of islands of Oceania.	I U	K3 K7	2b	4d	5.72	(C) Internation- alism

2. History
2.9 South Seas

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (N1, V2) Value Words
<u>2.92 Oceania (Cont.)</u>							
The student knows that the location of the Oceanic islands made them strategically important to the U.S. and Japan during World War II.	I U	K3 K6	2b		1.2129		(C) Internationalism (C) War
The student knows the reasons why food products are Oceania's prime export.	I U	K6	2b				
The student knows the range of natural resources for the larger Oceanic island groups (e.g., Continental Islands-- fertile soil, rainfall).	I U H	K3 K8	2b				(C) Environment
The student knows that there are many races and cultures which comprise the people of Oceania	I U	K3	2b				(C) Environment
The student knows that early explorers and missionaries found the natives of Oceania to be pleasant and easy-going with few anxieties common to an industrial society.	I U	K3 K5 K6	2b				(C) Discovery
The student knows artists and writers who have been inspired by Oceania (e.g. Rousseau, "Noble Savage"; Jonathan Swift, "Gulliver's Travels"; Caleridge, "Ancient Mariner).	I U	K6 K8	2b	4a 4d			(C) Culture
The student knows ways that educational and health needs are being met by people of Oceania (e.g., mission schools, public schools, public health department).	I U	K3 K8	2b	2c 4a 4d			(C) Cultural patterns

2. History
2.9 South Seas

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>2.92 Oceania (Cont.)</u>							
The student knows that the culture of modern Oceania is a mixture of many racial influences.	I U	K5 K8	2b	4a 4b 4d		(C) Cultural patterns	
The student knows the native cultural contributions to social, political, and economic development of Oceania (Polynesian culture).	I U	K3 K8	2b	4a 4d		(C) Culture	
The student knows ways that the outrigger canoe contributed to the social, economic, and political development of Oceania.	I U	K6 K8	2b			(C) Transportation (C) Technology	
The student knows the ways in which missionaries attempted to convert natives to Christianity.	I U H	K7	2b			(C) Religion	
The student knows various religions which exist in Oceania today.	I U	K3 K6	1b			(C) Culture	
The student knows that there were tribal leaders who had important influence on the social, economic, and political development of Oceania.	I U	K8	2b	4a 4d		(C) Culture	

3.1 The Behavioral Sciences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.1 The Study of Behavioral Sciences</u>							
The student knows the location and use of print and non-print materials related to the behavioral sciences (e.g., card catalog: "Psychology," "Anthropology," "Sociology"; Reader's Guide: "Anthropology," "Psychology," "Sociology"; periodicals: <u>Psychology Today</u> ; area and building audio-visual catalogs: "Psychology, History," "Anthropology, Method," "Sociology, History.").	P I U H	K6	1a 1b 2a 2b 3a 3b 4a 4b 5a 5b				(C) Resources, behavioral science (V1) Inquiry
The student knows that the behavioral sciences are comprised of a body of verified, factual information regarding human behavior.	I U H	G2 K2	2b	1b	3.12		(V1) Accuracy
The student knows that human behavior is open to scientific study because it is orderly and patterned.	U H	G1 K3 K8	2b		3.12		(C) Behavior pattern (C) Learning
The student knows that the three main disciplines of the behavioral sciences differ in that sociology is primarily concerned with the study of group behavior, psychology with individual behavior, and anthropology with the influence of culture and behavior	I U H	K2 K3 K5 K7	2b		3.14 3.1412 3.1422 3.1432		(C) Perspective

3. The Behavioral Sciences
 3.1 The Study of Behavioral Sciences

COURSE GOALS	Level P/Y/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (N), (V2) Value Words
<p><u>3.1.1 History of Behavioral Sciences</u></p>						
<p>The student knows that the development of the behavioral sciences has occurred primarily during the twentieth century.</p>	U H	K4	1b			
<p>The student knows reasons why the behavioral sciences are not as highly developed as the physical sciences.</p>	U H	K4 K5 K8	2b			

3. The Behavioral Sciences
 3.1 The study of Behavioral Sciences

COURSE GOALS	Level P/U/U/H	Knowledge or Process Classifications	Subject Area Program Area	Program Goals Career Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.12 Methods of the Behavioral Scientist</u>							
The student knows that behavior can be studied from many points of view.	I U H	K5 K9	2b 4a	1b			
The student knows that even though the behavioral sciences study human behavior in a scientific manner, there are other sources of knowledge about human behavior including history, literature, religion, philosophy, folk wisdom, and simple observation.	U H	K7 K9	2b	1b	3.13	(C) Learning	
The student knows that while behavioral science predicts probable consequences of behavior it does not prescribe behavior.	P I U H	K8	2b 6a				(C) Behavior, individual (V1)Responsible- ness (V1)Self- direction

3. The Behavioral Sciences
 3.1 The Study of Behavioral Sciences

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.13 Relation to Social Sciences</u></p>							
<p>The student knows that the social sciences and behavioral sciences differ in that the social sciences deal with indirect documentary and aggregative behavioral data while the behavioral sciences deal with direct data regarding individual and small group behavior.</p>	I U H	K2 K3 K5	2b		3.12 3.1412 3.1422 3.1432	(C) Perspective	
<p>The student knows that the social sciences include geography, history, political science, economics, and the subset of the behavioral sciences: anthropology, sociology and psychology.</p>	I U H	K2 K5	2b		3.14	(C) Perspective	
<p>The student knows that close relationships exist between the behavioral sciences and the other social sciences as well as with other areas of human endeavor (e.g. art, literature, natural science, technology).</p>	P I U H	K3 K8	2b			(C) Perspective (C) Interaction (V1)Self-actualization	

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.1h Disciplines of the Behavioral Sciences
- 3.1h1 Sociology

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.1h11 Historical Development of Sociology</u>						
The student knows historic works which predated and led to the development of systematic sociology including: Aristotle's <u>Politics</u> , Ibn Khaldun's <u>Muquddimah</u> , and Hyel's <u>Philosophy of History</u> .	H	G2 K4	1b 2b			(V1) Inquiry (V1) Respect for cultural heritage
The student knows contributions of such classic sociologists as Auguste Comte (1798-1857), Herbert Spencer (1820-1903), Emile Durkheim (1858-1917) and Max Weber (1864-1920) to the definition of sociology's proper subject matter and methodology.	U H	K7 K8	1a 2b			(V1) Respect for cultural heritage
The student knows the pioneering work done by Auguste Comte (1798-1857) in establishing sociology as a legitimate science.	H	G2 K8	1b 2a 2b			(V1) Respect for cultural heritage
The student knows that Herbert Spencer contributed the first comprehensive system for sociological analysis which included use of whole society as unit for analysis, comparative studies, categorical classification of sociological structures.	H	G2 K4	1a 2b			(V1) Respect for cultural heritage
The student knows the contributions of late 19th - early 20th century sociologists to the development of sociological systems and theory including: Durkhun, Weber, Marx Tonnies, Paseto, Cooley.	H	K4 K8	1b 2b			(V1) Respect for cultural heritage
The student knows historic theories advanced by sociologists in an attempt to explain causes of human behavior.	H	K8	2b			(C) Behavior, human

- 3. The Behavioral Sciences
 - 3.1 The Study of Behavioral Sciences
 - 3.14 Disciplines of the Behavioral Sciences
 - 3.141 Sociology

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.1411 Historical Development of Sociology (cont.)</u></p> <p>The student knows that determinist theories (economic, biological, social) assume behavior is primarily shaped and controlled by knowable and manipulatable forces.</p>	U H	G1 K8	2b 6a				(C) Social control (V1) Freedom
<p>The student knows effects of determinist theories on contemporary thought.</p>	H	K8	1b 2b				
<p>The student knows ways in which principles of economic determinism were used by such theorists as Karl Marx and William F. Ogburn to explain social problems.</p>	H	G2 K8	1b 2b				(C) Social control (V1) Freedom
<p>The student knows ways in which biological determinism (theory of inherited behavior) reflected and influenced the life and thought of the late 19th and early 20th century.</p>	H	G2 K8	1b 2b				
<p>The student knows basic concepts of social or cultural determinism as expressed by the Social Darwinists (William G. Sumner --1840-1910, Herbert Spencer--1820-1903 and Lester Ward--1841-1913 including social control, consensus, natural social law.</p>	H	G1 K8	1b 2b				(C) Social control

SOCIAL SCIENCE

194.

- 3. The Behavioral Sciences
 - 3.1 The Study of Behavioral Sciences
 - 3.1h Disciplines of the Behavioral Sciences
 - 3.1h1 Sociology

COURSE GOALS	Level	Knowledge or Process	Classifications	Subject Area	Program Area	Career Goals	Education	Other Related	Context Taxonomy	Headings	(C) Concept/ (VI, V2) Value Words
	P/I/U/H										
<u>3.1h1 Historical Development of Sociology (cont.)</u>											
The student knows reasons for the gradual abandonment of single-cause determinist theories (Lombroso, Karl Marx, W. G. Sumner) in favor of multiple cause explanations (Max Weber, Emile Durkheim).	U H	K4	1b 2b								(C) Social control
The student knows basic principles of Durkheim's interpretation of societal complexity including use of division of labor concept in analyzing consensus and stratification.	H	G1	2b								(C) Consensus (C) Stratification (C) Division of labor
The student knows Max Weber's contribution to the development of sociological methodology including "verstehen" (objective understanding) as a guiding principle in observing and interpreting.	H	G2 K4 K8	1b 2a 2b								(VI) Respect for cultural heritage
The student knows that Max Weber attempted to explain behavior in terms of (1) distinguishing characteristics of Western society (2) relationships between social institutions, particularly religious and economic.	H	G1 K8	2b								(C) Cultural conflict
The student knows that application of Max Weber's thesis of the "Protestant Ethic" was influential in discrediting economic determinism.	H	G1 K8	2b	2a 2b	3.1h1.3						(C) Progress (C) Wealth (VI) Self-esteem (VI) Respect for cultural heritage

SOCIAL SCIENCE

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.141 Sociology

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.1411 Historical Development of Sociology (cont.)</u></p> <p>The student knows current theories (Herbert Blumer, et. al.) emphasizing behavior as choices between multiple alternatives within a social structure (i.e.; action not determined but chosen on basis of individual's environmental perceptions).</p>	<p>U H</p>	<p>G1 K2</p>	<p>2b 5a 6a</p>			<p>(V1) Freedom</p>

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.141 Sociology

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.1412 Methods of Sociological Study</u>						
The student knows that sociological methods may be considered in two general categories: (1) Development of Theory (2) Research.	H	K7	2a 2b			(C) Research, soc. (C) Theory, sociological
The student knows that an adequate theory of social behavior must explain at least the following phenomena: change and stability; unique and common behavior; how individuals relate to other members of the group.	H	G2 K3 K7	2a 2b			(C) Theory, social
The student knows ways in which sociological research contributes to and prompts theories and vice versa (e.g. - accumulating inconsistent data require new explanations; new explanations require more supporting data.)	H	G2 K8	2a 2b			(C) Research (C) Theory
The student knows ways in which inductive and deductive reasoning may be applied to the development of theory (systematic and detailed explanations of some portion of reality).	H	G2 K7	2a 2b			(C) Theory, development of
The student knows that a wide variety of specific and appropriate research techniques are used in sociological studies (e.g. case study method, pre-post experimental design).	H	K9	2a 2b			(C) Research (V1) Inquiry
The student knows research problems encountered in the social behavioral sciences (e.g. intruding upon privacy; self-fulfilling prophecies; changes caused by process of observation).	U H	K3	2a 2b			(C) Research (V1) Inquiry (V1) Intellectual integrity

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.11 Disciplines of the Behavioral Sciences
- 3.111 Sociology

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.1111 Methods of Sociological Study</u> (cont.)						
The student knows uses of the major sociological data gathering techniques including: surveys, case studies, testing, longitudinal studies, observation and recording, analysis of documents, experimentation.	U H	K7	2a 2b			(C) Data gathering (V1)Self-discipline (V1)Inquiry
The student knows various case studies which have provided significant but conflicting insights into behavior patterns in small communities: (a) <u>Middletown--Lynil</u> (b) <u>Yankee City--warner</u> (c) <u>Who Governs America?--Dahl</u> (d) <u>Power Elite--Mills</u> .	H	K3 K8	2a 2b			(C) Social awareness
The student is able to use tools for sociological surveys including: questionnaires, population samples, attitude scales, interviews.	I U H	P63 P65	2a 4a 4b			(C) Research (V1)Intellectual integrity
The student knows sources and uses of statistics for sociological data gathering.	I U H	K6 K7	2a 2b			(C) Data gathering (C) Research (V1)Intellectual integrity
The student knows that systems of data interpretation used by sociologists may be categorized as qualitative analysis and quantitative analysis.	U H	G2 K5	2a 2b			(C) Research (V1)Intellectual integrity
The student knows that qualitative analysis involves the identification, description and representation of factors, whereas quantitative analysis involves only measurement and representation of the distribution of factors.	U H	G2 K2 K5	2a 2b			(C) Research (V1)Intellectual integrity

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.141 Sociology

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.1412 Methods of Sociological Study</u> <u>(cont.)</u></p>							
<p>The student knows ways in which relationships between factors may be represented by statistical tables and graphic devices (e.g., line or bar graphs, cartograms, mathematical models).</p>	I U H	K7	2a 2b				(C) Data representation (C) Research (V1) Intellectual integrity
<p>The student is able to decode graphic devices representing relationships between factors.</p>	I U H	Ph1	2a 2b				(C) Research (V1) Intellectual integrity
<p>The student knows that purposes of sociological data interpretation include: detection of trends, identification of cause-effect relationships, prediction of behavior, guidance in policy making.</p>	U H	G2 K7	2a 2b				(C) Research (V1) Intellectual integrity

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.1.1 Disciplines of the Behavioral Sciences
- 3.1.1.1 Sociology

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.1.1.1.3 Schools of Sociological Interpretation</u></p>							
<p>The student knows issues differentiating various schools of sociology including: definition of task (what should be studied and how), suitable applications of research (why and for whom), and interpretations of data (premises, hypotheses, concepts, generalizations, theories).</p>	U H	G2 K5	2a 2b				(C) Research
<p>The student knows basic premises, generalizations and theories associated with modern schools of sociology including those of Mills, Talcott, Parsons, etc.</p>	U H	G1 K3	2a 2b				(C) Social theory
<p>The student knows that the concept of anomie (Emile Durkheim) demonstrates that the individual cannot survive apart from a group.</p>	U H	G2 K2 K3	2b 6b				(C) Social awareness (V1) Fellowship
<p>The student knows ways in which the concept of anomie may be used to explain mental illness, social disorganization and criminal behavior.</p>	H	G2 K8	2b				(C) Social awareness

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area/ Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (N), (V2) Value Words
<p><u>3.142 Anthropology</u></p>							
<p>The student knows that anthropology is divided into two main branches: cultural anthropology and physical anthropology.</p>	U H	K2 K3	2b				
<p>The student knows the different approaches to the study of culture taken by the three branches of cultural anthropology: archaeology, linguistics, ethnology.</p>	I U H	G2 K3	2b.		3.22		
<p>The student knows that physical anthropology is primarily concerned with the study of human evolution and the comparison of human and primate anatomy and social behavior.</p>	I U H	K2 K3	2b				(C) Perspective (C) Evolution
<p>The student knows that social anthropology is concerned primarily with inferring general laws of culture.</p>	I U H	G2 K2	2a 2b		3.22		(C) Culture

- 3. The Behavioral Sciences
 - 3.1 The Study of Qualitative Research
 - 3.1h Disciplines of the Behavioral Sciences
 - 3.1h2 Anthropology

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.1h21 Historical Development of Anthropology</u>						
The student knows that the development of anthropology as a scientific discipline in the early exploratory period.	I U H	G2 K3	1b 2a 2b	3.1h22	(C) Scientific research (V1) Objectivity	
The student knows that much of the history of anthropology as a discipline was involved the attempt to define the nature of culture.	I U H	G2 K4	1b 2b	3.22	(C) Culture	
The student knows that one of the first scientific definitions of culture (Edward Tylor) emphasized that it was a complex whole which included knowledge, belief, art, and any other capabilities and habits acquired by man as a member of society.	U H	G1 K2 K3 K4	2b	3.22	(C) Culture	
The student knows that late 19th century anthropology was predominantly characterized by the evaluationist point of view toward culture (e. g., Morgan, Tylor).	U H	G2 K3 K4 K6	1b 2b	3.22	(C) Culture	
The student knows that early anthropological studies (19th century) relied largely on the characteristically biased reports of missionaries, explorers, and government officials.	I U H	G2 K3 K7	1b 2b		(V1) Objectivity	
The student knows ways in which Malinowski's field studies of the Trobriand Islanders raised serious questions regarding Freudian psychological theory.	H	G2 K7	2b		(V1) Inquiry	

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.142 Anthropology

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.1421 Historical Development of Anthropology (cont.)</u>						
The student knows the findings and contributions to anthropology of Cora duBois in her psychological approach to field study among the people of Alor.	I U H	G2 K3	2b			
The student knows the contributions to ethnographic data on American Indians made by Franz Boas and others who advocated cultural historical methods of anthropological study.	I U H	G2 K3	2a 2b		3.1422	
The student knows the characteristics of the hierarchical stages of cultural evolution (savagery, barbarism, civilization) as delineated by Lewis Henry Morgan (1877).	I U H	G2 K3 K4	2b		3.1422	(C) Culture (C) Evaluation
The student knows Edward B. Tylor's evolutionary explanation of the existence of "primitive" cultures.	I U H	G2 K2	2b		3.1423	(C) Culture (C) Evaluation

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.142 Anthropology

COURSE GOALS	Level	Knowledge or Process	Classifications	Subject Area	Program Goals	Career Education	Program Goals	Other Related	Context Taxonomy	Headings	(C) Concept/ (V1, V2) Value Words
	P/I/U/H										
<p><u>3.1422 Methods of Anthropological Study</u></p> <p>The student knows that a basic assumption of anthropological study is that the behavior, institutions and beliefs within a culture are integrated parts of a whole (Holism).</p> <p>The student knows that the study of anthropology seeks to recognize universality, probability and uniqueness in human behavior, social institutions and cultural beliefs.</p> <p>The student knows the ways in which the study and work of the anthropologist is affected by personal perceptions, predispositions, and values.</p> <p>The student knows that anthropological generalizations may be based on data which are derived from a cross-sectional study at one point in time or from regular processes through time.</p> <p>The student knows that a culture may be studied either indirectly through library research or directly through field studies.</p> <p>The student knows how the modern techniques of participant observation, surveys, the perspective of cultural relativity and cross-cultural comparison are used in cultural anthropology.</p>	<p>P I U H</p> <p>U H</p> <p>I U H</p> <p>U H</p> <p>I U H</p> <p>U H</p>	<p>G2 K7 K9</p> <p>G2 K7</p> <p>G1 K8</p> <p>G2 K7</p> <p>K7</p> <p>G2 K7</p>	<p>2a 2b</p> <p>2a 2b</p> <p>2b</p> <p>2a 2b</p> <p>2a</p> <p>2a 2b</p>	<p></p> <p>4a 4d</p> <p>1a 4a 4d</p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p>						

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.142 Anthropology

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area/ Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.1422 Methods of Anthropological Study (cont.)</u>						
The student knows empirical research techniques of psychology and sociology which have been incorporated into recent methods in social anthropology (e.g., questionnaires, psychological tests, sampling procedures, statistical analysis).	U H	K2 K3	2c			(V1) Objectivity (V1) Inquiry
The student knows that field research in physical anthropology involves measuring and observing external and internal human characteristics.	I U H	G2 K2 K3	2b			(V1) Respect, for others
The student knows that excavating, dating and drawing inferences about human skeletal remains are the principle methods of the physical anthropologist in his search for evidence of man's biological evolution.	I U H	G2 K2 K3	2a 2b			(C) Evolution (V1) Inquiry
The student knows that archaeology is concerned primarily with the classification and study of artifacts to gain knowledge of a culture.	I U H	G2 K2 K3	2b	4a 4d	3.22	(C) Culture (C) Perspective culture
The student knows that the analysis and library research which follows the archaeologist's field work includes dating of the excavated remains, and the gathering of information necessary for drawing of inferences about their role or meaning in the culture.	I U H	G2 K3	2b			(C) Culture (C) Research, meth. (V1) Inquiry

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.142 Anthropology

COURSE GOALS	Level P/U/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>3.1422 Methods of Anthropological Study (cont.)</u>						
The student knows the several different methods by which archaeological remains may be dated (e.g., stratigraphic evidence, pollen analysis, dendrology, radiological dating).	I U H	G2 K3	2a 2b			(C) Evolution (C) Research, method (C) Change (V1) Inquiry
The student knows that a "dig" is a site of archaeological field work where artifacts and fossil remains are excavated and their position and context mapped and recorded.	I U H	K2 K3	2a 2b			(C) Evolution, culture (V1) Inquiry
The student knows that linguistics is concerned primarily with the scientific discription of language.	I U H	G2 K2	2a 2b	3.224 3.33		(C) Language (C) Communication (C) Culture
The student knows that ethnology is concerned primarily with recording and describing the origins of specific cultures.	I U H	G2 K2	2a 2b	3.22		(C) Culture (C) Cultural patterns
The student knows ways in which the newly developed field of applied anthropology has concerned itself with the application and testing of theories regarding culture change.	U H	G2 K4	2b	3.27	4a 4d	(C) Cultural change (C) Culture

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.142 Anthropology

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.1422 Methods of Anthropological Study (cont.)</u></p> <p>The student knows that the anthropological linguist records the sounds of languages in order to determine their patterns and make comparisons with other languages to determine the extent of their relationship.</p>	U H	K7	2a		3.224	(C) Language (V1) Inquiry	

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.142 Anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.1423 Schools of Anthropological Interpretation</u></p>							
<p>The student knows that a principal school of modern anthropological interpretation is that of the structural-functional school of social theory which emphasizes the ways in which the parts of cultural function maintain the life of the society (e.g., Durkheim, Malinowski, Radcliff-Brown).</p>	I U H	G2 K2 K7	2a 2b		3.1421	(C) Culture (C) Society	
<p>The student knows that major elements of the recently developed theory of multilineal cultural growth apply to the direction of similarities among the evolution of cultures.</p>	U H	G2 K2 K4	2a 2b		3.27	(C) Culture (C) Evolution	
<p>The student knows that one 20th century school of anthropology has placed greatest emphasis upon personality studies and configurational studies in the interpretation of cultures (e.g., Sapir, Margaret Mead, Ruth Benedict, Cora duBois).</p>	I U H	G2 K3 K6	2a 2b		3.1412	(C) Culture	

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.143 Psychology</u></p> <p>The student knows that psychology is a biosocial science.</p>	U H	K2	2a 2b				(V1) Inquiry

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.143 Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.1431 Historical Development of Psychology</u></p>							
<p>The student knows that psychology has developed from two basically different approaches: philosophical and experimental.</p>	H	K3 K5	1b				(C) Perspective history
<p>The student knows that Aristotle offered the earliest known work on scientific psychology.</p>	U H	K6	1b				
<p>The student knows that between the 13th and 19th centuries theorists such as Hobbes, Descartes, Locke, Hume, J. Mill and Herbart contributed to what is known as modern psychology.</p>	H	K6 K8	1b				
<p>The student knows the contributions to the development of psychological measurement made by major theorists including Cattell, Buiet, Terman, E. L. Thorndike, Spearman, Thurstone and Lindquist.</p>	H	K1 K8	1b 2a 2b		3.1432		(C) Research, meth.

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.143 Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.1432 Methods of Psychological Study</u>							
The student knows the elements of different methods of psychological study (e.g., experimental, statistical, clinical).	H	K3 K7	2a 2b				(V1) Inquiry (V1) Respect
The student knows that psychologists specialize according to (1) methodology (experimental, clinical, statistical); (2) subject matter (abnormal, developmental, educational, social); (3) and/or professional application (research, school, counseling, industrial, engineering).	F	K5 K7	2a 2b				(V1) Inquiry
The student knows that there are various mental tests for assessing individual and group intelligence, achievement and aptitude.	U H	K7	2b	4a 4d			(C) Perspective mental test (V1) Inquiry
The student knows the meaning of the terms independent variable and dependent variable as used in experimentation.	H	K2 K5	2a 2b				(V1) Inquiry
The student knows ways in which statistics are useful to psychologists.	H	K7 K8	2a 2b				
The student is able to decode statistical data from symbolic form to verbal form.	P I U H	P41	2a 2b				(C) Research, statistical
The student knows ways in which relationships expressed verbally can be translated into statistical form.	P I U H	K8	2a 2b				(C) Research, statistical

SOCIAL SCIENCE

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.1h Disciplines of the Behavioral Sciences
- 3.1h3 Psychology

COURSE GOALS	Level P/U/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.1h32 Methods of Psychological Study</u> <u>(cont.)</u></p> <p>The student is able to apply statistical or experimental methods or interpretations as appropriate to various stages of an inquiry, problem-solving, or decision-making process.</p>	U H	Ph4 P62	5a 5b	5b			(V1) Inquiry

- 3. The Behavioral Sciences
- 3.1 The Study of Behavioral Sciences
- 3.14 Disciplines of the Behavioral Sciences
- 3.143 Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.1433 Schools of Psychological Interpretation</u></p> <p>The student knows chief characteristics of various schools of thought in psychology: functionalism, behaviorism, Gestalt, phenomenology, field theory.</p> <p>The student knows ways in which behaviorism (as introduced by J. B. Watson) has influenced current methods in psychology (e.g., operational definitions of behavior VS. introspective methods).</p> <p>The student knows ways in which operant and classical conditioning relate to learning.</p>	<p>H</p> <p>H</p> <p>H</p>	<p>K3 K5 K7</p> <p>K4 K5 K8</p> <p>K5 K8</p>	<p>2b</p> <p>1a 2a 2b 3b</p> <p>2b</p>				<p>(C) Perspective psych.</p> <p>(V1) Inquiry</p> <p>(C) Learning, behavior (C) Environment influences</p>

3. The Behavioral Sciences

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.2 Culture and Society</u></p>							
<p>The student knows the location and use of print and nonprint materials related to culture and society (e.g., card catalog: "Society, Primitive," "Culture," "Acculturation," "Language and Languages"; <u>Reader's Guide</u>: "Culture," "Civilization," "Social Organization"; Periodicals: <u>African Report</u>, <u>Japan Illustrated</u>, <u>New Yorker</u>, <u>Ebony</u>; area and building audio-visual catalogs: "Cultural Revolution," "Cultural Geography," "Society," "Aborigine Religion.").</p>	P I U H	K6	1a 1b 2a 2b 3a 3b 4a 4b 5a 5b				(C) Resources, behavioral sciences (V1) Inquiry
<p>The student knows that the major distinction between society and culture is that society is composed of the patterned systems of interaction between individuals and groups while culture generally includes the products of this interaction (e.g., values, customs, ideas, etc.).</p>	U H	G2 K5 K6	2b	1a	3.21 3.22		(C) Culture (C) Society
<p>The student knows that culture and society interact dynamically (i.e., through the action of men in social groups, culture undergoes change).</p>	I U H	G2 K7	2b 6b	1c 2d	3.21 3.22		(C) Culture (C) Society

3. The Behavioral Sciences
3.2 Culture and Society

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.21 Nature of Society</u>							
The student knows that all societies, regardless of their degree of complexity or urbanization, possess culture.	P I U H	G2 K2 K3 K6	2b		3.22	(C) Society (C) Culture	
The student knows that a society is made up of human beings in interaction.	I U H	G2 K2 K8	2b	1a		(C) Society	
The student knows that the regular patterns of behavior in society make possible prediction of the behavior of others.	I U H	G2 K2 K3 K8	2b 6c	1a 1c		(C) Behavioral patterns (C) Prediction (V1) Empathy (V1) Security	
The student knows basic needs common to all human beings including: food, clothing, shelter and affection.	P I U H	G2 K3 K5	2b 5a	1a 1b		(C) Humanity	

3. The Behavioral Sciences
3.2 Culture and Society

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.22 Culture</u>						
The student knows ways in which culture has been defined according to various emphases.	U H	G2 K2 K3 K9	2b	1a 1b 1c	3.142	(C) Culture
The student knows that culture is a strategy for dealing with the changing and static elements and events of the physical and social environment.	I U H	G2 K2 K3 K6	2b	1a 1b		(C) Culture (C) Environment (V1) Human dignity
The student knows that culture consists of man's learned, socially influenced behavior and its material and non-material products.	I U H	G2 K2 K3 K6	2b	1a 1b		(C) Culture
The student knows that culture includes both material elements (tools, house, food, etc.) and non-material elements (ideologies, customs, beliefs).	P I U H	G2 K3 K5 K6	2b	1a 1b 1c		(C) Culture (C) Technology (C) Cultural values (C) World view
The student knows that culture is characteristically dynamic as well as stable and continuous.	I U H	G2 K2 K3 K4	1a 1b 2b		3.27	(C) Culture (C) Cultural change (V1) Stability
The student knows ways in which man's ability to think symbolically and therefore to use language, allows him to develop and transmit culture.	I U H	G2 K3 K7 K8	2b		3.24 3.26 3.33	(C) Culture (C) Language (C) Symbolism (C) Communica- tion
The student knows the ways in which the domestication of plants (agriculture) and animals revolutionized human cultural development.	U H	K6 K8	2b	2c		(C) Culture (C) Scarcity (V1) Security (V1) Cooperation

3. The Behavioral Sciences
3.2 Culture and Society

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.22 Culture (cont.)</u>							
The student knows that cultural integration of behavior patterns, beliefs and values fosters unity in any society.	I U H	G2 K2 K6 K8	3a 3b 5b 6a	1c	3.25	(C) Cultural integration (C) Cultural patterns (C) Cultural values (V1)Security	
The student knows ways in which the ready-made decisions about the appropriateness of behavior provided by culture, frees the individual person to use his mind and energies for creativity and personal enjoyment.	I U H	G2 K6 K8	2a 2b 5a 5b	1c			
The student knows that all cultures include systems for economic organization, social organization, social control, education, belief, language, art and recreation.	I U H	G2 K6	2a 2b			(C) Culture (C) Systems (C) Social control	
The student knows that man's relation to his environment requires some form of economic organization (e.g., production, distribution and consumption).	I U H	G2 K8	2b	2c		(C) Culture (C) Economic system (C) Environment	
The student knows that common fundamental problems and needs shape the beliefs and behaviors of all humans.	P I U H	G2 K3 K8	2a 2b	1b 1c		(C) Humanity (V1)Human dignity (V1)Tolerance (V1)Respect	
The student knows that cultural heritage influences human perception of experience.	P I U H	G2 K2 K6 K8 K9	2b 3b 6b	1b	3.223 3.26	(C) Culture (C) Self-concep (V1)Cultural heritage (V1)Respect for others (V1)Human dignity	

- 1. The Behavioral Sciences
- 1.2 Culture and Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.22 Culture (cont.)</u>						
The student knows that every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the specific community.	P I U H	G2 K3 K6 K8	6c	1a 1b 1c		(C) Culture (V1)Tolerance (V1)Human dignity (V1)Respect
The student knows that according to the cognitivists, practically all important differences in human behavior are understandable as variations in learned patterns of social behavior--not differences in biological apparatus, type of blood, or any other genetically inherited mechanism.	P I U H	G1 K2 K5 K8	6a 6c	1a 1b	3.76	(C) Culture (C) Human dif- ferences (V1)Tolerance (V1)Human dignity
The student knows ways in which different cultures have developed in quite similar physical environments (e.g., Eskimos and Siberians; Pueblo Indians and Navahos).	I U H	G2 K5 K6	2b	1b	3.23	(C) Culture (C) Environment (V1)Human dignity
The student knows common means of self-expression utilized in all cultures (e.g., music, drama, literature).	P I U H	K3 K7	2b 6a 6b		3.23	(C) Cultural values (V1)Self- expression
The student knows that ethnocentrism is the belief of people within a culture that their own culture is superior to others.	I U H	G2 K2 K3	2b	1b 1c	3.26	(C) Ethnocen- trism (C) Culture (V1)Tolerance (V1)Human dignity

- 3. The Behavioral Sciences
- 3.2 Culture and Society
- 3.22 Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.221 Social Organization</u>							
The student knows the ways in which human social organization differs from animal social organization.	I U H	G2 K3 K5	2b				(C) Social organization (C) Culture (C) Humanity (V1) Human dignity
The student knows that human social organization and kinship systems are based upon the common need to live with other people and to recognize ties to them as individuals and groups.	P I U H	G2 K2 K3 K8	1a 2b	1a 1b 1c			(C) Humanity (C) Kinship systems (V1) Security (V1) Cooperation
The student knows ways in which kinship systems help the members of a culture to understand their behavioral role in relation to others.	P I U H	G2 K3 K7	2b 6c	1b	3.62		(C) Family (C) Kinship systems (C) Culture (V1) Security (V1) Tolerance
The student knows ways in which kinship systems function within a culture to shape the biological and social relatedness of its members.	I U H	G2 K2 K3 K7	2b				(C) Kinship systems (C) Culture
The student knows kinship systems which exist in varying forms in different cultures (e.g., nuclear, extended families, matrilineal, patrilineal systems).	P I U H	G2 K5 K6	2b 6c				(C) Kinship systems (C) Culture
The student knows ways in which a family provides for material, affectional and enculturational needs for its members.	P I U H	G2 K6 K7	5a 6c	1a 1b	3.311 3.41		(C) Culture (C) Family (C) Kinship systems (C) Enculturation (V1) Security

- 3. The Behavioral Sciences
- 3.2 Culture and Society
- 3.22 Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.221 Social Organization (cont.)</u></p> <p>The student knows the ways in which enculturation functions to give a growing child the thoughts, values, actions and feelings of his culture.</p>	P I U H	G2 K7 K8	2b 6a 6b		3.62 3.632	(C) Enculturation (C) Self-concept (C) Cultural values (V1) Self-image (V1) Education	

- 3. The Behavioral Sciences
- 3.2 Culture and Society
- 3.22 Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess' Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.222 Technology</u>						
The student knows that a technology is an interactive system of tool usage.	I U H	G2 K2 K6 K7 K10	2b			(C) Technology (C) System
The student knows that tools are any objects made or adopted and used by man to deal with his physical and social environment.	P I U H	K2 K7	2b			(C) Technology
The student knows that all cultures use and develop tools.	P I	G2 K3 K8	2b			(C) Culture (C) Technology
The student knows ways in which tools function to extend man's innate or existing capacities.	P I U H	K3 K7 K8	2b			(C) Technology (C) Culture (V1) Imaginative ness
The student knows why tools are essential to man's survival.	P I U H	G2 K7 K8	2b			(C) Survival (C) Technology (V1) Innovation
The student knows the ways in which the material culture (e.g., tools, clothing, shelter) is directly related to the physical environment.	P I U H	G2 K6 K8	2b			(C) Culture (C) Environment (C) Technology
The student knows elements required in a technological system: cooperation, strategy, and planning.	I U H	G2 K3 K6 K8 K10	2b 4b 5b			(C) Technology (C) Planning (V1) Cooperation (V1) Innovative- ness

- 3. The Behavioral Sciences
- 3.2 Culture and Society
- 3.22 Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>3.222 Technology (cont.)</u>						
The student knows ways in which systems of technology vary among cultures--from the very simple to the complex.	P I U H	G2 K5	2b	3.23	(C) Culture (C) Technology (C) Cultural patterns	
The student knows that the influence of the physical environment on a culture decreases as improvements in the technology for coping with it increase.	I U H	G2 K2 K4 K8	2b	3.22	(C) Culture (C) Technology (C) Change (C) Environment	
The student knows the ways increased complexity of technological systems bring about increased interdependence in the society.	I U H	G2 K8	1a 2b 6a 6c	3.27	(C) Technology (C) Culture (C) Society (V1) Cooperation	
The student knows ways in which advanced tools and technology influence a culture's world view and life style (e.g., patterns of thought, notions of time and distance, uses of time, activities).	I. U H	G2 K8	1b 2b	3.223 3.27	(C) Culture (C) Technology	
The student knows ways in which the development of newer and more complex technology creates changes in the environment which in turn requires further adaptation through the development of more tools and technology.	I U H	G2 K8	1a 2b 3a 6a 7a	3.27 3.73	(C) Technology (C) Culture (C) Change	
The student knows ways in which artifacts and tools excavated from an archaeological site are used as a principal source of information about a past outline.	P I U H	G2 K6 K7	2b	3.1422	(C) Technology (C) Culture (C) History	

- 3. The Behavioral Sciences
- 3.2 Culture and Society
- 3.22 Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content / Economy	(C) Concept/ (V1, V2) Value Words
<u>3.223 World View</u>							
The student knows that people living in the same culture tend to share the same world view.	P I	G2 K2 K3	2b 6c	1b 1c			(C) Culture (C) World view (C) Humanity (V1) Tolerance
The student knows the differences between the historical and psychological theories of the origin of religion in culture.	U H	G1 K5	2b	1b			(C) Culture (C) Religion (C) World view
The student knows recent theories regarding the relationship of religion to culture which emphasize its function as a framework for solving problems inherent in social life (e.g., those of Durkheim, Malinowski, Radcliff-Brown, Firth).	U H	K7 K8	2b		3.11.23		(C) Culture (C) Religion
The student knows that cultures of the modern Western world generally distinguish between a scientific and a supernatural explanation of the events and composition of the world.	I U H	G2 K5	1b 2b				(V1) Objectivity
The student knows relationships between the world view and the physical and social environments of cultures.	I U H	G2 K5	2b	1b			
The student knows the ways in which the people of any culture attach a meaning to their environment and behavior by creating stories, legends and myths about them.	P I U H	K7 K8	2b		3.224		(C) Culture (V1) Self-understanding

- 3. The Behavioral Sciences
- 3.2 Culture and Society
- 3.22 Culture

COURSE GOALS	Level P/U/J/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Headings	(C) Concept/ (V1, V2) Value Words
<u>3.223 World View (cont.)</u>							
The student knows the ways in which a world view functions to provide the members of a culture with an orderly explanation of, and sense of control over events in nature.	I U H	K2 K7	2b	1b			(C) World view (C) Environment
The student knows the ways a culture's belief system seeks to explain the innate predispositions of men (e.g., evil, neutral, good).	I U H	K2 K7	2b	1b	3.26		(C) Culture (C) Human nature
The student knows the ways in which a world view functions to provide the members of a culture with a model of "the good person," thereby regulating and guiding their behavior.	I U H	K7	2b	1b	3.27		(C) Culture (C) World view (V1)Stability
The student knows that the world view of a culture functions to provide man with a structure for interpreting and ordering his experience.	I U H	G1 K2 K7	2b 6c	1b			(C) Culture (C) World view (C) Human ex- perience (V1)Security
The student knows the ways in which world view functions to unify the members of a culture.	I U H	K7	6b 6c	1c	3.26		(C) Culture (C) World view (V1)Unity
The student knows that the world view of a particular culture is implicit in its religion, beliefs about supernatural forces, and its cosmology or body of myths and beliefs explaining the nature and origin of the universe.	I U H	K2 K6	2b 6c		3.26		(C) World view (C) Religion

3. The Behavioral Sciences
 3.2 Culture and Society
 3.22 Culture

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.224 Language</u>							
The student knows that language is a universal medium through which man creates, acquires, and transmits culture.	I U H	G2 K2 K7	1b 2b				(C) Culture (C) Language (C) Learning (V1) Respect for cult. heri- tage
The student knows that man's unique ability to use language is a result of his complex nervous system, large brain, and vocal apparatus.	I U H	K2 K8	2a				(C) Language (C) Humanity
The student knows that all human language is regular and patterned.	I U H	G2 K3	2b				(C) Language (C) Communica- tion
The student knows ways in which the transmission of culture is made possible through the use of language (e.g., communication of past ideas, of ideas about things which are not immediately present in space, of ideas about the future).	I U H	K7	1b 2a 2b		3.24		(C) Culture (C) Language (C) Learning (V1) Respect for cult. heri- tage
The student knows that language permits man to deal with abstract ideas (e.g., the soul, beauty, electron, culture).	I U H	G2 K3 K6 K7 K8	2b 5a 5b				(C) Culture (C) Language (C) Ideas
The student knows that language allows man to think, reason, and solve problems in his culture.	I U H	K7	2b 5a 5b				(C) Culture (C) Language (C) Problem- solving (V1) Rationality
The student knows that language allows man to store, organize, categorize, and interpret reality within his culture.	I U H	G2 K7	2b		3.33		(C) Culture (C) Language (C) Reality

- 3. The Behavioral Sciences
- 3.2 Culture and Society
- 3.22 Culture

COURSE GOALS	Level P/U/D/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.224 Language (cont.)							
The student knows that language provides for emotional and intellectual self-expression within a culture.	I U H	G2 K7	2b				(C) Communicatio (V1) Self-express- sion
The student knows that culture's language reflects its unique history, interests, emphases, assumptions, and perceptions.	I U H	G2 K2 K3 K7	2b				(C) Language (C) Culture
The student knows the features and structure of a language may reflect the social organization and world view of a culture.	I U H	G2 K7	2b		3.221 3.223		(C) World view
The student knows that the dynamic features and structures present in a language reflect and are related to the process of social and cultural change (e.g., retention, diffusion, drift, adaptation).	I U H	G2 K2 K8	2b				(C) Culture (C) Language (C) Cultural change
The student knows that languages from several cultures may descend from a common ancestral language (e.g., European languages from a proto-Indo-European origin).	I U H	G2 K6 K8	1b 2b				(C) Culture (C) Language

3. The Behavioral Sciences
 3.2 Culture and Society

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.23 Cultural Patterns</u>							
The student knows that a set of culture traits are functionally interrelated to form a culture pattern.	U H	G2 K6 K10	2b		3.22	(C) Cultural patterns	
The student knows that the fundamental unit of culture is the culture trait which is a material or non-material product of behavior within the culture.	I U H	G2 K2 K3 K6	2b		3.22	(C) Cultural patterns	
The student knows that culture patterns exist because human behavior is characterized by regularity.	I U H	G2 K3 K8	2b			(C) Behavior (C) Cultural patterns (V1) Human dignity	
The student knows that there is a great degree of cultural diversity with regard to the way man relates with his environment to meet basic needs (e.g., housing, clothing, food).	P I U H	G1 K5 K8	2b		3.22	(C) Culture (V1) Tolerance	
The student knows the configurational interpretation of cultural patterns, (i.e., that cultures are characterized by a central configuration of ideas).	I U H	G2 K2 K6	2b				

3. The Behavioral Sciences
3.2 Culture and Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content: Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.24 Cultural Areas</u>							
The student knows that a culture area is characterized by a similarity of cultural patterns.	I U H	K3 K5	2b			3.23	(C) Culture
The student knows the cultural characteristics of the principal culture areas of Africa, Eurasia, Oceania, North America, South America (e.g., for Africa: Bushmen, Southern and Eastern Herders, Western Cultivators, Saharan, and Mediterranean.).	U H	K3 K6	1a 2b				(C) Cultural areas (C) Diffusion
The student knows that culture areas are formed through diffusion when people living in a common geographic area develop similar cultures.	I U H	G2 K6 K8	2b	1a 1c 4b			(C) Cultural areas (C) Diffusion
The student knows that cultures which produce a surplus of goods tend to develop a trading economy.	I U H	G2 K8	2b				(C) Cultural areas (C) Diffusion (C) Scarcity (V1)Innovative-ness (V1)Thrift (V1)Cooperation
The student knows that the delineation and description of a culture area is based upon the establishment of an ethnographic present (e.g., the time when aboriginal life is recorded but has been minimally affected by its contact with civilization).	U H	G2 K2 K3 K6	1b 2b			3.27	(C) Cultural area
The student knows similarities and differences in ways of life of major culture areas of North America (e.g., Eskimo, Southwest, Northwest, Coast).	I U H	G2 K3 K5	1a	1a 1c		3.23	(C) Culture area (C) Cultural patterns (C) Culture (V1)Respect for other cultures (V1)Tolerance

SOCIAL SCIENCE

3. The Behavioral Sciences
3.2 Culture and Society

COURSE GOALS	Level P/U/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.24 Cultural Areas (cont.)</u></p> <p>The student knows similarities and differences of the ways of life of major culture areas of Oceania: Malaysia, Melanesia, Micronesia, Polynesia and Australia.</p>	I U H	G2 K3 K5	1a		3.23	(C) Cultural area (C) Cultural patterns (C) Culture (V1) Respect for other cultures
<p>The student knows similarities and differences in the ways of life of the major culture areas of Continental Africa: Bushman, Southern and Eastern Herders, Western Cultivators, Saharan, Mediterranean Littoral.</p>	I U H	G2 K3 K5	1a		3.23	(C) Cultural area (C) Cultural patterns (C) Culture (V1) Respect for other cultures
<p>The student knows similarities and differences in the ways of life of some of the major culture areas of Eurasia: Siberian, Sphere of Chinese Civilization, Sphere of Islamic Civilization, Central Asian Steppe.</p>	I U H	G2 K3 K5	1a		3.23	(C) Cultural area (C) Cultural patterns (C) Culture (V1) Respect for other cultures
<p>The student knows similarities and differences in the ways of life of the major culture areas of South America: Circum-Caribbean, Andean, Tropical Forest, Marginal.</p>	I U H	G2 K3 K5	1a		3.23	(C) Cultural area (C) Cultural patterns (C) Culture (V1) Respect for other cultures

3. The Behavioral Sciences
 3.2 Culture and Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Goals Program Education Other Goals	Content Related Headings Taxonomy	(C) Concept/ (V1, V2) Value Words
<u>3.25 Subcultures</u>						
The student knows that a subculture is composed of a group of people who share a unique culture pattern within the main culture pattern (e.g., those of the same region, occupation, social class, ethnic group, generation).	I U H	G2 K2	2b 6a 6b	3.23		(V1)Fellowship (V1)Respect for others
The student knows that subcultures are influenced by both mass society and subcultural norms.	P I U H	K8	2b 6a 6b 6c 7b	3.27		(C) Culture (C) Change (C) Society (V1)Self-actualization
The student knows the ways in which the norms, values and behavior patterns of American subcultural groups differ from each other and from the main culture.	I U H	G2 K5	2b 6a 6b	3.26		(C) Subculture
The student knows that individual members of a culture may differ in the degree to which they share the dominant customs and beliefs of the culture.	I U H	G2 K5	2b 6a 6b	3.22 3.26		(C) Human differences (C) Culture (V1)Tolerance (V1)Respect for others (V1)Individuality
The student knows that the degree of subculture variation and the rate of cultural change affect cultural integration.	I U H	G2 K6 K8	2b 6a 6b	3.27		(C) Culture (C) Subculture (C) Cultural integration (V1)Respect for cultural heritage (V1)Dignity (V1)Rights, human

3. The Behavioral Sciences
 3.2 Culture and Society

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>3.25 Subcultures (cont.)</u>						
The student knows problems of cultural integration created by movement from one culture or subculture to another.	I U H	K6 K8	2b 6a 6b			(C) Subcultures (G) Mobility (V1)Tolerance
The student knows the ways in which people living in rural areas have tended to adopt the urban style of life.	I U H	G2 K4	2b 6a 6b	3.23 3.27		(C) Subcultures (C) Lifestyle (C) Urban (C) Change
The student knows that ethnic groups are characterized according to race, religion, national origin or a combination of these categories.	P I U H	G2 K3	2b 6a 6b 6c	3.76		(C) Culture (C) Subculture (V1)Tolerance (V1)Respect for cultural heritage (V1)Human digni (V1)Rights, human
The student knows the main features of the three following theories concerning ethnic subcultures in American society: (1) the Melting Pot Theory, (2) the Assimilation Theory, (3) the Cultural Pluralism Theory.	U H	G1 K3	2b 6a 6b 6c	3.26 3.27		(C) Culture (V1)Respect for cultural heritage (V1)Human digni (V1)Rights, human
The student knows effects of the migration of 35 million eastern and western Europeans to the U. S. between 1820 and 1920 on the formation of ethnic subcultures in America.	I U H	G2 K6 K8	2b 6a 6b 6c 7a 7b	3.27 3.31 3.76		(C) Migration (C) Culture (V1)Respect for cultural heritage (V1)Human digni (V1)Rights, human

3. The Behavioral Sciences
3.2 Culture and Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.25 Subcultures (cont.)</u>							
The student knows that U. S. immigrants of the same national origins formed ethnic subcultures by clustering together in geographic areas.	I U H	K2 K8	2b 6a 6b 6c 7b		3.27	(C) Community (C) Culture (V1) Respect for cultural heritage (V1) Human dignity (V1) Rights, human	
The student knows that obstacles of poverty and prejudice confronted immigrants of differing ethnic origins in American society.	I U H	G2 K3	2b 6a 6b		3.26	(C) Culture (C) Discrimination (C) Standard of living (C) Socialization	
The student knows that there is much disagreement among scientists about the nature and origin of racial differences.	P I U H	G2 K5	2b 6a 6b		3.76	(C) Racism (C) Human differences	
The student knows theories concerning the nature and origin of racial differences (e.g., emphasis on genotype nature, phenotype nature).	P I U H	G1 K2 K5	2b 6a 6b	1b	3.76	(C) Racism (C) Human differences	
The student knows ways in which the black American sense of cultural identity has changed.	P I U H	K3 K8	2b 6a 6b		3.27 3.76	(C) Racism (C) Integration (C) Subculture (V1) Identity (V1) Human dignity	
The student knows effects of court decisions on social, political and economic status of southern blacks.	P I U H	K8	2b		3.32	(V1) Human dignity (V1) Rights (V1) Tolerance	

SOCIAL SCIENCE

259

3. The Behavioral Sciences
3.26 Culture and Society

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Other-Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.26 Cultural Values</u>						
The student knows that values may be defined as concepts which are potentially motivating in that they represent constellations of desirable behavior.	U H	K2	2b	1a 1b		(C) Values
The student knows ways in which the folklore, history, religion and literature of a culture provide information about its values.	I U H	G2 K6	1b 3a 3b 5a			(C) Cultural values (V1)Self-worth (V1)Respect for cult. herit.
The student knows the ways in which cultures vary in the degree to which they emphasize predominantly sacred or predominantly secular beliefs and values (e.g., Hindu vs. American).	I U H	G2 K2 K5	2b 3a 3b 5a			(C) Cultural values (C) Religion (C) Secularism (V1)Faith
The student knows that a society's ideal values are frequently inconsistent with the real values upon which actual behavior is based.	U H	G2 K5	3a 3b			(V1)Consistency
The student knows the implications of Emile Durkheim's concept of anomie (normlessness) which may result from the conflict between norms and actual practice within a culture.	I U H	G2 K8	2b 3a 3b			(C) Cultural values (C) Norms (V1)Security
The student knows the ways in which traditional values conflict with emergent values as culture changes (e.g., self-reliance vs. group mindedness in modern industrial America).	I U H	G2 K5	3a	3.27		(C) Cultural change (C) Cultural values (C) Change (V1)Empathy (V1)Tolerance (V1)Respect for others

1. The Behavioral Sciences
 1.2 Culture and Society

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.26 Cultural Values (cont.)</u>							
The student knows that some values the group regards as essential for its welfare are called <u>mores</u> .	U H	K2 K3	2a 6a 6b 6c				(C) Cultural values
The student knows ways in which competing mores within a society can create conflict (e.g., conflict over slavery in U.S.).	I U H	G2 K6 K8	3a 3b 5a				(C) Cultural conflict (V1) Freedom (V1) Identity
The student knows the ways in which compliance with cultural mores is considered to be important to the social welfare (e.g., family, state, property and human life).	I U H	G2 K2 K8	3a 3b 5a	1c			(C) Culture (C) Cultural values (V1) Respect for others (V1) Rights
The student knows the ways in which laws are formed and used in an advanced society to supplement and enforce its mores.	I U H	G2 K7 K8	3a 3b 5a	1c			(C) Cultural values (C) Mores (C) Norms (C) Laws (V1) Lawfulness (V1) Security (V1) Order
The student knows the ways in which social norms, folkways, mores and sanctions function to define and enforce a culture's value system.	I U H	G2 K3 K7	3a 3b 5a				(C) Cultural values (C) Norms (V1) Security (V1) Respect for others (V1) Justice

3. The Behavioral Sciences
3.2 Culture and Society

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.26 Cultural Values (cont.)</u>							
The student knows the ways in which norms function within a culture to regulate behavior, denote the range of tolerable behavior and define deviant acts.	I U H	G2 K2 K6 K7	3a 3b				(C) Cultural values (C) Norms (V1) Respect for others (V1) Empathy (V1) Cooperation with others (V1) Self-discipline
The student knows the ways in which sanctions are used in a culture as a means of social control (e.g., to punish deviancy from or reward conformance to its normative standards).	I U H	G2 K2 K7	3a 3b 5a	1c			(C) Cultural values
The student knows that follow-ups are a type of norm which result from social tradition and define expected social behavior (e.g., rules of etiquette).	I U H	G2 K2 K6 K7	2b 3a	1c			(C) Cultural values (C) Culture (V1) Respect for others (V1) Cooperation (V1) Self-discipline
The student knows that man tends to view his own patterns of behavior and values as the most reasonable and natural.	I U H	K2	3a 6a 6b		3.22		(C) Ethnocentrism (C) Self-concept (V1) Self image
The student knows the values which have historically been dominant in American culture (e.g., Protestant ethic, democracy, equality, freedom, progress, fair play).	I U H	G2 K3 K4	1b 3a 3b 5a 6a	2a 2b			(C) Cultural (C) Values (V1) Equality (V1) Democracy
The student knows ways in which the seeking of pleasure, material success and enjoyment of leisure are characteristic of contemporary American values.	I U H	K2 K3 K6	3a 3b 5a	3c			(C) Cultural values (C) Leisure (V1) Pleasure (V1) Materialism

3. The Behavioral Sciences
3.2 Culture and Society

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>3.26 Cultural Values (cont.)</u>						
The student knows the ways in which the growth of a mass society has produced an antithetical re-emergence of a valuing of individuality and interpersonal relations.	U H	K4 K8	2b 3a 3b		3.27	(C) Cultural charge (C) Society (C) Cultural values (V1) Individuali
The student knows ways in which growing interest in religions and religious thinking is intermixed with a trend toward secularism in ideas, attitudes and values on all cultural levels in America today.	U H	G2 K4	2b		3.27	(C) Cultural values (C) Religion
The student knows ways in which the values of conformity and security have competed with those of individualism, self-reliance and initiative in contemporary American culture.	I U H	G2 K3 K5	2b 3a 3b 5a	2a	3.27	(C) Cultural values (C) Cultural conflict (V1) Integrity (V1) Individuali (V1) Security
The student knows the ways in which dominant middle-class American values differ from and conflict with American minority group values.	I U H	G2 K2 K5	3a 3b	1c		(C) Cultural values (C) Conflict (V1) Cooperation (V1) Justice (V1) Respect for others (V1) Empathy
The student knows the ways in which a cultural lag was produced in American society as a result of the conflict between immense corporate and industrial growth and the American values of freedom and equality.	I U H	G2 K5 K7 K8	3a 3b		3.27	(C) Cultural values (C) Conflict (V1) Security

3. The Behavioral Sciences
 3.2 Culture and Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Works
<u>3.27 Cultural Change</u>						
The student knows that change is characteristic of all cultures.	I U H	G2 K4	2b	3.22	(C) Change (C) Culture	
The student knows that the evolution of culture has been based upon man's capacity to adopt and adapt present and past ideas, beliefs and creations.	I U H	G2 K4 K6 K9	2b	3.224 3.27	(C) Cultural change (C) Adaptation (V1)Creativity (V1)Resource- fulness	
The student knows the ways in which culture can change as a result of diffusion, invention, and/or acculturation.	I U H	G2 K3 K8	2b	3.24	(C) Change (C) Culture (C) Technology (V1)Creativity	
The student knows that diffusion results when there is movement of a culture pattern from one society to another or within the same society.	I U H	G2 K2	2b 5a	3.23	(C) Change (C) Culture (C) Adaptation	
The student knows that most culture change is a result of diffusion.	I U H	G2 K3 K8	2b		(C) Cultural change	
The student knows ways in which increased diffusion is causing cultures around the world to become more alike.	I U H	G2 K4 K5 K8	2b 3a 3b	3.24	(C) Cultural change	
The student knows that invention is the combination of two or more culture traits to produce a new idea or thing greater than the sum of the two parts.	I U H	G2 K2 K8	2b.		(C) Change (C) Culture (C) Technology (V1)Creativity	
The student knows ways in which an invention relies upon and is directly related to the knowledge or traits already existent in that culture.	I U H	G2 K6 K8	2b		(C) Cultural change (C) Technology	

SOCIAL SCIENCE

3. The Behavioral Sciences
3.2 Culture and Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.27 Cultural Change (cont.)</u>						
The student knows that acculturation is the change in one or both of two differing cultures which come into prolonged contact.	I U H	G2 K7 K8	2b 3a 3b		3.73	(C) Change (C) Culture
The student knows that a central concern of anthropologists in the study of culture change today is the effect of extensive contact and exchange by the modern world on other cultures (i.e., acculturation).	I U H	G2 K4 K8	2a 2b		3.73	(C) Change (V1) Respect for other cult. (V1) Human digni
The student knows ways in which a change in the material culture can bring about a change in the non-material culture (e.g., effect of growth in technology on social organization).	I U H	G2 K3 K8	4a 4b		3.221 3.222 3.223	(C) Change (C) Culture (C) Technology
The student knows effects of a culture lag which is the difference in the rate of change between the material and non-material culture.	U H	G2 K2 K5 K8	2a 2b 4a 4b		3.26	(C) Change (C) Culture
The student knows some of the problems that people who move from one culture to another face in learning the customs of the new culture.	P I U H	G2 K6 K7 K8	3a 3b 5a	1a	3.21 3.26	(C) Mobility (C) Cultural change
The student knows that cultures which are isolated from advanced communications and transportation technology change more slowly and to a lesser degree.	I U H	G2 K4 K5 K6 K8	4a 4b		3.5 3.73	(C) Change (C) Progress (C) Culture
The student knows ways in which cultural change can be caused by cataclysmic events (e.g., war, economic depression, plague).	I U H	G2 K6 K8	2b			(C) Cultural change

- 1. The Behavioral Sciences
- 3.2 Culture and Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (N), (V2) Value Words
<u>3.27 Cultural Change (cont.)</u>						
The student knows ways in which a discovery (i.e., a new addition to existing knowledge) brings about cultural change (e.g., discovery of immunization).	I U H	G2 K3 K7 K8	2b			(C) Cultural change
The student knows ways in which a change in any of the dynamically interrelated elements of culture (i.e., technology, knowledge, norms, values, social structure) can bring about subsequent changes in the others and in the total culture (e.g., effect of invention of the automobile).	I U H	G2 K7 K8	2b	1b		(C) Cultural change
The student knows that change occurs more often and more rapidly in a complex culture than in a simple culture because of its greater number and variety of existing culture traits.	I U H	G2 K2 K8	4a 4b			(C) Cultural change (V1) Respect for others
The student knows ways in which cultural change can be brought about through planning, reform, and/or revolution.	I U H	G2 K8	3a 3b 4a 4b			(C) Cultural change (C) Revolution (C) Reform (C) Planning (V1) Choice
The student knows ways in which individuals and groups may exercise choice in accepting or rejecting cultural innovations (e.g., research, institutional decision making, resistance to a change).	I U H	G2 K8	3a 3b 5a 5b			(C) Cultural change (C) Change (V1) Choice
The student knows Alvin Toffler's theory of "Future Shock."	I U H	K2 K6 K8	2a	3.5 3.73		(C) Change (C) Culture (V1) Security

3. The Behavioral Sciences

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>3.3 Social Interaction</u>							
The student knows the location and use of print and nonprint materials related to cultural change in behavioral sciences (e.g., card catalog: "Social Change," "Social Classes," "Class Conflict," Social Ethics"; <u>Reader's Guide</u> : "Social Classes," "Social Interaction," "Social Change"; area and building audio-visual catalogs: "Social Change," "Social Class," "Social Mobility"; Periodicals: <u>Social Education</u> , public affairs pamphlets).	P I U H	K6	6a 6b				(C) Resources, geog. (V1) Inquiry
The student knows that norms define expected and acceptable behavior between members of a society.	P I U	K2	2b				(C) Human behavior
The student knows ways in which norms grow out of and influence social interactions.	P I U	K8	5a				(C) Inter- personal relations
The student knows that social interaction is the process whereby two or more persons are in meaningful contact, each taking the other into account, and behaving accordingly.	P I U	K2	2b				(C) Interaction
The student knows behavior characteristics of competition, conflict, accommodation and assimilation processes.	P I U	K3 K5	5a 5b				(C) Inter- personal relations

- 1. The behavioral sciences
- 1.1 Social Interaction

COURSE GOALS	Level	Knowledge or Pro-	Subject Area	Other Related	(C) Concepts/
	P/U/H	cess Classifications	Program Goals	Program Goals	(V), (2) Value Words
<u>2.31 Social Groups</u>					
The student knows that a group is any collection of persons who are bound together by a distinctive set of social relationships.	I U H	K2 K3	1a 2b 5c 6c	1c	(C) Inter-personal relations (V1) Fellowship
The student knows that a group's most strongly held values are called mores.	I U H	K1 K2	2c 5b		(C) Mores
The student knows characteristics of social groups including, two or more people sharing awareness of common membership, interaction according to mutually accepted norms and values which define expected behavior and distinguish members from non-members, and organization around common purpose, interest, or activity.	U H	K2 K3	1a 2b 5a 5b 6c		(C) Inter-personal relationships (V1) Fellowship
The student knows meanings of terms used by sociologists to identify contrasting types of group interactions, such as Gemeinschaft and Gesellschaft, sacred and secular, homogeneity and heterogeneity, complete and segmental roles, anonymity and familiarity.	U H	K1 K5	2b 6b		(C) Inter-personal relationships
The student knows criteria used in classifying social groups for purposes of inquiry including size (small and extended groups) and type of relationships (primary, secondary reference groups).	U H	K2 K5 K9	2b 6a 6b 6c		(C) Social groups (V1) Inquiry
The student knows that "extended groups" are characterized by systems of communication defining relationships between individual groups within the total group and by systems of control to make relationships permanent (e.g., armies, bureaucracies, church hierarchies).	U H	K3	3b 6b 6c	6c	(C) Organization (C) Inter-personal relations (V1) Individuality (V1) Cooperation

- 1. The Behavioral Sciences
- 1.2 Social Interaction

COURSE GOALS	Level	Knowledge of Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V), (V2) Value Words
	P/I/U/H						
<u>3.31 Social Groups (cont.)</u>							
The student knows reasons why impersonality is often characteristic of relationships in a bureaucracy.	H	K3	6a 6b 6c	4a 4b 4e			(C) Interpersonal relations (V1) Individuality (V1) Human dignity
The student knows characteristics distinguishing "small groups," as the term is used sociologically including: few members; clearly defined roles, personal relationships.	U H	K3	2b 6b				(C) Interpersonal relations (V1) Loyalty
The student knows characteristics of primary groups including intimacy, solidarity, integrated rather than role communication, informality and autonomy in rule constructing, close identification by individuals with each other and with common symbols.	P I U H	G2 K3	2b 6b				(C) Interpersonal relations (V1) Loyalty
The student knows contributions of Cooley, 1909; Ellsworth Faris, 1932; and Edward Shile, 1951 to the concept of primary groups.	H	G2 K4	2b				(C) Interpersonal relations
The student knows basic societal functions of the primary group including: organization for activity, defense, socialization, personality development, communication, enculturation (acquiring of value system).	I U H	G2 K7	2b 6b				(C) Enculturation (C) Social control (V1) Cooperation
The student knows typical dysfunctions of primary groups including restriction, conformity, resistance to change (rigidity).	U H	K7	2b 6a 6b 6c				(C) Authority (C) Social control (V1) Individuality

1. The Behavioral Sciences
 1.3 Social Interaction

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>1.31 Social Groups (cont.)</u>							
The student knows ways in which beliefs, attitudes and habits acquired from the family (primary group) affect behavior in other social situations.	I U H	K8	6b 6c				(C) Inter-personal relations (V1) Self-confidence
The student knows kinds of primary groups with which he may identify including family, peer group, clique, "army buddies," gangs.	I U H	K6 K9	6b	4e			(C) Security (C) Group pressure (V1) Fellowship
The student knows reasons why primary groups frequently develop within a bureaucratic organizational structure.	H	K6 K8	6b				(C) Social control (C) Social groups (V1) Fellowship
The student knows that the rapid decline in the role played by primary groups has resulted in simultaneous development of organizations designed to fulfill needs otherwise met by that group (e.g., crisis intervention centers, Alcoholics Anonymous and other therapy).	H	K8	4b 5a				(C) Social change (V1) Self-esteem
The student knows that the trend in American society which de-emphasizes the role of the primary group may be related to increasing incidences of social disorganization (e.g., alienation, mental illness, depersonalization, suicide, etc.).	H	K4 K8	4b 5a				(C) Social groups (C) Social disorganization
The student knows characteristics of secondary groups (including segmental roles, voluntary association).	I U H	K3	2b 6b				(C) Social groups

3. The Behavioral Sciences
 3.3 Social Interaction

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>3.31 Social Groups (cont.)</u>						
The student knows reasons why secondary groups attempt to develop the intimacy and sense of participation characteristic of primary groups.	I U H	K8	6b 6c			(C) Social groups
The student knows reasons for the trend in modern American society, which emphasizes the role of secondary group relationships and de-emphasizes primary relationships.	H	K1	1a 1b 2a 2b 3a 3b			(C) Social change (C) Inter-personal relations (V1) Inquiry
The student knows that a reference group is one with which an individual identifies and uses as a perceptual frame of reference, whether or not he is a member of the group.	U H	K2	2b 5a 5b			(V1) Fellowship

3. The Behavioral Sciences
 3.3 Social Interaction

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>3.32 Social Stratification</u>							
The student knows that traditional views of role and status have been so altered as to present serious identity problems for various segments of our society such as the aged and adolescent.	H	K8	2b				(C) Roles (V1)Self-image
The student knows that societies have systems of stratification involving social roles and their status.	I U H	G2 K3	2b	4b 6e			(C) Social status (C) Social role
The student knows ways that social roles affect labor division.	H	K7 K8	2b	4b	3.44		(C) Social status
The student knows that in every society members occupy various positions (status) which are distinguished by particular expectations of behavior (roles).	H	K3 K7	2b	4b 6e			(C) Social status (C) Social roles
The student knows that stratification systems may be differentiated by rigidity of class structure with caste systems the most rigid, class systems more flexible.	I U H	G2 K2 K5	2b				(C) Social status
The student knows characteristics of caste systems including lack of social mobility (closed society) and status assigned or inherited, rather than achieved.	I U H	K3	2b	4b 6e			(C) Social status (V1)Freedom (V1)Security (V1)Self-actualization

SOCIAL SCIENCE

- The Behavioral Sciences
- Social Interaction

COURSE GOALS	Level P/U/O/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (G) Value/ (V) Verb
<u>3.4 Social Stratification (cont.)</u>							
The student knows characteristics of class systems including achieved status and opportunity for upward mobility (open society).	I U H	K3	2b	4b 6e		(C) Social status (V1)Self-actua- lization	
The student knows criteria by which status is achieved or determined in an open class society including: occupation, education, wealth and income, place of residence, political or social influence.	I U H	G2 K9	2b	4e 6e		(C) Social status (C) Materialism (V1)Self-worth	
The student knows that in the U.S., occupational status lines are clearly delineated (doctor, lawyer, carpenter, etc.).	H	K3 K4	2b	4e	3.44	(C) Social status	
The student knows reasons why intense personal competition is often characteristic of an open class society.	H	K8	2b 5a	4b 5a		(C) Conflict (V1)Self-actu- alization (V1)Individ- ualism	
The student knows commonly held ideal values relating to America as an open class society including vertical mobility, "democratization" (Frederick Jackson Turner), equal rights.	I U H	G2 K2 K9	2b 6a	4c 6e		(V1)Self-actu- alization	
The student knows that the theory of the "underclass" (Gunner Myrdal) contradicts the traditional "Horatio Alger" myth of unlimited achievement potential in the U.S.	H	G1 K5	2b 6a		3.44 3.62	(C) Social status (V1)Self-actu- alization	

3. The Behavioral Sciences

3.3 Social Interaction

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.32 Social Stratification (cont.)</u>							
The student knows conditions characteristic of caste system values which do exist in America including the assignment of inferior status to racial minority groups and women.	H	K3	2b 6a	4b 6e			(C) Social status (V1)Respect for others (V1)Tolerance
The student knows the use of the concept "vertical mobility" in identifying and representing the transcendences of assigned status by individuals and groups within society.	U H	K7	2b 6a	6e			(C) Progress (V1)Self-actualization
The student knows factors affecting an individual's vertical social mobility including: education, occupation, marriage, wealth and status, symbols, individual ability, talent and drive.	H	K8	2b 6a	4b 4d 5a 6e			(C) Social status
The student knows ways in which individuals and groups may alter assigned status roles and their effects including: political action, social protest, individual achievement.	I U H	G2 K7	2b 6a	4c 6e			(C) Social change (V1)Integrity

1. The Behavioral Sciences
 1.2 Social Interaction

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.33 Communication</u>						
The student knows that people require a common language in order to communicate.	P	K2 K8	2b 6a			(C) Communication
The student knows that through communication people share ideas, information, experiences.	P I	K7	2b 6b			(C) Communication
The student knows that communication can take place in various ways: talking, reading, writing, facial expressions, symbols, gestures.	P	K3 K7	2b			(C) Communication
The student knows ways in which non-verbal communication can take place.	P	K7	6a			(C) Communication
The student knows that communities that lack transportation facilities may have little direct communication with the rest of the world.	P I	K8	6c			(C) Communication
The student knows that people communicate by using various sounds to convey different meanings.	P	K3	2b 6a			(C) Communication
The student knows that communication takes place through various means (e.g., television, radio, newspaper, books, signs, telephone, light and flag signals, pictures, maps, charts, films).	P	K3 K7	2b			(C) Communication

3. The Behavioral Sciences

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Program Goals Career Goals	Program Education Other Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.1. Social Institutions</u></p> <p>The student knows the location and use of print and non-print materials related to social institutions in behavioral sciences (e.g., card catalog: "Social Ethics," "Social Problems," "Family," "Psychology, Religious"; Reader's Guide: "Family Life," "Education, Experimental," "Ecumenical Movement"; periodicals: newspaper indexes, <u>Christian Century</u>, <u>Parents Magazine</u>; area and building audio-visual catalogs: "Social Institutions," "Family Life," "Religion, Social Services," "Social Security").</p>	P I U H	K6	2b				(C) Resources, geog. (V1) Inquiry
<p>The student knows that social institutions are major functional units in a community and society which define and enforce behavior patterns.</p>	U H	G2 K1	2b				(C) Social institutions
<p>The student knows ways in which social control is exerted by major institutions of government, religion, education, economy, and family.</p>	U H	K8	2b				(C) Social control
<p>The student knows ways in which all the institutions of a society and its culture are interrelated over time.</p>	H	G2 K6 K8	2b				(C) Culture (C) Society (C) Interrelatedness

The Behavioral Sciences
34: Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge of Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.41 Family</u>							
The student knows that in nearly all societies the family (nuclear or extended) is the basic unit.	P I U H	K2 K3	2b				(C) Institution, family
The student knows that the nuclear family may include father, mother, and children.	P I U H	K2 K3	2b				(C) Institution, family
The student knows that the extended family may include father, mother, children, grandparents, aunts, uncles, and cousins.	P I U H	K2 K3	2b				(C) Institution, family
The student knows that interdependence is characteristic of a family unit.	P I U H	K3 K8	2b 6a 6b	2c			(C) Institution, family (C) Inter- personal relations (V1) Cooperation
The student knows ways in which families differ from one culture to another (e.g., structure, organization, life-style, and socialization).	P I U H	K3 K5	2b 6a 6b	1b 1c			(C) Culture, pattern (V1) Individ- ualism
The student knows that families differ in their expectations for individual members.	P I U H	K3 K5	6a	1b			(C) Institu- tion, family (C) Interaction (V1) Individ- ualism
The student knows that the roles of family members change as society changes.	P I U H	K3 K8	4b 6b		3.62 3.79		(C) Institu- tion, family (C) Change (V1) Individ- ualism

3. The Behavioral Sciences
 3.1 Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.1.1 Family (cont.)</u>								
The student knows that in many families one or more members aid the family group economically by producing goods or services in jobs outside the home.	P	K5 K7 K8	1a	2a 2c			(C) Institution, family	
The student knows that family consumption varies with custom and income.	P I U H	K3 K5 K8	4a	2c	3.44		(C) Institution, family (C) Consump- tion	
The student knows that family living is a learning experience in sharing (e.g., space, parent's time, work responsibilities).	P I U H	K7	4b 6b	1c	3.62		(C) Self- concept (V1)Responsible ness (V1)Respect for others (V1)Space, ind.	
The student knows that a family's type of shelter may depend upon variables such as need, mores, availability of materials, income, personal choice.	P I	K3 K8	4b	2a			(C) Institu- tion, family	
The student knows that some families build, some buy, and some rent their shelters.	P	G2 K3 K5	4b	2a			(C) Institu- tion, family	
The student knows factors affecting the nature of kinship bonds including economic conditions--rural agricultural vs. urban industrialized.	H	K5	2b	1a			(C) Institu- tion, family (C) Cultural patterns	
The student knows ways in which family units are traditionally established in our society including social customs (courtship patterns, mate choice) and formalized procedures (marriage licenses, ceremonies).	I U H	G2 K7 K8	5a					

- 4. The Behavioral Sciences
- 5. Social Institutions

COURSE GOALS	Level P/H/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.41 Family (cont.)</u></p> <p>The student knows ways in which our society's courtship and marriage customs differ from those of other societies and the value systems reflected by these customs.</p>	T U H	K5	5a				<p>(C) Cultural patterns</p> <p>(C) Values</p>

3. The Behavioral Sciences

3.4 Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI, V2) Value Words
<u>3.42 Education</u>						
The student knows purposes of educational systems including: transmission of the values, beliefs, attitudes and knowledge of the culture (enculturation); training according to societal norms and behavioral expectations (socialization).	P I U H	G2 K7	5a 5b			(C) Learning (C) Social control (VI) Education (VI) Rights, social
The student knows that the emphasis upon pragmatic functions of educational systems varies in different societies and that these functions include training of work force, training for political consensus, re-enforcement of conforming behavior.	P I U H	K7	6a 6c			(VI) Conformity
The student knows basic elements of educational systems including: elements of management, support, and instructional.	P I U H	G2 K3	4a 5b			(VI) Education
The student knows institutional implications of the extended childhood characteristic of U.S. society in particular (e.g., universal compulsory education, "Youth Culture," youth organizations, patterns of family behavior).	I U H	G2 K8	5a 6c			(C) Culture
The student knows that schools in different societies may differ in form and procedure (e.g., attendance requirements, segregation, teaching methods, curricula).	P I U H	K5	6a			(C) Learning (C) Institution (C) Cultural patterns (VI) Education
The student knows that there is a growing emphasis on assisting students to become agents of social and cultural change.	H	K4	6a			(C) Social change (C) Cultural change

- 1. The Behavioral Sciences
- 3.1. Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p>3.1.2 Education (cont.)</p>							
<p>The student knows areas of disagreement among individuals and groups concerning the objectives and values of education (e.g., vocational training, the "whole" child, basic skills, cultural heritage).</p>	I U H	K6	3a 5b				(C) Cultural conflict (V1) education
<p>The student knows issues of conflict which arise out of shared control of public schools.</p>	I U H	K6 K8	4a 5b				(C) Cultural conflict (V1) Education
<p>The student knows the ways in which the necessity of seeking financial support affects the functions of social institutions.</p>	H	K8	1a 1b				(V1) Responsible ness (V1) Thrift (V1) Efficiency (V1) Empathy
<p>The student knows conventional means of financing American social institutions (e.g., public education--local, state and federal taxes; churches--donations).</p>	U H	K7	1b				(C) Institu- tions

3. The Behavioral Sciences
 3.4 Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.43 Religion</u>							
The student knows the ways in which religion functions as an agent of social control.	I U H	G2 K7	2b 6a 6b				(C) Religion (C) Social control
The student knows ways in which influence of religion upon human affairs is changing.	I U H	K4 K8	2b 6a 6b				(C) Religion (C) Social control (V1) Morality
The student knows that many modern churches emphasize social responsibility and man's relationship to man.	H	K3 K4 K7	1b 3a 3b				(C) Religion (V1) Responsibility (V1) Respect for others
The student knows effects of the modern ecumenical movement on church relationships (e.g., cooperation in many social affairs; sharing of concerns; healing of old conflicts).	H	K8	1b				(C) Religion (V1) Cooperation (V1) Faith (V1) Human dignity

3. The Behavioral Sciences
3.4 Social Institutions

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.44 Economics</u></p> <p>The student knows major sociological theories dealing with the effect of industrialization on values, beliefs, and folkways. (e.g., Talcott Parsons, Erich Fromm, C. Wright Mills, Max Weber).</p>	I U H	G2 K8	1b 2b				(C) Industrial- ization (V1) Individ- ualism (V1) Human dignity (V1) Self-esteem
<p>The student knows the relationship between a society's economic institutions and its cultural values.</p>	H	K6 K8	3a 3b 6a		3.27		(C) Progress (C) Cultural values (V1) Competition (V1) Individ- ualism (V1) Cooperation
<p>The student knows attitudes and values acquired through the socialization process in the family, school, or church which encourage Americans to support the system of private enterprise.</p>	U H	K7	3a 3b 6a	2a 2b			(C) Sociali- zation (C) Economic system (V1) Individ- uality (V1) Freedom (V1) Thrift (V1) Competition
<p>The student knows some of the traditional "virtues" which help people get ahead in the American economic system.</p>	I U H	G2 K8	3a 3b	2a 2b			(C) Economic system (V1) Individ- ualism (V1) Thrift (V1) Competition (V1) Industry
<p>The student knows that economic activity becomes more complex as man becomes further removed from nature.</p>	H	K6 K8	3a 3b 6c	2c			(C) Economic system (V1) Cooperation

3. The Behavioral Sciences

3.4 Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.44 Economics (cont.)</u></p>							
<p>The student knows that there has been a steady trend in this country of decline in self-employment in favor of large corporate structures.</p>	H	K4	1a	6c			(C) Resource, human (V1) Individualism (V1) Cooperati
<p>The student knows that fields of study within the field of economic sociology include: industrial sociology, sociology of business and labor, consumer sociology and market research.</p>	H	G2 K5	2b	4a 4d			

3. The Behavioral Sciences
3.4 Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education	Other Goals	Context Related Headings	(C) Concept/ (V1, V2) Value Words
<u>3.45 Government</u>								
The student knows that governments vary in degree of control exercised over the individual and total society, from totalitarian to democratic.	U H	K4	1b 2b 7a 7b				(C) Ideology (C) Social control (C) Democracy (V1) Freedom	
The student knows that political socialization is the orientation toward and internalization of the values, beliefs, knowledge, and opinions of political culture.	I U H	G2 K1 K2	3a 3b 7a 7b				(C) Government	
The student knows ways in which individual political socialization is affected by such major factors as family background, education, age, sex, personality.	U H	K8	5b 7a 7b				(C) Government	
The student knows theories and works which attempt to analyze or account for distribution of political power in our society (e.g., Robert McZver, <u>Freedom and Control in Modern Society</u> ; Robert Lynd, <u>Knowledge for What</u>).	U H	G1 K7 K8	2a 2b				(C) Power, political	
The student knows that branches of political sociology include analysis of voting behavior, public opinion research, comparative political sociology, sociology of law, military sociology.	H	G2 K3	2a 2b 7a 7b					
The student knows that there is a correlation between social class and political participation (e.g., voting patterns, political awareness, etc.).	I U H	K8 K10	5b 7a 7b	6d			(C) Government (V1) Citizenship	

3. The Behavioral Sciences

COURSE GOALS	Level P/U/J/H	Knowledge of Pro- cess Classifications	Subject Area	Program Goals	Career Education	Other Goals	Content Related Headings	(C) Concept/ (V1, V2) Value Words
3.5 Social Change								
<p>The student knows the location and use of print and non-print materials related to social change in behavioral sciences (e.g., card catalog: "Social Problems," "Sociology, Urban," "Migrant Labor," "Negroes--Politics and Suffrage"; Reader's Guide: "Indians--Social Conditions," "Negroes--Civil Rights," "Juvenile Delinquency"; Periodicals: <u>Journal of Negro History</u>, <u>Ebony</u>; area and building audio-visual catalogs: "Social Mores," "Social Change," "Social Anthropology").</p>	I U H	K6	1a 1b 3a 3b				(C) Resources, behav. sci. (V1) Inquiry	
<p>The student knows ways in which social change is manifested including changes in social structure, new patterns of relationships between people and groups in a society, continuous and complex process of societal adjustments.</p>	I U H	G2 K1 K9	2a 2b				(C) Social change	
<p>The student knows sources of unplanned social changes including technological breakthrough, unexpected population movements, unforeseen cultural exchanges, etc.</p>	I U H	G2 K8	1a 2b				(C) Social change	
<p>The student knows sources of planned social changes including government branches and agencies, reform movements, etc.</p>	I U H	G2 K4 K8	1a 1b 5b				(C) Social change	
<p>The student knows implications of "culture lag" (i.e., technological changes occur faster than changes in customs and beliefs which are made necessary by them).</p>	U H	K2 K4	1a 1b 5a 5b				(C) Social change	

3. The Behavioral Sciences

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.5 Social Change (cont.)</u></p>							
<p>The student knows that social problems often arise out of social changes and vice versa.</p>	I U H	G2 K8	1a 5a				(C) Social problems (C) Social change
<p>The student knows inquiry and problem solving procedures which may be used to analyze causes and courses of social change.</p>	I U H	K7 K9	1a 1b 5a 5b				(C) Social change (V1) Inquiry
<p>The student knows procedures for future oriented decision-making which may be applied to personal, social and political decisions about planned social change.</p>	H	K7 K9	2b				(C) Social change (C) Decisions (V1) Initiative (V1) Self-actualization

3. The Behavioral Sciences

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.6 Individual in Society</u>						
The student knows the location and use of print and non-print materials related to the individual in society (e.g., card catalogs: "Personality," "Heredity," "Adolescence"; Reader's Guide: "Aged," "Infants--Care and Hygiene," "Child Study," "Mental Hygiene"; Periodicals: <u>Parents Magazine</u> , <u>Psychology Today</u> , <u>Mental Hygiene</u> ; area and building audio-visual catalogs: "Adolescent Adjustment," "Aging, Psychology," "Child, Personality.").	P I U H	K6	1a 3a 3b 4a 4b 6a 6b			(C) Resources behav. sc (V1) Inquiry
The student knows types of motivational theories which explain human behavior.	U H	G2 K8	2b 4a 6a	1b	3.1432	(C) Self-concept (C) Motivation (V1) Self-discipline (V1) Self-esteem
The student knows that the major areas of learning include cognitive, affective, and psycho-motor.	U H	K3 K8	2b 4a 6a			(C) Learning (V1) Responsibility (V1) Self-actualization (V1) Education
The student knows that communities have capacities for meeting certain needs and wants which the individual may not be able to fulfill.	P I	K3 K7	2b 4b	2c	3.62 3.631	(C) Interdep. (C) Needs, ind. (V1) Cooperation (V1) Efficiency
The student knows that individuals have many abilities and talents and that it is possible to excel in some areas while doing less well in others.	P I U H	G2 K5	2b 6b 6c	1b	3.73	(C) Relations, human (V1) Tolerance (V1) Human dignity (V1) Individuality

3. The Behavioral Sciences

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.6 Individual in Society (cont.)</u>							
The student knows motives for travel (e.g., pleasure, occupational, recreational, climate or health factors).	P I	K7	4b 5a 6a	3c 4g	3.73	(C) Transpor- tation	(V1) Rights, human
The student knows ways that community life contributes to satisfaction of basic needs and wants.	P	K7 K8	2b 4b	2a 2c	3.311 4.3	(C) Community	(C) Interde- pendence, ind.
The student is able to control and direct his own behavior.	P I U H	P65	4b 6a	1a 1b		(C) Self-concept	(V1) Self-dis- cipline
						(C) Wants and needs, ind.	(V1) Cooperation
						(C) Self-concept	(V1) Responsible- ness

3. The Behavioral Sciences
3.6 Individual in Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.61 Personality.</u>							
The student knows that personality refers to the characteristic ways in which an individual thinks, feels and behaves.	P I U H	G2 K2	2b	1b			(V1) Individuality (V1) Self-expression
The student knows factors which influence the development of an individual's personality (e.g., culture, family, early experience).	P I U H	K8	4b 6b	1b			(C) Interaction human (V1) Self-actualization (V1) Rights, human
The student knows that many individual behavior patterns are generally agreed to be learned rather than biologically inherited.	I U H	G2 K8	2b	1b	3.631		(C) Learning (V1) Individuality
The student knows variables which influence individual behavior such as perception, emotion, motivation, social attitudes and learning.	P I U H	G2 K8	2b 4b	1b	3.64		(C) Behavioral patterns (V1) Self-image (V1) Sensitivity
The student knows social defense mechanisms used by the individual including rationalization, fantasy, acting out, identification, compensation, displacement, projection, regression, suppression, catharsis.	P I U H	K7 K8	4a 4b	1c			(C) Self-concept (C) Emotion (V1) Self-expression (V1) Self-actualization
The student knows typical sources of human frustration (e.g., conflicts with self, others, environment).	P I U H	K8	5a 6b	1a 1b 1c			(C) Emotion (V1) Self-discipline (V1) Sensitivity
The student knows that people vary in their ability to adjust to the behavior of others.	P I U H	K7	4b	1b 1c	3.63 3.73		(C) Socialization (C) Adaptation, behavior (V1) Tolerance (V1) Cooperation

3. The Behavioral Sciences
3.6 Individual in Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.61 Personality (cont.)</u>						
The student knows that individuals may be classified according to dominant personality pattern (e.g., authoritarian, inner-directed, other-directed, moralistic).	H	K3 K8	6a	1b		(C) Behavioral patterns (C) Self-concept (V1)Self-esteem (V1)Rights, human
The student knows the characteristics of a mentally healthy person.	I U H	G2 K3	2b	1b	3.64	(C) Mental health
The student knows that prolonged failure of an individual to satisfy his basic needs may affect his mental health.	U H	K8	4b	1a 1b		(C) Mental health (C) Self-concept (V1)Human dignity (V1)Self-image
The student knows ways in which neuroses and psychoses are defenses for the mentally unhealthy person.	U H	K8	2b	1a 2b		(C) Mental health
The student is able to interpret the behavior of others.	P I U H	P42 P61	6c 7b	1a 1b	3.63 3.64	(C) Dignity of man (C) Inter-personal relations (C) Relations, human (V1)Empathy (V1)Respect for others (V1)Rights, human
The student knows ways in which various philosophies may relate to his own personal goals (e.g., realism, idealism, existentialism, theism).	U H	K8	2b 6a	1b	3.64	(C) Ideology (V1)Individualism (V1)Thoughtfulness (V1)Rights, human

3. The Behavioral Sciences
 3.6 Individual in Society

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.61 Personality (cont.)</u></p>						
<p>The student knows that the mentally healthy individual accepts himself.</p>	I U H	K3	6a	1a 1b		(C) Mental health (V1)Self-image (V1)Self-respect
<p>The student knows various methods by which neurotics and psychotics can be treated (e.g., directive, non-directive, psychoanalysis, behavior, group, occupational, recreational, drug, electro-shock).</p>	H	K3 K7	2b		3.11.32	(C) Mental health

- 1. The Behavioral Sciences
- 1.1 Individual in Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>3.02 Roles</u>							
The student knows that role conflict is increasingly common in modern American society.	H	K6	1a 3a		3.31	(C) Roles (V1)Self-image	
The student knows that there is a trend in American society which permits persons to choose roles rather than simply fulfill behavior patterns previously prescribed (e.g., working women, male nurses).	H	K4	1a 3a 3b			(C) Roles (V1)Self-actua- lization	
The student knows that each individual has multiple roles within society (e.g., family, political, occupational).	P I U H	G2 K7	4b 6a	1b 2a		(C) Resources, human (V1)Individ- ualism (V1)Responsibil- ity (V1)Rights, social	
The student knows that an individual may be a member of various groups and his role may differ with each group.	P I U	K3 K4 K7	6a	1b		(C) Inter- personal relations (V1)Individ- ualism	
The student knows that individuals have diverse intellectual and creative capacities and interests.	P I U H	K3 K5 K7	6a	1b		(C) Resources, human (C) Diversity, Human (V1)Individ- ualism (V1)Self-actu- alization	
The student knows factors which influence the roles of an individual (e.g., age, sex, environment, period of history, expectations of self, peers, or family).	P I U H	K7 K8	6a	1b		(V1)Self- expression	

3. The Behavioral Sciences
 3.6 Individual in Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI) Value Words
<u>3.62 Roles (cont.)</u>						
The student knows the differing roles which males and females have been assigned in various cultures.	P I U	K7	5b 6a	1b		(C) Resources, human (VI) Individualism
The student knows that sex roles are becoming less clearly and absolutely defined.	H	K4	1a 3a 3b			(C) Roles (VI) Self-image
The student knows social, financial and occupational implications of being male or female in American society.	P I U H	K3 K8	6a 7b		3.634	(C) Adaptation, human (C) Dignity of man (VI) Self esteem up
The student knows that different societies have different attitudes toward the rights of the individual as compared to the right and authority of the state.	P I U H	K5	3a 6a 7a	2b	3.45 3.64 5.611	(C) Freedom, political (C) Attitude (C) Government, role of (VI) Freedom, political (VI) Freedom, individual (VI) Rights, human
The student knows that an individual's relationships with others are affected by his personal perceptions and values.	P I U H	K7	6a	1b		(C) Interpersonal relations (C) Perspective (VI) Cooperation (VI) Sensitivity
The student knows that a successful community depends upon individuals accepting a share of responsibilities.	P I U H	K7	5b 7b	2b 2c		(C) Community (C) Social awareness (VI) Responsibility (VI) Cooperation

3. The Behavioral Sciences
3.6 Individual in Society

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.6.2 roles (cont.)</u>						
The student knows that the learning processes are influenced by self-concept, experience, intelligence, motivation, and emotions.	P I U H	K8	4a	1a 1b		(C) Learning
The student knows reasons for the establishment of flexible goals in life.	P I U H	K8	4b	4c	3.73	(C) Adaptation, life style (V1) Self-actua- lization (V1) Integrity
The student knows that people tend to imitate the roles they see and to become what is expected of them.	P I U H	G2 K3	4b			(C) Education
The student knows the implications for role behavior of a person or a group is being given only one socially acceptable "choice" (i.e., that real choice is inhibited, or that deviation is considered rebellious).	I U H	K8	4b			(C) Freedom (V1) Self-actua- lization
The student knows the implications of stereotyped portrayals of social relationships, minority groups, etc. (e.g., confirms prejudice; makes "breaking out" difficult; denies support to groups so treated, such as Chicanos, women).	I U H	K8	4a 4b			(V1) Self-actua- lization (V1) Social sensitivity (V1) Respect for others
The student knows ways that "typical" roles are defined and supported by television commercials (e.g., the happy-go-lucky Mexican, the he-man athlete, the starry-eyed bride, the worried mother).	P I U H	K5 K8	4a 4b			(V1) Self-actua- lization (V1) Social sensitivity (V1) Respect for others

SOCIAL SCIENCE

243

- 1. The Behavioral Sciences
- 1.6 Individual in Society

COURSE GOALS	Level P/H/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.62 Roles (cont.)</u></p> <p>The student knows ways that the status and dignity of roles are defined or demeaned by various media (e.g., housework as degrading; doctors as authoritarian; secretaries as frivolous; artists as eccentric).</p>	I U H	K5 K8	4a 4b				(V1) respect for others

3. The Behavioral Sciences
 3.6 Individual in Society

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.63 Socialization</u>						
The student knows reasons why societies establish patterns of individual and group behavior.	P I	K7 K8	3a 5b		3.311	(C) Community (C) Behavior, ind. (C) Behavior, group (V1) Cooperation
The student knows that socialization is the process of acquiring behavioral patterns acceptable in a society.	P I U H	K2 K7	3a 6a 6b 6c			(C) Inter- personal relations (C) Learning (C) Socializa- tion (V1) Cooperation (V1) Respect for others
The student knows major factors in socialization including internalization of society's norms (values, roles, expectations); learning socially acceptable forms of interaction; internalization of disciplinary and internal controls.	I U H	K1 K2	3a 6a 6b	1b		(C) Socializa- tion (V1) Cooperation
The student knows the function of primary groups in the socialization of individuals (i.e., providing reference for developing self-concept in terms of acceptable and unacceptable behavior).	I U H	K7	5a 6a 6b 6c	1c		(C) Socializa- tion (V1) Self-worth (V1) Cooperation
The student knows theories which emphasize the importance of pre-verbal or infant experiences on individual socialization (e.g., Freud, T. Parsons).	H	G1 K8	5a 6a			(C) Growth and developmen

SOCIAL SCIENCE

- 1. The Behavioral Sciences
- 2. Individual in Society

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Works
<u>2.33 Socialization (cont.)</u>							
The student knows that socialization occurs throughout life whenever one enters a new group and internalizes the expectations of the other group members.	P I U H	K6 K8	4b 6b 6c	1b 1c	3.312		(C) Socializa- tion (C) Inter- personal relations (VI) Cooperation (VI) Empathy
The student knows that socializing agencies include schools, peers, churches.	P I	K3 K7	2b 4b	1b 2c			(C) Socializa- tion (C) Encultur- ation (C) Learning

- 3. The Behavioral Sciences
- 3.6 Individual in Society
- 3.63 Socialization

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.631 Biological Factors</u>						
The student knows that biological and hereditary factors interact with environmental factors to shape personal and social development.	P I U H	K8	2b	1b		(C) Human development
The student knows basic biologic needs (e.g., food, shelter) must be satisfied before other types of needs (cognitive, affective, social, etc.) may be adequately addressed.	P I	G2 K3 K8	2b 7b	1b	3.1/4	(C) Needs, human (V1) Human, dignity (V1) Rights, human
The student knows there is research evidence indicating that learning may begin as early as the prenatal period.	U H	G2 K6	2b	1b		(C) Learning

- 3. The behavioral sciences
- 3.6 Individual in Society
- 3.63 Socialization

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>3.632 Infancy and Childhood</u>							
The student knows that human behaviors become more complex as the infant develops into adulthood.	U H	G2 K4	2b	1b		(C) Development human	
The student knows most behaviors involve interaction between two factors: physical maturation and socialization (i.e., response to mother's smile after skills of visual perception and coordination are learned).	U H	K8	2b	1a 1b		(C) Behavioral patterns	
The student knows that there is a tendency for behavior patterns to be consistent throughout the developmental years of childhood.	P I U H	K3 K4	2b 6a	1b		(C) Development child (C) Behavioral patterns	
The student knows that the foundation for an adequate self-concept begins to be laid at birth.	P I U H	K8	6a	1b	3.64	(C) Self- concept (VI)Self-image	
The student knows that childhood maturation includes learning to be independent, to solve problems, and to defer satisfaction.	P I U H	K3	4b 6a	1a 1b 1c		(C) Development child (C) Maturation (C) Self- concept (VI)Self-image	
The student knows that learning is a necessary condition for human survival and development.	P	G2 K7	4a	1b	3.12	(C) Learning (VI)Education (VI)Self-actu- alization (VI)Rights, social	
The student knows that early socialization takes place within family, peer, educational, and religious institutions.	P I U H	K3 K5 K8	2b 6a	1b		(C) Socializa- tion	

- 1. The Behavioral Sciences
- 3.0 Individual in Society
- 3.03 Socialization

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI, V2) Value Words
<u>3.032 Infancy and Childhood (cont.)</u>						
The student knows that children may learn from parents in early years by imitation and identification.	P I U H	K8	4b 5a 6a	1a 1b		(C) Development child (C) Learning (C) Conflict, ind. (C) Inter- personal relations (VI) Self-dis- cipline
The student knows that child-rearing practices differ from family to family and society to society.	P I U H	K8	6b 6c	1b		(C) Cultural patterns (C) Child- rearing (VI) Individ- ualism
The student knows that according to Maslow the psychological hierarchy of needs of children includes physical, safety, love and attention, esteem, self-actualization.	P I U H	K3 K7	2b 6a	1b		(C) Needs, psyc
The student knows that during middle childhood learning involves verbal and numerical manipulation.	I U H	K4 K7 K8	4b			(C) Learning (VI) Education (VI) Rights, social
The student knows that many psychologists conclude that the first five years are the most formative in an individual's life.	P I U H	K4 K8	2b	1b		(C) Development child (VI) Self-actu- alization
The student knows that physical development is the main form of development of the child in the first two years of life.	U H	K3	2b	1b		(C) Development child
The student knows ways in which a child begins to interact with his social environment during the first two years of life.	U H	K4 K8	2b 6a	1b		(C) Socializa- tion (C) Development child

- 3. The Behavioral Sciences
- 3.6 Individual in Society
- 3.63 Socialization

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.634 Infancy and Childhood (cont.)</u></p>						
<p>The student knows that the child's first perceived major social difficulties may occur in the third year of life (e.g., conflict with parents).</p>	U H	K6	2b 4b 6a	1b		(C) Development child (C) Socialization (V1) Social awareness
<p>The student knows the contributions of Piaget toward the study of the normal sequential development of children as they pass through the following stages: sensory-motor, preconceptual, intuitive, concrete operations, formal operations.</p>	H	K2 K7	1a 3a	1b		(C) Development child (C) Learning
<p>The student knows that Sigmund Freud attempted to establish the primacy of infant and early childhood experiences in personality formation.</p>	H	K1 K7 K10	2b			(C) Human development

- 3. The Behavioral Sciences
- 3.6 Individual in Society
- 3.63 Socialization

COURSE GOALS	Level	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
	P/U/H						
<u>3.633 Adolescence</u>							
The student knows that adolescence means "the process of becoming an adult."	I U H	G2 K2	2b				
The student knows that selection and preparation for an occupation generally occurs during the adolescent years.	I U H	G2 K7	4a 4b 6a	4a 4b 4c 4d 4e 4f 4g 5a 5b			(C) Learning (C) Growth and development (V1) Education (V1) Rights, social
The student knows that for many individuals adolescence is a period of developing which prepares for marriage and family life.	I U H	K3 K4 K7	4a 4b 6a				(C) Learning (C) Growth and development (V1) Education
The student knows factors which influence adolescent socialization (e.g., age of puberty, variations in maturation within and between the sexes).	I U H	K5 K8	1a 5a	1b	3.631		(C) Socialization (C) Growth and development
The student knows that in the adolescent period social interests usually shift from the family to outside groups.	I U H	K4 K6	6a 6c	1b			(C) Socialization (C) Growth and development (V1) Individualism
The student knows some reasons for adolescent--parental conflict (e.g., dependence vs. independence, physical changes in puberty, lack of empathy).	I U H	K8	6a	1b			(C) Conflict, human (V1) Self-actualization
The student knows ways in which adolescents may resolve conflicts with parents.	I U H	K8	4b 6a	1c			(C) Conflict, human (V1) Cooperation (V1) Respect others

- 3. The Behavioral Sciences
- 3.6 Individual in Society
- 3.6.3 Socialization

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.6.3.3 Adolescence (cont.)</u></p> <p>The student knows the reasons conflict with parents often tends to diminish during the later stage of adolescent development.</p>	I U H	K4 K5 K8	6a 6b	1a 1b 1c 2d		<p>(C) Conflict, human</p> <p>(C) Inter-personal relations</p> <p>(C) Growth and development</p> <p>(C) Maturation</p> <p>(V1) Attitude</p> <p>(V1) Cooperation</p> <p>(V1) Respect for others</p>

SOCIAL SCIENCE

277

- 1. The Behavioral Sciences
- 1.6 Individual in Society
- 1.63 Socialization

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>1.63a Maturity</u>						
The student knows that tasks characteristic of early adult development in our society may include finding a mate, raising a family, entering an occupation, etc.	U H	K3 K7	6a 7b	1b 6b		(C) Maturation (C) Development adult (V1) Self-actua- lization
The student knows opportunities for self-actualization which adulthood offers such as community service, marriage, parenthood, vocation, leisure time activities.	U H	K7	6a	4e 6b		(C) Development adult (C) Maturation (C) Self- concept (V1) Self-actua- lization
The student knows ways in which economic factors affect adult life (e.g., employment, purchasing power, opportunity for creativity, companionship, retirement).	P I U H	K8	6c 7b	4e 6b 6d 6e	3.44	(C) Economic system (V1) Security (V1) Human dignity

SOCIAL SCIENCE

- 4. The Behavioral Sciences
- 4.6 Individual in Society
- 4.62 Socialization

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Content/ (V1, V2) Value Words
<u>4.63 Old Age</u>						
The student knows social effects of increased life expectancy which have been brought about by medical technology and economic affluence (e.g., increased number of elderly, socialization of elderly).	P I U H	K8	4b 6a 6c		3.73 3.75	(C) Dignity of man (C) Development, elderly (C) Self-concept (V1) Human dignity (V1) Self-image (V1) Rights, human (V1) Quality of life
The student knows personal, economic and political implications of retirement.	P I U H	K8	4b 6a 6c 7b	3c 4g	4.813	(C) Dignity of man (C) Development, elderly (C) Self-concept (V1) Human dignity (V1) Self-image (V1) Rights, human (V1) Quality of life
The student knows adjustments distinctive to the elderly (e.g., retirement, new social roles, new status as an older person, loss of spouse, changes in housing).	P I U H	K3 K4	4b 6a	1b 3c 4g		(C) Dignity of man (C) Development, elderly (C) Self-concept (V1) Human dignity (V1) Self-image (V1) Quality of life

SOCIAL SCIENCE

- The Behavioral Sciences
- Individual in Society
- Socialization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.635 Old Age (cont.)</u></p> <p>The student know. that our society is increasingly recognizing the potential contributions of the elderly to society.</p>	P I U H	K8	6a 7b	1b 2c			(C) Dignity of man (V1) Discrimination, elderly (V1) respect for others (V1) Tolerance (V1) Rights, human

4. The Behavioral Sciences

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (N), (V) Words
<p><u>2.7 Social problems</u></p> <p>The student knows the location and use of print and non-print materials related to social problems in behavioral sciences (e.g., card catalog: "Social Problems," "Liquor Problems," "Migrant Labor," "Unemployed"; Reader's Guide: "Urbanization," "Poor--U.S.," "Population--overpopulation"; area and building audio-visual catalogs: "Health Problems," "Crime," "Minority Groups"; special materials: Almanacs, Statistical Abstract of the United States, newspaper indexes, pamphlet files).</p>	I U H	K6	1a 1b 2a 2b 3a 3b 4a 4b 5a 5b				(C) Resources, behav. sci. (VI) Inquiry
<p>The student knows definitions of social problems such as: "a condition affecting a significant number of people in ways considered undesirable about which it is felt something can be done through collective social action."</p>	I U H	G2 K2	1a 1b				(C) Social problems (VI) Cooperation
<p>The student knows that social problems are identified and measured against existing social values.</p>	I U H	G2 K9	3a 3b				(C) Social problems
<p>The student knows inquiry and problem solving procedures which may be applied to the study of social problems including: identification, data gathering, data interpretation, data representation, hypothesis formation and testing, re-evaluating, generalizing, re-structuring behavior.</p>	I U H	K7 K9	2a 2b				(C) Social problems (C) Data (VI) Inquiry
<p>The student knows methods of gathering and interpreting data about social problems.</p>	I U H	K7	2a 2b				(C) Social problems (C) Data (VI) Inquiry

3. The Behavioral Sciences

COURSE GOALS	Level P/U/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (VI, V2) Value Words
<p><u>3.7 Social Problems (cont.)</u></p>						
<p>The student knows graphic devices used to represent data about social problems.</p>	U H	K2 K7	2a 2b			(C) Data (C) Social problems.
<p>The student is able to encode and decode graphic representations of data about social problems.</p>	I U H	Ph1 P66	2a 2b			(C) Data (C) Social problems
<p>The student knows procedures for future oriented decision making which may be applied to personal, social, and political decisions about social problems.</p>	I U H	K2 K9	2a 2b 4a 4b			(C) Social problems (C) Decision making
<p>The student knows problems arising from the increasingly complex bureaucratic machinery within our society (e.g., <u>Peter Principle</u>, impersonalness, anomie).</p>	H	K4 K8	6a 6b 6c	3.3		(C) Inter-personal relations. (VI) Individuality

3. The Behavioral Sciences
 3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals Other Related Context	Taxonomy Headings (C) Concept/ (V1, V2) Value Words
<u>3.71 Crime and Delinquency</u>						
The student knows features of major types of law (e.g., common, statute, criminal, civil, administrative, procedural, and substantive).	H	K3	2b 4a 7a			(C) Law (V1) Respect for law
The student knows social and legal definitions of crime.	U H	K2	2b			(C) Crime (V1) Respect for law
The student knows ways the concept of "criminal responsibility" has been variously interpreted including: McNaughton Rule (1843) and Durham Rule (1954).	H		2b			(C) Crime (V1) Respect for law
The student knows the relationship of criminal behavior to deviant behavior (i.e., that codified laws define only certain deviate criminals).	H	K3	1b 2b			(C) Law (V1) Social concern
The student knows data reflecting effectiveness of deterrents to crime (e.g., capital punishment).	H	K8	1b 2b			(C) Crime (V1) Respect for law
The student knows methods used to measure effectiveness of reform and rehabilitation (e.g., recidivism rates, rehabilitation follow-up).	H	K7	2b 3a 7a			(C) Crime (V1) Social concern (V1) Respect for law
The student knows current conflicts in the area of criminal law including: the victimless crime, public safety vs. individual rights.	U H	K3	2b 3a 3b 7a			(C) Law (C) Crime (V1) Respect for law (V1) Social concern
The student knows the basic structure of the criminal court system in the U.S. including: municipal, state and federal levels.	U H	K3 K7	2b 7a			(C) Law (V1) Respect for law

3. The Behavioral Sciences
 3.7 Social Problems

COURSE GOALS	Level P/A/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Headings	(C) Concepts/ (V1, V2) Value Words
<u>3.71 Crime and Delinquency (cont.)</u>						
The student knows ways conceptions of law have varied greatly (Ancient Greeks, Romans, Chinese, etc.).	H	K2	2b			(C) Law (V1) Respect of law
The student knows programs and agencies designed to provide more effective legal assistance to the poor and members of minority groups (legal aid, etc.).	H	K3 K8	2b 6b 7b			(C) Poverty (C) Law (V1) Social concern
The student knows major arguments against using law to coerce virtue or morality (e.g., <u>On Liberty</u> , John Stuart Mill; <u>Justice Without Trial</u> , Jerome H. Skolnick; <u>Cleveland vs. U. S.</u> , 1946).	H	K3 K8	1a 1b 3b			(C) Law (V1) Social concern
The student knows ways that social status may define criminal behavior (e.g., "white-collar" crimes, "pranks" v.s. crime).	U H	K2	2b 4a 6b			(C) Crime (V1) Social concern
The student knows that the differences in crime rates among various populations have led sociologists to formulate many theories about the social and cultural "causes" of delinquency (i.e., Lombroso, Goring, Freud, Gleuck, Clifford Shaw, Frederic M. Thrasher).	H	G1 K8	1b 2b			(C) Crime (V1) Social concern
The student knows the suggested influence upon the crime rate of each of the following: poverty, unemployment, poor housing, discrimination, lack of education, poor health services.	H	K8	2b 4a			(C) Crime (V1) Social concern

2. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.71 Crime and Delinquency (cont.)</u>							
The student knows new programs which have characterized U.S. penology since the mid-sixties including: the indeterminate sentence, work and study release, family visitation, and Project Newgate (1970).	H	K3	2b				(C) Penology (V1)Responsibility (V1)Human dignity
The student knows ways that the history of our corrections systems reflects philosophies of punishment, reform, and rehabilitation.	H	K4	1b 2b				(C) Crime (C) Penology (V1)Rights (V1)Social concern
The student knows the legal definition of "delinquent" as compared to the conceptions used by the social worker and psychiatrist.	H	K2	2b				(C) Crime (V1)Social concern
The student knows legal definitions of parole, probation, bail, recidivism.	H	K2	2b				(C) Penology (V1)Respect for law (V1)Social concern
The student knows the procedures for earning parole release (e.g., minimum set by sentence, prison review).	H	K4	7a 7b				(C) Penology (V1)Respect for law
The student knows common parole and probation conditions (e.g., waiver of search and seizure rights, no association with criminals, restricted mobility, registration with local police).	H	K3	7a 7b				(C) Penology (V1)Respect for law (V1)Human dignity
The student knows the definitions of misdemeanor and felony.	H	K2	2b				(C) Crime (V1)Respect for law

SOCIAL SCIENCE

1. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/U/J/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.71 Crime and Delinquency (cont.)</u>						
The student knows the changes in Juvenile Court procedure which were initiated as a result of the 1967 Supreme Court decision in re Gault.	H	K3	2b 7a			(C) Penology (V1) Respect for law
The student knows basic features of the juvenile court system in the U.S. including philosophy, methods, institutions associated with, etc.	U H	K3	2b 7a			(C) Penology (V1) Respect for law
The student knows ways delinquency and criminality may be fostered by the family including: existence of particular attitudes, values, behavior patterns; lack of harmony among family members; etc.	U H	K8	2b 3b 6a			(C) Crime (V1) Self-image (V1) Social con- cern
The student knows that the criminal courts do not always function in as speedy and just manner as intended in the Constitution.	I U H	K3	2b 4b 6a	5.3113 5.3213 5.3313		(C) Institution (V1) Justice (V1) Law and order-- national

3. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.72 Poverty</u>						
The student knows current suggested programs (planned social change) from many sources including research firms, universities, government agencies, reform movements, designated to alleviate poverty in the U.S.	H	K3	2b 4a 5b			(C) Social change (C) Poverty (V1) Social concern
The student knows ways in which social welfare agencies tend to become bureaucracies and the effect upon individuals involved.	H	K8	2b			(C) Welfare (C) Poverty (V1) Social concern
The student knows economic, social, and political factors which contribute to poverty in the U.S. (e.g., poor education, automation, political alienation, etc.).	H	K8	2b			(C) Poverty (V1) Social concern
The student knows demographic data reflecting poverty areas of the U.S. Income levels, etc., yield an accurate picture of kind and quantity of poverty existent in the U.S.	U H	K2	1a 1b 2b			(C) Poverty (V1) Social concern (V1) Equality of opportunity
The student knows definitions of poverty including those provided by federal agencies and private concerns.	H	K2	2b			(C) Poverty (V1) Social concern
The student knows ways that the "Protestant Ethic" is reflected in attitudes toward welfare, unemployment, etc.	H	K8	1b 2b 6a			(C) Poverty (V1) Responsibility (V1) Tolerance
The student knows social and economic ways society typically provided aid to the needy early in this century.	U H	K6	1b 2b 4a			(C) Poverty (V1) Human dignity (V1) Responsibility

3. The Behavioral Sciences
 3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.72 Poverty (cont.)</u></p>						
<p>The student knows that the Great Depression affected attitudes toward poverty by emphasizing responsibility of forces beyond individual control.</p>	H	K8	2b 5b			(C) Poverty (V1) Self-image (V1) Tolerance
<p>The student knows some advantages and problems in establishment of a guaranteed income.</p>	U H	K8	2b 5b			(C) Poverty (V1) Justice (V1) Human dignity
<p>The student knows philosophies behind such programs as unemployment compensation and manpower training.</p>	H	K8	2b			(C) Poverty (V1) Responsibility (V1) Self-actualization

- 1. The Behavioral Sciences
- 1.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<p><u>3.73 Change</u></p>							
<p>The student knows ways in which social change has been influenced by industrialization and secularization.</p>	H	K8	1b 2b			(C) Social change (V1) Social sensitivity	
<p>The student knows ways in which the automobile has affected the American way of life (e.g., mobility, effect on economy, problems of highway systems and pollution.</p>	H	K4 K8	2b			(C) Social change (V1) Social sensitivity	
<p>The student knows reasons for our society's trend toward independent nuclear family units.</p>	H	K4	2b 6b 6c			(C) Social change (V1) Social sensitivity	
<p>The student knows that rural values exist within and frequently conflict with our increasingly urban society.</p>	H	K6	2b 6a 6b 6c			(C) Cultural values (V1) Social sensitivity	
<p>The student knows that Gunnar Myrdal's model explaining social change and prediction of behavior assumes that all factors relevant to any social change are connected in an up and down spiral, with change in any one of the factors affecting all the other factors.</p>	H	K8	2b			(C) Cultural patterns (V1) Social concern	
<p>The student knows that citizens must respond to changing situations (evolution of the old and rise of the new) in the community.</p>	P	K4 K8	4b 6c 7a	3.5 3.62		(C) Change, community (C) Community (C) Adaptation, social (V1) Innovativeness	

The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Work
<u>3.73 Change (cont.)</u>						
The student knows ways in which rapid growth in a community intensifies community problems.	P I U H	K4	4b 5b 6c			(C) Community (C) Adaptation social (C) Growth, community (C) Change (V1) Innovative ness
The student knows ways in which people attempt to mold the behavior of others (e.g., precept, example, reward, punishment).	P I U H	K8	6a	3.61		(C) Learning (C) Relations, human (C) Manipulation human (V1) Freedom, in (V1) Rights, human
The student knows that conflict is characteristic of the developing individual or society.	P I U H	K3	2b 6a 6b 6c	3.63		(C) Conflict (C) Development ind. (C) Development society (V1) Individualism (V1) Cooperation
The student knows ways that individuals have altered their environment to their own detriment.	P I U H	K8	4b 6c	3.6		(C) Environment (V1) Responsible ness (V1) Quality of life
The student knows that interaction among individuals or groups frequently results in conflicts.	P I U H	K8	5b 6a 6b 6c	3.6		(C) Conflict, human (C) Interperson relations (V1) Cooperation (V1) Respect others (V1) Self-dis- cipline (V1) Rights, human

1. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>3.73 Change (cont.)</u>						
The student knows that cooperation between individuals may require compromise and postponement of immediate satisfaction.	P I U H	K7 K8	4b 6a		3.6	(C) Interpersonal relations (V1) Cooperation
The student knows that conflicts between individuals may result from conflicts in values assigned to categories of differences (e.g., skin color, intelligence, ancestry).	P I U H	K8	4b 6a 6b 7b		3.63	(C) Conflict, indiv. (C) Prejudice (C) Discrimination, harm (V1) Respect for others (V1) Tolerance (V1) Rights, human
The student knows that compromise is a way of resolving individual and group conflicts.	P I U H	K2 K8	4b 6a 6b		3.63	(C) Compromise (C) Conflict, resolution (V1) Cooperation
The student knows that individual behavior is influenced by family traditions, attitudes and ways of living.	P I U H	K8	6a 6b		3.63	(C) Cultural values (C) Family (C) Behavioral pattern, ir (V1) Individualism
The student knows that learning may be defined as changes in behavior as a result of experience.	P I U H	K2 K8	2b 6a			(C) Learning (C) Change, behavior (V1) Education
The student knows that when learning takes place changes in the immediate environment may result (house, community, etc.).	P I U H	K8	4b 5b 6c			(C) Learning (C) Change, environment (V1) Innovativeness

3. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.7) Health</u>						
The student knows features including philosophy, structure, goals, procedures of nationally sponsored health care programs (e.g., Medicare, Medicaid).	U H	K3	2b 7b			(C) Health (V1) Social sensitivity
The student knows health needs peculiar to specific segments of the population (e.g., teens, aged).	U H	K3	2b			(C) Health (V1) Social sensitivity
The student knows characteristics (e.g., structure and organization; implementation; success and failure patterns) of health systems outside the U.S. (Britain, Sweden, Russia, France).	H	K3	2b 6c			(C) Health (V1) Social sensitivity
The student knows programs and plans suggested to alleviate health problems which appear to be related to other American social problems (i.e., alcoholism, drug addiction, venereal disease, mental illness, etc.).	H	K3 K6	2b 5b			(C) Health (V1) Innovative- ness
The student knows plans and programs (private and public) suggested to alleviate health problems which may be related to industrial and technological developments (e.g., pollution).	U H	K3 K6	2b 4a			(C) Health (V1) Innovative- ness
The student knows factors (chiefly economic) which have contributed to a recognized crisis in health care.	U H	K3 K8	2b			(C) Health (V1) Social con- cern
The student knows that paramedical care refers to the increased use of trained medical personnel to assist and even replace doctors in certain areas.	U H	K2	1b 4b			(C) Health (V1) Innovative- ness

3. The Behavioral Sciences
 3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.74 Health (cont.)</u></p> <p>The student knows the status of health and longevity today of Americans and people of other technologically advanced nations.</p> <p>The student knows various aspects of the American health insurance situation including: kinds, population coverage, proportion of costs covered, proposed alternatives, etc.</p>	<p>U H</p> <p>H</p>	<p>K3 K5</p> <p>K2 K3 K5</p>	<p>2b 4a</p> <p>4a</p>			<p>(C) Health (V1) Social sensitivity</p> <p>(C) Health (V1) Social sensitivity</p>

3. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.75 Population</u>						
The student knows definitions of the terms: population, fertility, fecundity, ecology, and ecosystem.	U H	K2	2b			(C) Population (V1) Respect for vocabulary
The student knows research skills, data, and theoretical focus which may be applied in study of social or human ecology.	H	K2 K7	2a 2b 5b			(C) Social ecology (C) Ecology (V1) Responsibility
The student knows fertility differentials for major segments of the U.S. population including: rural farm, rural and urban areas, manual and white collar workers, Catholics and Protestants, blacks and whites.	H	K3	2b			(C) Population (V1) Social sensitivity
The student knows fertility trends in the United States from 1800 to the present.	H	K4	2b			(C) Population (V1) Social sensitivity
The student knows ways fertility differentials may have important social consequences (e.g., burden of dependency is not evenly distributed throughout the population).	H	K8	2b 5b			(C) Population (V1) Social concern
The student knows major research procedures for measuring fertility and mortality including use of: age specific ratios, crude death rate, age specific death rate.	H	K7	2b			(C) Population (V1) Social sensitivity
The student knows ways of encoding and decoding demographic data in graphic form.	H	K2 K7	2a			(C) Population (V1) Inquiry

3. The Behavioral Sciences
 3.7 Social Problems

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.75 Population (cont.)</u>							
The student knows reasons why population growth is seen as a threat to continued life on this planet.	H	K8	2b				(C) Population (V1) Social sensitivity
The student knows plans and programs being considered for alleviation of the threat of over population including means of limiting population growth, means of maximizing resources, means of finding other habitats.	U H	K3	2b 4a 5b				(C) Population (V1) Innovative- ness (V1) Social sensitivity
The student knows procedures for projecting of population trends into the future and evaluating probable consequences of various alternative courses of action.	H	K4 K7	2a 4b				(C) Population (V1) Innovative- ness
The student knows cultural technological and economic factors which contributed to the world population explosion.	I U H	K8	1b 2b				(C) Population (V1) Social sensitivity
The student knows the changing population trends in the U.S. in the past 50 years (e.g., rise in birth rate, decline in death rate, decreased rural population, growth of suburbia).	I U H	K4	1b 2b				(C) Population (V1) Social sensitivity
The student knows the factors which led to increased population stability in western Europe in the early 20th century.	U H	K4 K8	1a 2b				(C) Population (V1) Social sensitivity
The student knows the two basic patterns of population growth: industrially developed countries of western Europe, U.S., Israel, etc. vs. India, Latin America, etc. (Paul Ehrlich-- <u>Population Bomb</u>).	I U H	K4 K8	2b				(C) Population (V1) Social sensitivity

3. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Related Headings	(C) Concept/ (V1, V2) Value Words
<u>3.75 Population (cont.)</u>							
The student knows major theories of human ecology (the sector theory, multiple nuclei theory, concentric zone).	U H	G2	2b				(C) Ecology, human (V1) Respect for knowledge of others
The student knows the various stages of world population growth in 1650-1850-1930-1970-2000.	I U H	K4	1b 2b				(C) Population (V1) Social sensitivity;
The student knows ways in which population control programs sometimes conflict with traditional cultural values (e.g., India, Catholics).	I U H	K8	3b				(C) Population (V1) Rights (V1) Respect for others
The student knows the effects of population pressure on urbanization, economic structures, natural resources, and politics.	U H	K8	2b				(C) Population (V1) Responsibility
The student knows the Malthusian theory of population growth.	I U H	K2 K4	2b				(C) Population (V1) Respect for knowledge of others
The student knows the principal voluntary methods of birth control.	H	K7	5a				(C) Population (V1) Responsibility
The student knows that communities vary in population.	P	K3 K5	2b 6c				(C) Population (C) Community (V1) Social sensitivity;

- 3. The Behavioral Sciences
- 3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.76 Minorities</u>						
The student knows that conflicting interpretations of the meaning of race have been the source of many social, economic and political problems.	H	K8	2b 6b			(C) Race (V1)Tolerance
The student knows that leading scientists and scholars have not yet reached consensus regarding definition of "race."	H	K2	4a 6a 6b 6c			(C) Race
The student knows there is no conclusive evidence that one race is genetically superior to any other on any significant trait variable (e.g., intelligence, creativity).	I U H	K9	2a 2b			(C) Race (V1)Human dignity
The student knows that according to statements issued by U.N.E.S.C.O. (1950) "race is more of a social myth than a biological fact."	H	K8	2b			(C) Race (V1)Human dignity
The student knows that prejudice is a negative prejudgment which most often is irreversible even when countered with evidence and information to the contrary. (Gordon Allport, <u>Nature of Prejudice</u>)	I U H	K2	2b			(C) Human relations (V1)Tolerance (V1)Respect for others
The student knows ways that prejudice may be manifested including: scape-goating, anti-locution, discrimination, avoidance, physical violence, and extermination. (Gordon Allport, <u>Nature of Prejudice</u>)	H	K3	2b			(C) Prejudice (V1)Respect for others
The student knows that minority groups are often defined by their social status, rather than their size.	I U H	K3	2b 6a 6b			(C) Social clas (V1)Respect for others (V1)Human dignity

3. The behavioral sciences
3.7 Social Problems

COURSE GOALS	Level P/U/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.7b Minorities (cont.)</u>							
The student knows that an ethnic group is distinguished by unique language, customs, or other cultural traits.	H	K3	2b 6a 6b				(V1) Respect for other cultures
The student knows there is a conflict between traditional pressure for assimilation of minority groups into American society and movements which emphasize preservation of ethnic identity (e.g., "Black" pride, Chicano, Indian).	I U H	K5	6a 6b				(7) Human relations (V1) Respect for others (V1) Individualism
The student knows the difference between the "melting pot" theory and cultural pluralism.	U H	K5	2b 6a 6b 6c				(C) Enculturation
The student knows factors which contribute to the growing political power of minority groups.	I U H	K8	2b				(C) Politics (V1) Rights
The student knows the way in which apartheid defines racial groups and places them in the social system.	U H	K7 K8	2b 6a				(C) Human relations (V1) Respect for others (V1) Human dignity
The student knows sociological meanings of concepts: race, prejudice, racism, sexism, ethnic groups, apartheid, assimilation, and pluralism.	U H	G2 K2	2b 6b				(C) Human relations (V1) Tolerance
The student knows social, economic, and political factors which have contributed to minority status of: Blacks, Chicanos, Indians, Jews, Catholics, Women, Puerto Ricans and Japanese-Americans.	U H	K3 K8	2b 6c				(C) Human relations (V1) Individual worth

- 1. The Behavioral Sciences
- 2.7 Social Problems

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Content Related Headings	(C) Concept/ (V1, V2) Value Words
<u>3.76 Minorities (cont.)</u>							
The student knows sociologically significant definitions of the following terms: peon, rancharo California, bracero, Chicano, barrio, plaza, gringo, mestizo, machismo, and patron.	U H	K2	2b 6b				(C) Human relations (V1) Human dignity
The student knows the various social-economic-political patterns which emerged in the border states from 1820 to the present and the effect of those patterns on the Mexican-American.	U H	K4 K8	2b				(C) Cultural patterns (V1) Social sensitivity
The student knows the sociological profile of the Mexican American including data on population figures: demographic patterns, economic trends, education, health and longevity.	U H	K3	2b 6b 6c				(C) Cultural patterns (V1) Social sensitivity
The student knows sociological characteristics of Mexican families and communities in rural and urban settings (social class distinctions, rates of generational change, mobility, family roles).	U H	K3	2b 6a 6b				(C) Cultural patterns (V1) Social sensitivity
The student knows effects of American institutions (education, churches, law, government) on the Mexican-American.	U H	K8	1b 2b				(C) Enculturation (C) Cultural change (V1) Human dignity
The student knows goals (social, economic, and political) and strategies of the Chicano and related movements.	U H	K3	1b 5b 6b 7b				(V1) Equality of rights

1. The Behavioral Sciences
 1.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>3.7C Minorities (cont.)</u>						
The student knows that role expectation is a major factor in keeping women in a disproportionate number of low-income jobs.	I U H	K3 K8	1b 2b			(C) Roles (V1) Rights (V1) Self-act- ualization
The student knows ways in which roles of women in other societies compare with those in our own.	I U H	K5	2a 2b 6c			(C) Roles (V1) Self-act- ualization
The student knows goals and strategies of public and private organizations designed to assist the Indian including the Bureau of Indian Affairs, Indian Service, National Council for the American Indian, Office of Economic Opportunity, etc.	U H	K3 K7	2b			(C) Human relations (V1) Equality rights
The student knows the historical and ecological background of the American Indian from the Spanish conquest to the present.	P I U H	K4	2b			(C) Cultural patterns (V1) Social sensitivit
The student knows the demographic patterns of the American Indian from the Spanish conquest to the present.	I U H	K3 K4	2b			(C) Cultural patterns (V1) Social sensitivit
The student knows the nature of Indian-White relationships from the early period to the present including the effects of the missionary, trader and reformer.	I U H	K3 K8	1b 2b			(C) Cultural conflict (C) Human relations (V1) Social sensitivit
The student knows ways in which Indians as an ethnic group responded to the arrival of white Europeans including religious movements, pan-Indian popular culture, and Pan-Indian political movement.	U H	K8	2b			(C) Cultural patterns (V1) Social sensitivit

- 4. The Behavioral Sciences
- 4.7 Social Problems

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content	Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.76 Minorities (cont.)</u>							
The student knows features of contemporary reservation communities including legal background, ecology, economy, socio-political organization, social class and relationship to geography, use of money and education.	I U H	K3	2b			(C) Cultural patterns (V1) Social sensitivit	
The student knows features of contemporary non-reservation people (example: Oklahoma Cherokee) including ecology, economy, and education, etc.	I U H	K3	2b			(C) Life style (V1) Social sensitivit	
The student knows conditions of life of Indians in the cities including numbers, places, and social classes.	U H	K3	2b			(C) Human growth and development (V1) Social sensitivit	
The student knows recent issues (including historical background; parties involved; final outcome with social, political, and economic effects) dealing with Indian treaty rights, (e.g., Klamath, Warm Springs).	U H	K3	2b 6c			(C) Human relations (V1) Tolerance	
The student knows social, economic, and political factors which have made equality difficult to obtain for American blacks.	I U H	K8	2b 1a 6b			(C) Human relations (V1) Rights (V1) Tolerance	
The student knows that blacks differed from other immigrant groups to the U.S. in the preclusion of their entry into the American political process (e.g., Jim Crow laws).	U H	K5	2b			(C) Human relations (V1) Rights	
The student knows ways in which the social image of the black American has affected his self-image.	I U H	K8	1b 2b 6b			(C) Human relations (V1) Self-image	

3. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content	Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.76 Minorities (cont.)</u></p>							
<p>The student knows various black leaders and movements which have supported separatism or integration (Martin Luther King, Bayard Rustin, Julian Bond, Stokely Carmichael, Whitney Young, Malcolm X, Eldridge Cleaver, etc.)</p>	H	K3	2b 3a			(C) Human relations (V1)Cooperation (V1)Individualism	
<p>The student knows general social, economic and political background of the Japanese-American during the immigration period (1890-1924), the prewar period (1924-1941), the wartime evacuation period (1941-1945), and the postwar period to the present.</p>	U H	K4	1b 2b			(C) Race (V1)Investigation	
<p>The student knows environmental and behavioral patterns peculiar to the generational groups (Issei, Nisei, and Sansei) during the major historical periods of: immigration, prewar, wartime evacuation, and postwar.</p>	U H	K3 K4	2b			(C) Cultural patterns (V1)Social sensitivit;	
<p>The student knows significant characteristics of Japanese-American culture including: frequent misconceptions, norms, values, generational changes, parental child-rearing attitudes, and compatibility of Japanese and American middle class values.</p>	U H	K3	2b 6b			(C) Culture (V1)Respect for others	
<p>The student knows social, economic and political aspects of the World War II relocation camps including: political events and motivating factors leading to location, education and employment; behavioral patterns and family structure within; opposition and non-resistance to ethnic identity in; U.S. Supreme Court rulings; effects of.</p>	U H	K3	2b			(C) Institution (C) Human relations (V1)Tolerance	

3. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education	Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.76 Minorities (cont.)</u>								
The student knows various roles of Japanese community organizations (e.g., Japanese Association, Japanese-American Citizen's League) in helping meet social, economic and political needs.	U H	K3	2b 6b					(C) Organizati (V1)Responsibil ness
The student knows the extent to which processes of acculturation, integration, and assimilation have taken place among Japanese Americans	U H	G2 K7	2b 6c					(C) Socializa- tion (V1)Social sensitivit
The student knows historical and sociological factors which contributed to existing race problems in the U.S. (i.e., slavery, Jim Crow laws, etc.).	H	K8	1a 2b 3a 3b 4a 6a 7a					(C) Human relations (V1)Respect fo others (V1)Rights (V1)Tolerance
The student knows that racially based stratification systems in some parts of the U.S. create a near caste system which acts to exclude or exploit Blacks, Chicanos, and Indians.	H	K3	2b 6a 6b 6c 7a					(C) Human relations (V1)Rights (V1)Tolerance (V1)Human dignity
The student knows that recent American studies such as the Presidential Commission on Civil Rights warn of a trend toward a society permanently divided by color and economic status.	H	K4	2b 7a					(C) Human relations (V1)Respect fo: others (V1)Rights (V1)Human dignity
The student knows implications of the 1954 school desegregation case (Brown vs. Board of Education) for the struggle for racial equality.	I U H	K8	2b 6b 7a					(C) Human relations (V1)Rights

3. The Behavioral Sciences
 3.7 Social Problems

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>3.76 Minorities (cont.)</u></p> <p>The student knows the difference between de facto and de jure segregation.</p>	<p>I U H</p>	<p>K1 K5</p>	<p>2b 4a</p>			<p>(C) Human relations (V1) Rights</p>

3. The behavioral sciences
3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>3.77 Urbanization</u>						
The student knows special problems in providing leisure activities in areas of concentrated population.	P I U H	K7 K8	4b 6c	3.75	(C) Leisure (C) Community (V1) Innovative ness	
The student knows that community supported facilities and supervision for leisure time activities are an important means of meeting needs for people of all ages, interests, economic levels, and ethnic groups.	P I U H	K7	4b 6c	3.75	(C) Leisure (C) Community (V1) Social concern	
The student knows characteristics of the major proposals for reorganization of "super-cities" (metropolitan federation, city-county consolidation, and decentralization).	I U H	K3	2b 4a		(C) Urban (V1) Innovative ness	
The student knows social, economic, and political factors affecting population trends in central cities.	U H	K4 K8	2b 5b		(C) Urban (V1) Social concern	
The student knows factors which led many immigrants to form segregated housing patterns within cities.	U H	K8	1b 2b 6c		(C) Urban (V1) Self-knowl- edge	
The student knows social, economic and political reasons why blacks have had more difficulty than European immigrants moving out of the inner city.	U H	K8	2b 6c		(C) Urban (V1) Self-knowl- edge	
The student knows current and pro- spected trends in dispersion patterns of urban blacks.	U H	K4	2a 2b		(C) Urban (V1) Social concern	
The student knows that "breakdown of the cities" refers to the growing inadequacy of traditional machinery for running cities.	U H	K2	2b		(C) Urban (V1) Social concern	

3. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Headings	(C) Concept/ (V1, V2) Value Words
<u>3.77 Urbanization (cont.)</u>						
The student knows that most metro- politan areas in America are character- ized by fragmentation of government yet they possess a high degree of economic and social interdependence.	U H	K3 K8	2b 7a			(C) Urban (V1)Efficiency
The student knows social, economic, and political characteristics of urban life (e.g., anonymity, secularization).	U H	K3	2b			(C) Urban (V1)Social sensitivit
The student knows specific procedures and methods of research which may be applied in examination of: urban economics, urban sociology, architec- ture, future planning, urban studies, and environmental perception studies.	U H	K7	2a			(C) Interpreta- tion (V1)Participat.
The student knows social, economic, and political factors associated with urbanization (e.g., industrial revolution, occupational specialization).	U H	K8	2b			(C) Growth and developmen (V1)Social concern
The student knows plans and programs from various sources (foundations, research agencies, govt. agencies, private planners, university planners, etc.) suggested to alleviate problems of urban living.	I U H	K3	4a			(C) Environmen- tal influ- ences (V1)Social concern
The student knows sociologically significant definitions of the fol- lowing terms: megalopolis, suburb, satellite, reapportionment and urban renewal.	U H	K2	2b			(C) Environmen (V1)Social sensitivit
The student knows ways in which urbanization has affected non-urban parts of our society (e.g., diffusion of urban values, tastes, etc. to the countryside).	U H	K8	2b			(C) Environmen (V1)Social sensitivit

3. The Behavioral Sciences
 3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.77 Urbanization (cont.)</u>							
The student knows various social, economic, and political ways in which the phenomena of suburbanization has affected urban core areas.	H	K8	2b				(C) Environmen (V1) Social concern
The student knows ways in which the concept of "decentralization" has affected large urban institutions (i.e., education, local government, business, etc.).	H	K4 K8	2c				(C) Environmen (V1) Social sensitivit
The student knows major social, economic, and political problems associated with rapid urbanization (e.g., rural-urban power imbalance, transportation crisis).	U H	K3 K6	2b 6c				(C) Environmen (V1) Social sensitivit

3. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Context Related Headings	(C) Concept/ (V1, V2) Value Words
<u>3.73 Rural</u>							
The student knows factors which have contributed to changes in rural life including: mechanization, ease of mobility, incorporation of farms, etc.	P I U H	K4 K8	4b 6b 6c		3.27 3.73	(C) Community, rural (C) Change (C) Technology (V1) Sharing (V1) Contribution	
The student knows ways traditional rural institutions (extended family, rural church and school) have been affected by the overall decline of rural areas.	I U H	K8	2b 6b 6c			(C) Institutional (V1) Social concern	
The student knows plans and programs from various sources (govt. agencies, universities, political leaders, etc.) suggested to alleviate social, economic, and political problems of rural life.	I U H	K7	2b 4a 6c			(C) Community, environment (V1) Inquiry	
The student knows ways of identifying and representing changes in rural life.	P I U H	K2	4b 6b 6c		3.27 3.73	(C) Change (C) Community, rural	
The student knows short and long range effects of major problems which face American farmers (e.g., subsistence level existence, over production or surplus, and instability of income).	U H	K8	1a 2b			(C) Economic system (V1) Social concern	
The student knows ways that farming has become "big business" (increased mechanization, consolidation, etc.).	U H	K8	2b			(C) Economic system (V1) Productivity	
The student knows factors which have contributed to the large number of "non-commercial" farms (i.e., farms which are not profit-making, such as "gentleman farms," communes, etc.).	U H	K8	2b			(C) Economic system (V1) Initiative	

3. The Behavioral Sciences
 3.7 Social Problems

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program	Area Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.78 Rural (cont.)							
The student knows reasons why the percentage of Americans working on farms has declined from over 50% to less than 10%.	U H	K8	2b				(C) Economic system (V1) Productivi
The student knows that there has been a steady trend toward consolidation of small farms into larger units.	U H	K4	1a 2b				(C) Economic system (V1) Productivi

3. The Behavioral Sciences
 3.7 Social Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area/ Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>3.7) Family Life</u>							
The student knows ways in which family life constitutes a current social problem (e.g., disintegration of extended family, rising divorce rate, generation gap, etc.).	H	K3	2b 6c				(C) Family
The student knows characteristics which appear to be associated with emergence of the detached nuclear family (e.g., free choice of mate, increased divorce, more mobility, more women in the labor force).	H	K3 K6	2b				(C) Family (V1) Innovativeness
The student knows the goals of the institutional family and the companionship family.	H	K3	2b				(C) Family
The student knows advantages and disadvantages of the detached nuclear family.	U H	K5	2b 4a				(C) Family
The student knows factors contributing to the changed nature and role of the American family (e.g., increased mobility, etc.).	U H	K8	2b				(C) Family (V1) Social sensitivity
The student knows ways alternative family models (i.e., kibbutz, commune) may affect child development and social behavior patterns in culture at large.	H	K8	1b 2b 6a 6c				(C) Family (V1) Innovativeness
The student knows ways suburbanization has affected family patterns (e.g., emergence of matricentric pattern within formal patriarchal structure).	U H	K8	1b 2b 6a 6c				(C) Family (V1) Innovativeness

3. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/M/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>3.79 Family Life (cont.)</u>							
The student knows social consequences related to role change of women (e.g., more women in labor force, greater acceptance of women in jobs formerly held by men).	H	K3 K8	2b 6a				(C) Family (V1) Social concern
The student knows ways husbands, children, and women themselves may be affected by participation of wives and mothers in the labor force.	U H	K8	1b 2b 6a				(C) Family (V1) Self-expression
The student knows factors (historical occurrences, technological developments and popular acceptance of ideas) that have resulted in change in the division of labor by sex.	H	K3 K8	2b				(C) Social change (V1) Innovativeness
The student knows major factors which contribute to division of labor based on sex (e.g., psychological differences between sexes, cultural forces, notable prejudices, etc.).	H	K3 K8	2b				(C) Social change (V1) Social concern
The student knows patterns of the division of labor by sex as found in occupations and industries in the U.S.	H	K3	2b				(C) Sex roles (V1) Social sensitivity
The student knows major social, economic, and political factors which have contributed to the changing role of women.	H	K8	1b 2b				(C) Social change (V1) Self-actualization
The student knows ways Emile Durkheim's theory of "organic solidarity" or interdependence may be related to traditional male/female role assignments. (<u>The Division of Labor in Society, Durkheim</u>)	H	K8	2b				(C) Interdependence (V1) Self-knowledge
The student knows religious, legal,	H	K2	2b				(C) Marriage

3. The Behavioral Sciences
3.7 Social Problems

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>3.79 Family Life (cont.)</u>						
The student knows factors which statistically are most often identified with successful marriage (e.g., similar social--economic backgrounds).	H	K6 K8	1b 2b			(C) Marriage (V1) Objectivity
The student knows factors which statistically are most often identified with divorce (e.g., early marriage, financial problems).	H	K6 K8	1b 2b			(C) Marriage (V1) Objectivity
The student knows characteristics of recent divorce reform laws (e.g., "no-fault" divorce, dissolution of marriage, irreconcilable differences, etc.)	H	K3	7a			(C) Marriage (V1) Respect for law
The student knows ways in which one's childhood may affect success in marriage (e.g., attitudes gained from one's parents, adoption of parental sex role expectations).	H	K8	2b			(C) Marriage (V1) Self-actualization
The student knows alternate plans which have been proposed to supplant the "traditional" marriage contract (e.g., renewable contract, trial marriage, etc.).	H	K3	4a 4b 6a			(C) Marriage (V1) Innovativeness
The student knows philosophy, goals, and techniques of the Women's Liberation Movement.	H	K3	4a			(C) Expression (V1) Participation
The student knows definitions of terms: feminist, sexist.	H	K2	2b			(C) Expression
The student knows reasons role conflict is experienced by many American women.	H	K3 K8	1a 2b 6a			(C) Role conflict (V1) Self-actualization

4. Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<p><u>4.1 The Study of Economics</u></p> <p>The student knows the location and use of print and non-print materials related to the study of economics (e.g., card catalog: "Economics," "Economic Conditions"; biographies: <u>Adam Smith, Karl Marx, John M. Keynes, et al</u>; <u>Reader's Guide: "Economics," "Economists"</u>; area and building audio-visual catalogs: "Economic Analysis," "Economic Theory," "Economics, History"; special materials: <u>Oxford Economic Atlas of the World, McGraw-Hill Dictionary of Modern Economics</u>).</p>	U H	K6	2a 2b			(C) Resources, economics (V1) Inquiry

4. Economics
4.1 The Study of Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>4.11 The Field of Economics</u>							
The student knows levels on which economic systems exist: international, national, intra-state, inter-state, city, and family.	P I U H	K6	2b 4b		4.7	(C) Economic system	
The student knows basic terms in economics such as: labor, capital, wealth, free enterprise, standard of living, etc.	P I U H	K1	2b			(C) Economic system	
The student knows the terms and concepts associated with personal economics such as: resources , income, expenditure, credit, debt, profit, etc.	P I U H	K1	2b 4b	2a 2c		(C) Economic system	

- 4. Economics
- 4.1 The Study of Economics
- 4.11 The Field of Economics

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.111 Macroeconomics</u></p>							
<p>The student knows that macroeconomics is the term for the study of the behavior of the economy as a whole over a period of time.</p>	I U H	K1 K2	2b				(C) Economic system
<p>The student knows that the macroeconomic variables of consumption (C), investment (I), and government (G) determine national income (NI) - $C + I + G = NI$.</p>	U H	K8	2b		4.512		(C) Economic system
<p>The student knows that an economic system is the organization of production and consumption activities.</p>	P I U H	G2 K3	2b	2a 2c	4.7		(C) Economic system

- 4. Economics
- 4.1 The Study of Economics
- 4.11 The Field of Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.112 Microeconomics</u></p>							
<p>The student knows that microeconomics is the term for the study of how prices and products of particular firms and industries are determined.</p>	I U H	K1 K2	2b				(C) Economic system
<p>The student knows that the basic physical needs of man are food, shelter and clothing.</p>	P I U H	K3	7b	1b 2c			(C) Needs, physical (V1) Security
<p>The student knows that the domestic economic effects of war may include: scarcity of materials, increased employment, inflation, technological innovations.</p>	I U H	K8	1a 2b	2a 1b	4.211		(C) War (V1) Freedom, political

4. Economics

4.1 The Study of Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.12 Economic Theorists and History</u>						
The student knows that John Keynes' philosophy was the basis for Twentieth Century economics.	U H	K4	2b			(C) Economic system
The student knows the evolution of money systems from barter systems through modern monetary systems and institutions, credit and savings.	P I U H	K4	2b		4.41	(C) Economic system
The student knows that bilateral and multilateral trade agreements are contemporary examples of colonial triangular trade practices.	U H	K8	2a		2.313 4.611 4.71	(C) Economic system
The student knows the theories of major economists such as Adam Smith, David Richardo, Thomas Malthus, Karl Marx, John Stuart Mill, Alfred Marshall.	I U H	K4	2b			(C) Economic system
The student knows that David Richardo (1772-1823) was an early economic theorist who introduced the idea of "rent" and was concerned that population would outstrip food production.	H	K1 K4	2b			(C) Economic system
The student knows ways that increases in marriage and birth rates affect the food supply (e.g., Thomas Malthus' theory of population growth, 1800's).	U H	K8	2b			(C) Economic system
The student knows that the theory of mercantilism is that a nation gains in wealth and power by selling more to foreigners than it purchases from them.	U H	G1 K2	2b		4.63 4.82	(C) Economic system

- h. Economics
- h.1 The Study of Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education	Other Related	Content Taxonomy	(C) Concept/ (V), (V2) Value Words
<p><u>h.12 Economic Theorists and History</u> <u>(Cont.)</u></p> <p>The student knows that Adam Smith's (1723-1790) economic principles became the basis of modern economic study (e.g., free enterprise, competition, laissez-faire doctrine).</p> <p>The student knows that Karl Marx's philosophy of socialism and communism is the basis for communist economic development.</p> <p>The student knows ways in which John K. Galbraith's theory of corporate control over prices is being challenged by economists.</p>	<p>H</p> <p>U H</p> <p>U H</p>	<p>K8</p> <p>K4</p> <p>K4</p>	<p>2a 2b</p> <p>2b</p> <p>2b</p>				<p>(C) Economic system</p> <p>(C) Economic system</p> <p>(C) Economic system</p>	

4. Economics
4.1 The Study of Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content	Taxonomy Headings (C) Concept/ (V1, V2) Value Words
<p><u>4.13 Methods of Economic Analysis</u></p>						
<p>The student knows that the economic process emphasized ideas, analysis of argument, the operation of principles, and illustrations germane to the present and future.</p>	U H	K3	2b			(C) Economic system.
<p>The student knows ways that economists use tables and graphs in economic analysis (e.g., supply and demand schedules, graphs of demand at various prices).</p>	I U H	K2 K7	2a 2b			(C) Economic system (C) Data representation
<p>The student knows that economists have devised special criteria for analyzing the American economy (e.g., National Income Flow, Gross National Product).</p>	H	K2 K7	2b 4a 7a			(C) Economic system (V1) Inquiry
<p>The student knows the differences between necessities such as food, clothing and shelter, and luxuries such as a summer home, foreign travel, costly housing, large wardrobes.</p>	P I U H	K5	3b	2a 4b 4c 4d	4.212	(C) Wants (C) Needs
<p>The student knows three basic questions used by economists to analyze economic systems: (1) What and how should goods and services be produced? (2) How should income be distributed? (3) How to maintain a balance of goods and services with future needs and resources.</p>	H	K7	2b	2a 2c		(C) Economic system
<p>The student knows ways in which markets are affected by the extent of existing competition or monopolies in the economy.</p>	U H	K8	7a	4b	4.6	(C) Consumption (V1) Competition

4. Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.2 Production of Goods and Services</u></p> <p>The student knows the location and use of print and non-print materials related to the production of goods and services in economics (e.g., card catalog: "Capital," "Industrial Relations," "Land," "Labor and Laboring Classes"; <u>Reader's Guide: "Corporations," "Cooperative Associations," "Production";</u> Periodicals: <u>Farm Journal, Harvard Business Review, Nation's Business;</u> area and building audio-visual catalogs: "Production," "Corporate Management," "Partnership"; special materials: newspaper indexes, <u>Wall Street Journal, microfilm</u>).</p>	I U H	K6	2a 2b				(C) Resources, economics (V1) Inquiry
<p>The student knows that planning is required for the following elements of distribution of productivity: materials, wages, taxes, reinvestments, and profits for investors.</p>	I U H	K3	2b	2a 2c	4.21h 4.22		(C) Production (V1) Efficiency
<p>The student knows that goods are tangible items produced for the consumer.</p>	P	K2	2b	2a 2c			(C) Production
<p>The student knows that the term services refers to acts performed for an individual's benefit such as repairs, medical care, utilities, restaurants, laundry, etc.</p>	P I U H	K1 K2	2b	2a 2c			(C) Consumer

- 4. Economics
- 4.2 Production of Goods and Services

COURSE GOALS	Level P/I/U/H	Knowledge of Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.21 Concerns in Decision-Making</u>							
The student knows that the factors of production are classified as land (natural resources), labor, capital, and management.	P I U H	K3	2b			(C) Production	
The student knows that the supply of raw materials such as lumber, cattle, and textiles varies with man's knowledge and use of technology.	I U H	K2 K3 K6 K8	2b	2c 4b 6a	4.2h	(C) Production (V1) Education	
The student knows eroded land can be restored through the natural process of plant growth, replanting (such as reforestation) etc.	I U H	K4	2b		4.2h1	(C) Resources, land (C) Ecology (V1) Thrift	
The student knows various kinds of government subsidies of businesses such as those for farmers and oil depletion allowances.	I U H	K8	6a		4.311 4.53 4.621 4.81	(C) Economic system.	
The student knows ways in which internal migration affects the economic development of a country (e.g., U.S. western migration: farm to urban area in U.S. and Latin America).	I U H	K8	6a 6b 6c	4b	4.2h 4.32 4.82	(C) Resources (C) Mobility (V1) Freedom, economic	

- 4. Economics
- 4.2 Production of Goods and Services
- 4.21 Concerns in Decision-Making

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.211 Economic Scarcity</u>						
The student knows that the cost involved in determining the wise use of resources (e.g., water, timber, minerals) is affected by factors such as need, availability, transportation, distribution.	P I U H	K8 K9	2b	2a 2c 4b	4.211 4.24 4.31	(C) Scarcity (V1) Responsibility
The student knows that underdeveloped cultural areas are faced with decisions involving allocation of inadequate resources (e.g., goods for immediate consumption vs. need for developing resources such as hydro-electric power).	P I U H	K8	5b	2a 4b 6a	4.212 4.24	(C) Scarcity (C) Resources
The student knows that scarce resources (e.g., water, timber, minerals), require well-planned utilization.	P I U H	K8	2b	2c 4b 6a		(C) Scarcity (C) Resources (V1) Responsibility
The student knows that some totalitarian states attempt to solve the problem of scarcity by government ownership of production and consumption.	U H	K8	2b 7a		4.74 5.832	(C) Economic system (V1) Democracy
The student knows that the problem of scarcity of water resources may be partly resolved by alternative methods (e.g., seeding of clouds, removing salt from bodies of salt water, planting of tree belts, etc.).	P I U H	K8	2b	2c 4b	1.14 4.214 4.24	(C) Scarcity (V1) Responsibility
The student knows that scarcity creates the need for specialization and division of labor.	P I U H	K4 K8	2b	4b 6a	4.213 4.24	(C) Scarcity
The student knows that societies develop allocation systems because of limited resources and the location of markets.	I U H	K8	2b	2c	4.24	(C) Distributic

- 4. Economics
- 4.2 Production of Goods and Services
- 4.21 Concerns in Decision Making

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.212 Economic Choice</u></p>						
<p>The student knows the difference between durable goods such as furniture, household appliances, autos, or books, and nondurable goods such as foods, clothing, medicines, gasoline.</p>	P I U H	K5	2b			(C) Consumption
<p>The student knows the ways in which family incomes differ (e.g., variations in property ownership, wage levels, number employed).</p>	P I U H	K8	4b	2a		(C) Institutions (V1) Freedom
<p>The student knows that the budgets of families of equal size and income will vary because of differing values, habits, judgments and needs.</p>	I U H	K8	4b	2a	4.32 4.33 4.81	(C) Budget (V1) Self-discipline
<p>The student is able to construct a budget to meet goals.</p>	I H H	P65	4b			(C) Budget

- h. Economics
- h.2 Production of Goods and Services
- h.21 Concerns In Decision Making

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>h.c.13 Economic Specialization</u>						
The student knows that production becomes faster and easier when producers specialize in a particular part of the production process.	P I U H	K8	2a			(C) Production
The student knows that technology is the utilization of scientific and technical knowledge in industry.	I U H	K2	2b	4b	4.24	(C) Production (C) Efficiency (V1) Education
The student knows that automation requires specialized machinery.	P I U H	K2 K7	2a	4b	4.24	(C) Production
The student knows advantages of specialization in the production of goods such as division of labor and price reduction.	I U H	K8	2b	4b 6a	4.24	(C) Production (V1) Organizational
The student knows disadvantages of specialization in production of goods such as overproduction and unemployment.	I U H	K8	2b	4b 4c 6a 6c	4.24	(C) Production
The student knows that division of labor brings about interdependence of man.	P I U H	K8	2b 6c	1c 2d 6c	4.24	(C) Production (V1) Efficiency
The student knows that the production of goods and services by businesses is motivated by the desire for highest profit.	P	G2 K7	6a	2a		(C) Production (C) Economic system (V1) Wealth

- h. Economics
- h.2 Production of Goods and Services
- h.21 Concerns in Decision-Making

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>h.214 Economic resources</u>							
The student knows that resources have multiple uses (e.g., water--transportation, recreation, power, human consumption).	P I U H	G2 K7	4b	4b			(C) Resources
The student knows major conflicts regarding the use of resources (e.g., Sierra Club vs. industrialists and loggers).	P I U H	G2 K5 K7	3b	2c	2.62		(C) Resources (V1) Responsibility
The student knows that deposits of minerals are non-renewable.	I U H	K8	2a		4.82		(C) Resources (C) Ecology
The student knows that the quantity of manufactured goods is determined by the quantity of raw materials, productive capacity and demand for the finished product.	P I U H	K8	2b	2c 4b 6a	4.21 4.611 4.82		(C) Production (C) Resources
The student knows the limitations of productive resources (land, labor, capital, management) and technology.	P I U H	K3 K7	2a	4b	4.24		(C) Resources
The student knows that natural resources are not evenly distributed throughout the world.	P I U H	K6	2b	4b	4.211		(C) Resources
The student knows important natural resources such as sun, soil, water, minerals, trees, coal and oil.	P I U H	K1	2b				(C) Resources
The student knows the ways in which weather affects food production.	P I U H	K8	2b	4b			(C) Resources (C) Environment

SOCIAL SCIENCE

- 4. Economics
- 4.2 Production of Goods and Services
- 4.21 Concerns in Decision-Making

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.2.1a Economic Resources (Cont.)</u>						
The student knows that much research is focused on the conservation of natural resources such as water, soil, timber, minerals, oil and coal.	P I U H	K6	2b			(C) Resources (C) Research, econ. (VI) Education
The student knows that research is continually improving the conservation of forests.	P I U H	K7	2b		4.221 4.24 4.32	(C) Resources
The student knows that botanists develop new strains of plant life to increase farm production.	I U H	K4 K8	2b 4a	2c 4b	4.24 4.31	(C) Production (VI) Education
The student knows the elements necessary for establishing a factory (e.g., resources, manpower, transportation and capital).	I U H	K4	2b 4b	4b	4.211 4.222 4.24	(C) Production
The student knows that the outcome of war is affected by availability of natural resources such as oil and minerals, the allocation of capital and the availability of manpower.	I U H	K8	2b		4.211 4.41 4.612	(C) Resources (C) War

- 1. Economics
- 1.2 Production of Goods and Services

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.22 Basic Factors in Production</u>						
The student knows that use of the limited amount of undeveloped land is sought after by nations in an effort to increase production and marketing.	P I U H	K8	2b 6c		4.21 5.9	(C) Production (C) Marketing
The student knows that factors required for production are land, labor, and capital.	P I U H	G2 K3 K8	2b	4b	4.221 4.222 4.223	(C) Production
The student knows the function of management is to coordinate natural resources, capital goods and labor by making decisions and taking risks.	P I U H	K7	4a	4b	4.71	(C) Economic system (V1)Efficiency (V1)Initiative

- h. Economics
- h.2 Production of Goods and Services
- h.22 Basic Factors in Production

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), V2) Value Words
<p><u>h.221 Land</u></p>							<p>The student knows that research is continually developing methods to improve the fertility of the soil in order to increase production.</p>
<p>The student knows that zoologists develop new strains of domestic animals to increase quality and quantity of meat production.</p>	I U H	K4 K8	4b	2c 4b	h.2h h.82	(C) Production (V) Efficiency	
<p>The student knows factors which influence the development of land (e.g., location, demand, and size).</p>	P U H	K4 K8	2b			(C) Resources	

- 4. Economics
- 4.2 Production of Goods and Services
- 4.22 Basic Factors in Production

COURSE GOALS	Level	Knowledge or Pro-	Subject Area	Career Education	Other Related	(C) Concepts/ (V1, V2) Value
	P/I/U/H	cess Classifications	Program Goals	Program Goals	Content Taxonomy Headings	Words
<u>4.222 Labor</u>						
The student knows that human resources represent a major factor in production.	I U H	G2	2b	2c	4.24	(C) Resources, human
The student knows that "division of labor" means that a man does not produce all of his needs by himself.	P I U H	G2 K2 K8	2b	2a 2c	4.611	(C) Production
The student knows that "division of labor" requires more skill on the part of the laborer and results in greater productivity.	P I U H	K8	2b 4b	4d	4.611	(C) Production (V1) Education
The student knows the role of labor unions (e.g., altering distribution of income, improving working conditions).	P I U H	K3 K7	3a 7a	2c 4b	4.24	(C) Production (V1) Fairness
The student knows that economic efficiency is affected by the mutual trust and confidence between employer and employee and producer and consumer.	I U H	K7 K8	7b	1c 6c	4.71 4.81	(C) Production (V1) Trust
The student knows that labor shortages encourage immigration (e.g., present day immigration of Greeks and Italians to West Germany).	U H	K8	2b 4b		4.611	(C) Scarcity (C) Immigration

- 4. Economics
- 4.2 Production of Goods and Services
- 4.22 Basic Factors in Production

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<p><u>4.23 Capital</u></p>							
<p>The student knows that capital goods (tools, equipment, buildings) are goods used to produce other goods.</p>	P I U H	K2	2b 4a	2c		(C) Production	
<p>The student knows that "opportunity cost" is defined as the sacrifice of one want to achieve another want that is more necessary or desirable (e.g., reduction in auto manufacturing to divert resources to the production of war planes).</p>	U H	K2	2b 4b		4.111 4.212	(C) Consumption (V1) Efficiency	

- h. Economics
- h.2 Production of Goods and Services
- h.2.3 Organization for Production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>h.2.3.1 Proprietorship and Partnership</u></p>							<p>(C) Production (V1) Freedom, economic</p>
<p>The student knows that an individual proprietorship is a business owned by one man who receives the profits and suffers the losses.</p>	I U H	K2	2b 7b				<p>(C) Production (V1) Freedom, economic</p>
<p>The student knows that a partnership is a business owned by two or more persons, each having unlimited liability.</p>	I U H	K2 K3	2b 7b				<p>(C) Production (V1) Freedom, economic</p>

- 4. Economics
- 4.2 Production of Goods and Services
- 4.23 Organization for Production

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.232 Corporation</u></p>						
<p>The student knows that a corporation is a business organization of three or more persons formed with permission of the state to act as an individual.</p>	P I U H	K2	2b 7b			(C) Economic system (V1) Freedom, economic
<p>The student knows that a corporation raises capital by issuing stocks (shares of ownership, preferred and common) and bonds (borrowing funds, credit).</p>	I U H	K7	2b 7b			(C) Economic system (C) Resources (C) Production
<p>The student knows ways in which the development of corporations has broken down the theory of "market as the supreme authority of free enterprise economy." (Adolph Berle, Gardiner Means, Alvin Hansen)</p>	U H	K7 K8	2b 7b		5.9	(C) Economic system (C) Production (V1) Freedom, economic
<p>The student knows ways in which some corporations compensate employees (e.g., wages, shares of profits).</p>	P I U H	K8	2b 7b	2a 2d 4e 4g 6c	4.31	(C) Economic system (V1) Security

- 4.1 Economics
- 4.2 Production of Goods and Services
- 4.23 Organization for Production

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.233 Cooperative</u>							
The student knows that a cooperative is a voluntary association of consumers organized to meet a common need for goods or services.	I U H	K2	2b 7b	2d 6c		(C) Consumption (V1) Freedom, economic	
The student knows advantages of membership in cooperatives (e.g., profit sharing, quality control).	U H	K3 K8	2b 4b 7b	2a 2c 6c	4.2h	(C) Consumption (V1) Freedom, economic	
The student knows that the United States government has fostered the development of cooperatives through legislation (e.g., Copper-Volstead Act 1922).	I U H	K8	1a 2b 3a 7b		4.53h 5.91	(C) Consumption (V1) Freedom, economic	
The student knows the features of the following types of cooperatives: consumer cooperatives, service cooperatives, producer cooperatives.	I U H	K3	2b 4b 7b			(C) Consumption (V1) Freedom	

- 4. Economics
- 4.2 Production of Goods and Services

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Program Goals	Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.24 Specialization in Economic Process</u></p>							
<p>The student knows that a monopoly is an economic market controlled by one supplier of certain goods or services.</p>	I U H	G2 K2 K9	2b		4.52	(C) Production	
<p>The student knows that monopolies exist because of factors such as control of raw materials, patents, avoiding duplication of competitive facilities (public utilities).</p>	I U H	K3 K8	2b 4b		4.52 4.82	(C) Production (V1)Efficiency	
<p>The student knows that regulated monopolies (public utilities) are allowed to earn a fair profit on the fair value of their assets.</p>	I U H	K3 K7 K9	2b 7a		4.52 4.82	(C) Production (V1)Justice, economic	
<p>The student knows that an oligopoly is the economic market in which few producers produce goods or services (e.g., auto industry: General Motors, Ford, Chrysler, American Motors; aluminum industry: Alcoa, Reynolds, Kaiser, Olin Mathieson).</p>	I U H	K3	2b		4.52 4.81	(C) Production	
<p>The student knows ways in which oligopolies are interdependent (e.g., price cuts).</p>	I U H	K7 K8	2b 7b		4.521 4.611	(C) Production (V1)Freedom	

- 4. Economics
- 4.2 Production of Goods and Services
- 4.24 Specialization in Economic Process

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>4.241 Agriculture and Industry</u>							
The student knows factors which influence the farmer's choice of crops and agricultural methods (e.g., availability of capital, market demand, climate, soil).	P I U H	K8	2b 6a	4b	1.12 4.21	(C) Production (V1)Efficiency	
The student knows ways that technology influences crop production (e.g., irrigation in desert areas).	P I U H	K8	2b	4b	4.24 4.81	(C) Production (V1)Technology	
The student knows that government efforts to support agricultural prices involve crop purchases, acreage restrictions, marketing limitations.	U H	K8	7a			(C) Economic system	
The student knows the meaning of the concept of parity (relationship of farm product prices to the prices farmers pay), both flexible and rigid.	I U H	K8	2b		4.31 4.32	(C) Production (V1)Freedom	

- 1. Economics
- 1.1 Production of Goods and Services
- 1.2 Specialization in Economic Process

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Concept Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>1.242 Transportation, Distribution and Service</u></p>							
<p>The student knows that modes of transportation compete with one another to gain profit from marketing (e.g., rail vs. truck vs. air).</p>	P I U H	K8	2b 7b	4b	1.18	(C) Production (C) Transportation	(V1) Freedom
<p>The student knows the role government has played in the development of transportation in the United States (e.g., railroads, motor transit, rapid transit, airplanes, ships).</p>	I U H	K8	3a 7a		4.53	(C) Production (C) Transportation	
<p>The student knows that analyzing and planning for urban transportation are urgent contemporary problems.</p>	P I U H	G2 K3	2b			(C) Production (C) Transportation	(V1) Responsibility
<p>The student knows that "marketing process" refers to the steps by which goods move from one producer to another and to the consumer (e.g., transporting, storing, standardizing, financing, insuring, selling).</p>	P I U H	K1 K2	2b	2c		(C) Production (C) Distribution	(V1) Responsibility

- 1. Economics
- 2. Production of goods and services
- 3. Specialization in Economic Process

COURSE GOALS	Level	Knowledge or Process	Classifications	Subject Area	Program Goals	Career Education	Program Goals	Other Related Content	Headings	(C) Concepts	(V1, V2) Values
	P/N/U/H										
<u>High Labor</u>											
The student knows the ways in which the second phase of the Industrial Revolution (mass production, assembly line) contributed to the growth of the American labor movement.	I U H	K8	1a 1b 2b 7b							(C) Production (V1)Efficiency	
The student knows that the growth of mass production in the U.S. contributed to the demand for foreign workers (1870-1915).	I U H	K1 K8	1b 2b 4b 7b	2a						(C) Production (V1)Efficiency	
The student knows that labor's right to collective bargaining with management was recognized by the Clayton Anti-Trust law, 1914.	I U H	K1 K6	1a 2b 4b							(C) Production (V1)Cooperation (V1)Justice	
The student knows that the stages of collective bargaining are negotiation, mediation, arbitration.	I U H	K3 K4	2b 4b							(C) Production (V1)Cooperation (V1)Justice	
The student knows that labor strikes occur when negotiation or mediation of management and labor fails.	I U H	K8	2b 4a 4b 7b	2c						(C) Production (V1)Cooperation (V1)Justice	
The student knows that the public interest is affected by labor disputes.	I U H	K8	1a 4b 6c	2c 4b						(C) Production (V1)Justice	
The student knows that a major purpose of the National Labor Relations Board (N.L.R.B.) is to mediate or arbitrate disputes between labor and management.	I U H	K7	3a 3b 4b 5b 7a							(C) Labor (V1)Cooperation (V1)Democracy (V1)Justice	
The student knows that the Wagner Act established the National Labor Relations Board (N.L.R.B.) to enforce the labor laws.	I U H	K7 K8	2b 7a							(C) Production (V1)Democracy (V1)Justice	

- h. Economics
- h.2 Production of Goods and Services
- h.2h Specialization in Economic Process

COURSE GOALS	Level	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
	P/I/U/H						
<u>h.2h3 Labor (Cont.)</u>							
The student knows that the Norris-La Guardia Act, 1932, declared several coercive methods of management to be illegal (e.g., lockout, yellow dog contract, black list, injunction).	I U H	K8	1a 3a 7a				(C) Production (V1) Democracy (V1) Fairness (V1) Integrity
The student knows that the Taft-Hartley Act, 1947, declared several coercive methods of labor to be illegal (e.g., closed shop, wildcat strike, jurisdictional strike, secondary boycott, featherbedding).	I U H	K8	3a 4b 7a	2d			(C) Production (V1) Democracy (V1) Justice
The student knows that the union shop (a worker may be hired and join the union after thirty days), created by the Taft-Hartley Act, 1947, seeks to equalize the power of labor and management.	I U H	K8	1a 7a	4b			(C) Production (C) Power (V1) Equality (V1) Justice
The student knows that the controversial Section 14(b) of the Taft Hartley Act permits the states to make the union shop illegal (e.g., right-to-work laws: worker may be hired whether or not he joins a union).	I U H	K8	1a 7a				(C) Production (V1) Security (V1) Justice (V1) Equality
The student knows that the Taft-Hartley act provides for the eighty-day no-strike injunction to be used by the President in basic industries which affect national health and safety.	I U H	K8	4b 7a				(C) Production (V1) Security
The student knows factors or conditions which create need for new labor skills (e.g., technological advancement, new industry in a geographical area).	P I U H	K8	2b 4b 7b	4b 4f 6a			(C) Resources, human (C) Learning (C) Production (V1) Efficiency (V1) Education

- a. ...
- b. ...
- c. ...

COURSE GOALS	Level	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education	Other Related	Content Taxonomy	(C) Concepts	(V) Values	(W) Words
	P/H/U/H									
<p><u>11.11? Labor (Cont.)</u></p> <p>The student knows the ways in which the first phase of the Industrial Revolution (invention of cotton gin, interchangeable parts) led to the growth of a labor movement.</p>	P H H	K4 K3	1a 1b 2b					(V) Production	(V) Security	
<p>The student knows that the closed shop (no worker could be hired unless first a union member), created by the Wagner Act, 1935, resulted in greater union power.</p>	P H H	K5	7b 7c					(C) Production	(V) Strength	(V) Security
<p>The student knows the Wagner Act (N.L.R.A.) guaranteed employees the right to organize and bargain collectively with employers.</p>	P H P	K4 K7	2a 7a					(V) Production	(V) Security	(V) Strength
<p>The student knows that the Wagner Act forbade employer interference with union organizing activities.</p>	P H P	K4 K7	1a 2b 7a					(C) Production	(V) Security	(V) Cooperation
<p>The student knows that labor supply and demand for certain jobs is affected by such factors as cost and length of training, working conditions, job prestige, restrictions on job entry, salary.</p>	U H	K8	2b	4b 6a				(V) Security	(V) Education	
<p>The student knows causes of unemployment (e.g., largeness of population, lack of adequate training in skills, decline in demand for goods or services, physical inability or refusal to work).</p>	U H	K8	5b 6a 7b	4b 6a				(C) Production	(V) Rural	(V) Dignity

- 4.1. Production of Goods and Services
- 4.2. Specialization in Economic Process

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education	Program Goals	Other Related	Content Taxonomy	(C) Concept/ (V1, V2) Value Works
4.2h3 Labor (Cont.)									
The student knows that in the early nineteenth century small craft unions were active in most northeast cities, seeking goals (e.g., establishment of free public education) through political action rather than through collective bargaining.	I U H	K1	2b 7b					(C) Production (V1) Security	
The student knows that the Knights of Labor, 1869, became the first national labor union with major goals of higher wages, shorter hours, better working conditions, and elimination of child labor.	I U H	K3 K1 K7	2b 7b					(V1) Justice	
The student knows that the American labor movement consists of the AFL-CIO and independent unions.	U H	K3	2b 7a 7b					(C) Production (V1) Security	
The student knows that the AFL is a federation of craft unions in which the workers have a common skill (e.g., electricians, printers, carpenters).	U H	K3 K5	2b 7a 7b					(V1) Security	
The student knows that the CIO is an organization of industrial unions in which the workers of a particular industry unite whether they have a skill or not (e.g., United Steel Workers, United Auto Workers).	U H	K3 K5	2b 7a 7b					(V1) Security	
The student knows that independent unions are those which are not affiliated with the AFL-CIO (e.g., Brotherhood of Railroad Workers, Teamsters).	U H	K3 K5	2b 7a 7b					(C) Production (V1) Security	
The student knows that the Landrum-Griffin Act, 1959, was enacted because of abuses in the management of union affairs.	U H	K8	2b 7a 7b					(V1) Uprightnes; (VI) Honesty (VI) Integrity	

...
 ...
 ...
 ...

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>Industry Labor (Cont.)</u></p> <p>The student knows that the Landrum-Griffin Act limits the management of union affairs (e.g., amount borrowed by official from union funds, annual financial reports filed with Sec. of Labor).</p> <p>The student knows that unions have political objectives which they seek through such organizations as Committee for Political Education (COPE).</p>	<p>I I F</p> <p>I I F</p>	<p>K7</p> <p>K3, P5</p>	<p>7b 7a 7b</p> <p>4b 5b 7b</p>	<p>4b</p>			<p>(V1) Economy (V1) Benefit</p> <p>(V1) Responsibility (V1) Security</p>

- 4. Economics
- 4.1 Production of Goods and Services
- 4.2 Specialization in Economic Process

COURSE GOALS	Level	Knowledge or Process	Classifications	Subject Area	Program Goals	Career Education	Other Related	Concept Taxonomy	(C) Concept/ (V1, V2) Value Words
	P/I/U/H								
<u>4.244 Technology</u>									
The student knows that improved technology helps economize in production (better seed, fertilizer, cultivation have increased crop production per acre).	P I U H	K8	2b	4b	4.22			(C) Production (V1) Thrift (V1) Efficiency (V1) Education	
The student knows ways systems of communication affect the maintenance of mass production and wide scale marketing.	P I U H	K8	2b 4b	2c 4b	3.33			(C) Production (C) Technology (C) Communication (V1) Efficiency	
The student knows that research is producing synthetic products to supplement or replace consumable resources such as cotton, flax, silk and latex.	P I U H	K4	2a 4a	2c 4b	4.214 4.82			(C) Production (V1) Education	
The student knows that technological advances made in science and engineering have important effects in economics.	I U H	K8	2b	4b				(C) Production (C) Technology (V1) Efficiency (V1) Education	

4. Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<p><u>4.3 Consumption of Goods and Services</u></p>						
<p>The student knows the location and use of print and nonprint materials related to consumption of goods and services in economics (e.g., card catalog: "Poverty, "Public Welfare," "Consumer Education," "Insurance, Social"; <u>Reader's Guide</u>: "Price Indexes," "Insurance," "Credit," "Investment Trusts"; periodicals: <u>Business Week</u>, <u>Consumer Reports</u>, <u>Kiplinger Magazine</u>; area and building audio-visual catalogs: "Poverty," "Affluence," "Unemployment," "Income").</p>	I U H	K6	2a 2b			(C) Resources, economics (V1) Inquiry
<p>The student knows that consumption depends upon earned income influenced by the availability of and desired for goods, credit, and savings.</p>	U H	G2 K8	2b 4b 7a	2c	4.332 4.333	(C) Consumptio (V1) Thrift
<p>The student knows that the consumer index measures trends of prices, wages, and employment in the economy.</p>	U H	K4 K7	2b 4b 5a 6a		4.5 4.52	(C) Consumptio (C) Data gathering (V1) Economic justice
<p>The student knows that the consumer price index is given the value of 100 for the base period (1957-1959) to show changes in the value of the dollar.</p>	U H	K2 K7	2b 7a		4.5 4.52	(C) Consumptio
<p>The student knows that inflation may result when total spending continues to increase even though the limit of the economy's productive capacity has been reached and production cannot increase.</p>	P I U H	G2 K4 K8	2b 6c 7b		4.31 4.312 4.212 4.82	(C) Production (V1) Balance

4. Economics
 4.3 Consumption of Goods and Services

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words						
<p><u>4.3: Price</u></p>							<p>The student knows the following terms used in marketing: retail and wholesale.</p>	U H	K1	2b			<p>(C) Production (C) Marketing (C) Retail (C) Wholesale</p>
<p>The student knows that the cost of goods purchased by the consumer includes both production and marketing costs.</p>	I U H	K8	2a 4a	4.71		<p>(C) Goods (C) Production (C) Marketing</p>							
<p>The student knows that labor contracts frequently provide for automatic cost-of-living wage adjustments.</p>	U H	K3 K8	2b 4b 7b	4.243		<p>(C) Economic system (C) Contract, labor</p>							

- 4. Economics
- 4.3 Consumption of Goods and Services
- 4.31 Price

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.311 Value</u>						
The student knows that the main factor that determines wages is the value of what the worker produces.	P I U H	G2 K8	2b 6c	4.2 4.213 4.24	(C) Production (V1) Individual- ism	
The student knows that the wage is income to the worker who receives it and a cost of production to the employer who pays it.	P I U H	K2 K3 K4	2b 2a 2b	4.24	(C) Production (C) Wage (V1) Fairness	
The student knows that competition encourages business to seek ways of improving products.	P I U H	K8	2b 7a	4.222 4.23	(C) Production (V1) Freedom (V1) Competition	
The student knows that efficiency in increased production can result in higher wages without raising price level.	P I U H	K8	2a	4.312	(C) Production (C) Wages (C) Price (V1) Efficiency	
The student knows that many economists hold that inflation results if business has to raise prices to compensate for its higher costs when wages are increased.	P I U H	K8	2b 6c	4.312	(C) Economic system (V1) Cooperation	

- 4. Economics
- 4.3 Consumption of Goods and Services
- 4.31 Price

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.312 Relationship of Supply and Demand</u></p>							
<p>The student knows that inflation results if total spending is above the level of adequate utilization of the economy's resources.</p>	U H	K8	2a 4b		4.214 4.22	(C) Economic system	
<p>The student knows the law of supply and demand (e.g., as demand for a product increases, so does the price; as supply increases, the price generally decreases).</p>	I U H	G1 K2 K8	2b	6a		(C) Consumption (C) Production	
<p>The student knows that some businesses serve only local markets while others sell in regional, national, and world markets.</p>	P I U H	K3 K6	6c		4.6	(C) Economic system (V1) Efficiency	
<p>The student knows that scarcity of resources results from increased demand for goods and services influenced by population growth.</p>	P I U H	K8	2b		4.2	(C) Resources	

4. Economics

4.3 Consumption of Goods and Services

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>4.32 Distribution of Income</u>							
The student knows that "income flows" reflect the gross national product, gross national income, personal income, and disposable personal income.	U H	K2 K4	2b 3a	2a 2b 2c	4.33 4.511 4.512 4.82	(C) Economic system	
The student knows that the distribution of income within the economy helps to determine what goods are produced and for whom they are produced.	P I U H	G2 K8	2b 6c	2a 2b 2c		(C) Production	
The student knows that John Stuart Mill believed that society could revise the distribution of wealth by taxing or subsidizing (redistributing).	U H	G2 K8	3b 6c 7b		4.1 4.532	(C) Economic system (V1) Democracy (V1) Justice	
The student knows that the United States government uses taxes and transfer payments to change the distribution of income.	P I U H	K7 K8	6c		4.532	(C) Economic system (V1) Dem. equality	
The student knows that incomes are not equally distributed (e.g., low income families, welfare, retired).	P I U H	K3	5b 6a 7b	2a 2b 2c		(C) Economic system (C) Incomes (V1) Efficiency	
The student knows that labor unions attempt to influence labor incomes through collective bargaining and through the political process.	P I U H	G2 K8	2b 4b 7b	2b	4.24	(C) Economic system (C) Unions, labor (C) Production (V1) Responsibility	

- 4. Economics
- 4.3 Consumption of Goods and Services
- 4.32 Distribution of Income

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.321 Affluence and Poverty</u>							
The student knows that John K. Galbraith claims that United States affluence is characterized by much private wealth (e.g., cars, television, clothing, recreation) amid much public poverty (e.g., schools, hospitals, urban transportation, beautification of cities).	P I U H	K3 K8	2b 6a		4.32	(C) Wants (C) Needs (V1) Dignity	
The student knows that reduction in rural poverty involves factors such as the continued movement of many farm people to nonfarm jobs, the training in technological and scientific skills (education).	P I U H	K3 K8	4a 5b 6a 6b	4b 4c	4.241	(C) Economic system (C) Rural (C) Urban (V1) Self-esteem (V1) Education	
The student knows that the "war on poverty" program carried on by the government includes elements intended to help the poor wherever they live.	I U H	K3 K7	4a 5b 6b		4.531	(C) Wants (C) Needs	
The student knows that poverty in the United States involves difficult issues such as racial prejudice, discrimination against women, unemployment, problems of the farm, depressed areas, and retired citizens.	P I U H	K3	2b 3b 6a 6b	1b 4b		(C) Economic system (C) Poverty (V1) Responsibility	

- 4. Economics
- 4.3 Consumption of Goods and Services
- 4.32 Distribution of Income

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.322 Unemployment and Standard of Living</u>						
The student knows ways in which economic instability and inflation cause unemployment.	I U H	K8	2a 6a	1b	4.24 4.82	(C) Economic system (V1) Human dignity
The student knows that cultural and spiritual values are affected by the struggle for higher standards of living.	I U H	G2 K8	3b 6a 7b	1a 1b	4.311	(C) Wants (C) Needs (V1) Moral reverence (V1) Honesty
The student knows that a subsistent standard of living prevails in economically underdeveloped nations.	I U H	G2 K3	2b 4b 6c		4.611	(C) Scarcity (V1) Education (V1) Ingenuity (V1) Efficiency
The student knows that scientific research and inventions contribute to a high standard of living.	I U H	K8	2b 4b 6a	4b	4.2 4.21	(C) Production (C) Research (C) Technology (V1) Ingenuity
The student knows that consumer credit enables Americans to do more mass buying, thus contributing to a higher standard of living.	P I U H	K8	2b 5a 6a	4b	4.332 4.2	(C) Consumption (C) Credit (V1) Trust (V1) Integrity

4. Economics
 4.3 Consumption of Goods and Services

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Concept Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.33 Personal Income</u></p>						
<p>The student knows that personal savings are affected by fixed saving commitments (e.g., pension, Social Security, insurance).</p>	I U H	K8	2b 4b	2a	4.622 4.71	(C) Resources (C) Savings (V1) Security (V1) Thrift
<p>The student knows that incomes are derived from three major sources: (1) payment for work, (2) property income, and (3) transfer payments.</p>	P I U H	K3 K8	2b 4b	2a	4.336 4.532 4.621 4.82	(C) Economic system (V1) Security
<p>The student knows that true income results from the adjusting of money income to price change.</p>	U H	K8	2b 4b		4.31 4.311	(C) Economic system (V1) Balance

- 4. Economics
- 4.3 Consumption of Goods and Services
- 4.33 Personal Income

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area/ Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.331 Buying</u>							
The student knows ways in which advertising influences the sale of goods and services.	P I U H	K8	2b 4b	2c 4d	4.32 4.512 4.82	(C) Production (V1) Reliability (V1) Acceptance	
The student knows that inflation produces advantages (e.g., rise in stock values and certain wages) and disadvantages (e.g., decrease in purchasing power of people on fixed income).	U H	K8	2b 4b 7b		4.211 4.311 4.312 4.32 4.52 4.612 4.82	(C) Economic system (V1) Balance	
The student knows that individuals and businesses have a need for a system of borrowing and lending to acquire consumption and production needs.	P I U H	K3 K7	2b 4b		4.332 4.43	(C) Economic system	
The student knows that a budget is conventionally defined as a tool for economic planning.	P I U H	K2	2b 4b		4.531 4.82	(C) Economic system (C) Distribution	

- 4. Economics
- 4.3 Consumption of Goods and Services
- 4.33 Personal Income

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.332 Credit</u>						
The student knows ways in which the government controls credit buying (e.g., maximum interest rate, repossessing of goods, charges for late payments).	I U H	K8	2b 4b	4.312 4.621 4.81 4.82	(C) Economic system (V1) Honesty (V1) Integrity (V1) Security	
The student knows factors causing increases in consumer credit (e.g., movement from rural to urban areas, increase in production of durable goods, retailers encouragement of credit buying).	U H	K8	2b 4a	4.24 4.81	(C) Economic system (V1) Honesty (V1) Integrity	
The student knows various types of credit which are available (e.g., consumer, government, mortgage).	I U H	K3 K5	4b 7a		(C) Economic system (V1) Integrity (V1) Honesty	
The student knows that "open market operations" change the supply and cost of credit.	I U H	K2 K4	2b 4b	4.335 4.432 4.52	(C) Economic system (C) Distribution	

- 4. Economics
- 4.3 Consumption of Goods and Services
- 4.33 Personal Income

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.333 Savings</u></p> <p>The student knows that Medicare and Medicaid provide economic assistance to the aged, low income families, and A.D.C. recipients.</p> <p>The student knows that saving represents the difference between income and spending.</p>	<p>I U H</p> <p>P I U H</p>	<p>K7</p> <p>K2</p>	<p>3a 4b 6c 7b</p> <p>5a 7b</p>	<p>2a 2c</p>	<p>4.531 4.212</p>	<p>(C) Economic system (C) Wants (V1) Security</p> <p>(C) Economic system (C) Savings</p>	

- 4. Economics
- 4.3 Consumption of Goods and Services
- 4.33 Personal Income

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>4.334 Insurance</u>							
The student knows the vocabulary associated with insurance (e.g., insured, policyholder, underwriter, insurable interest, comprehensive policy, beneficiary).	U H	K1 K3	2b 5b	3b	4.335	(C) Economic system (C) Needs	
The student knows specific functions of various types of insurance.	U H	K3 K7	4b 5a 7b	4a	4.335	(C) Economic system (C) Needs (V1) Security (V1) Thrift (V1) Self-discipline	
The student knows that life insurance provides protection and savings.	U H	K3 K7	4b 5a 7b	2b	4.335 4.82	(C) Economic system (C) Needs (V1) Security (V1) Thrift (V1) Self-discipline	

- 4. Economics
- 4.3 Consumption of Goods and Services
- 4.33 Personal Income

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>4.335 Investments</u>							
The student knows that investment may be real, human, or financial.	I U H	K1 K3	7b		4.331 4.333		(C) Economic system
The student knows that investment is the result of past profits available for loanable funds for future profits.	U H	G2 K8	2b 4b 6c		4.2 4.212		(C) Economic system (V1) Responsibility (V1) Thrift (V1) Cooperation

4. Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Career Goals	Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.4 Money</u></p> <p>The student knows the location and use of print and nonprint materials related to money (e.g., card catalog: "Money," "Banks and Banking," "Federal Reserve Banks"; Reader's Guide: "Banks and Banking," "Federal Land Banks," "Money"; periodicals: <u>Bulletin of Federal Reserve Bank, San Francisco</u>; area and building audio-visual catalogs: "Banking, Money," "Federal Reserve System"; special materials: money specimens.</p> <p>The student knows characteristics of money such as durability, divisibility, malleability, portability, and uniformity.</p> <p>The student knows that silver and gold have the best characteristics for representing money.</p>	<p>I U H</p> <p>I U H</p> <p>I U H</p>	<p>K6</p> <p>K3</p> <p>K2 K3</p>	<p>2a 2b</p> <p>2b</p> <p>2b</p>		<p>4.111 4.214</p> <p>4.111 4.214</p>	<p>(C) Resources, economics (V1) Inquiry</p> <p>(C) Economic system, monetary</p> <p>(C) Economic system, monetary</p>	

4. Economics
4.4 Money

COURSE GOALS

4.41 History

The student knows that the development of monetary systems occurs as a direct result of increased trade.

The student knows that present monetary systems have developed from the use of various mediums of exchange.

The student knows vocabulary associated with banking (e.g., discount loans, legal reserves, purchasing power, inflation).

The student knows that the American money system is based on a modified gold standard.

The student knows that "specie" in the United States monetary system means gold and/or silver.

The student knows that the use of paper money in replacement of gold or silver as specie occurred as a result of difficulty in production, use in small transactions, and the quantity of available materials.

The student knows major ideas of Gresham's Law (e.g., good money drives bad money out of circulation, hoarding of gold).

Level
P/I/U/H

Knowledge or Pro-
cess Classifications

Subject Area

Program Goals

Career Education

Program Goals

Other Related

Content Taxonomy

Headings

(C) Concept/
(V1, V2) Value
Words

I U H

K8

2b
7a

4.111
4.311
4.312
4.63

(C) Economic
system,
monetary
(V1) Freedom,
econ.

I U H

K8

2a
2b

(C) Economic
system,
monetary

I U H

K1

2b

4.431

(C) Economic
system,
banking

I U H

K9

2b

4.42

(C) Economic
system,
monetary

I U H

K1
K2

2b
7a

(C) Economic
system,
monetary

I U H

K7
K8

2b
7a

4.42
4.431
4.432

(C) Economic
system,
monetary

U H

K3

2b
7b

(C) Economic
system
(C) Distribution
(V1) Freedom,
econ. compet.

4. Economics
4.4 Money

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.42 Kinds</u>						
The student knows that many monetary systems are found in use today in various economic systems.	P I U H	K5	4b 6c	4.41 4.431	(C) Economic system, monetary	(V1) Responsible-ness
The student knows that money stands for anything generally accepted in exchange for goods and/or services.	P I U H	K2	2b	4.41	(C) Economic system, monetary	
The student knows that the dollar is the basis for the evaluation of economic worth in the United States.	I U H	K9	2b	4.41 4.431	(C) Economic system, monetary	
The student knows that legal tender is the form of money which the law requires a creditor to accept in payment of a debt expressed in dollars.	I U H	K1 K2	2b	4.43 4.431 4.82	(C) Economic system, monetary	
The student knows that within the United States at the present time all coins and paper money represent legal tender.	P I U H	K2 K3	2b	4.431 4.432	(C) Economic system, monetary	
The student knows that checks are commonly accepted in lieu of legal tender.	P I U H	K9	2b	4.43	(C) Economic system, monetary	
The student knows that development of laws was necessary to control the amount of paper money issued, so that it did not exceed the amount of "specie" currently available.	I U H	K7 K8	4b 5b	4.41 4.431 4.432 4.512	(C) Economic system, monetary	(V1) Freedom, econ.

4. Economics
4.4 Money

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.43 Banking</u>						
The student is able to interpret the "circular flow" of money.	U H	P21 P22 P23 P43	2b			(C) Distribution, money
The student knows that there is a circular flow of money from families to businesses and government and back again to families.	P I U H	G2 K7	2b	2a		(C) Economic system, banking
The student knows that in large communities clearinghouse associations have been established for the purpose of enabling banks to quickly and efficiently exchange checks and balances.	U H	K7	2b 4b		4.312 4.322	(C) Economic system, banking (V1) Efficiency
The student knows two types of bank deposits: (1) demand deposits which are checking accounts and (2) time deposits which are savings accounts.	I U H	K7 K8	2b	2b	4.431	(C) Economic system, banking
The student knows services provided by banks such as safeguarding money and property, providing checkbook service, making loans, and serving as trustees of goods and property.	U H	K7	2b 4b	4a 4d	4.111 4.221 4.81 4.82	(C) Economic system, banking (V1) Responsibility
The student knows functions of commercial, savings, and investment banks.	U H	K3	2b 4b	4a 4d	4.431	(C) Economic system (V1) Efficiency
The student knows that banks earn money by investing, borrowing, and lending money.	I U H	K7	2b	4a 4d	4.432	(C) Economic system

- 4. Economics
- 4.4 Money
- 4.43 Banking

COURSE GOALS	Level P/U/J/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.431 Commercial</u></p>						
<p>The student knows that "velocity of circulation" means number of times a dollar is spent during a period of time.</p>	U H	K2	2b		4.312 4.52	(C) Economic system, banking
<p>The student knows requirements for the chartering of banks by state or federal government (e.g., basis of character and ability of the applicants, need for a bank in the area, and amount needed for a capital stock fund).</p>	U H	K3 K9	2b 7a		4.211 4.214 4.223 4.233 4.31	(C) Economic system. (V1) Democracy

- 4. Economics
- 4.4 Money
- 4.43 Banking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.432 Federal Reserve</u>							
The student knows that bills are the short-term government securities sold or purchased by the Federal Reserve (open market committee) to avoid long-term interest rates.	U H	K3 K7	2b 7a		4.533 4.534		(C) Economic system (C) Federal Reserve (V1) Efficiency (V1) Cooperation
The student knows that "discount rate" refers to loan interest paid in advance and can be altered to control business.	U H	K1	2b	4a 4d	4.431 4.331 4.332		(C) Economic system, banking

4. Economics

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1), (V2) Value Words
4.5 Economic Growth							
The student knows the location and use of print and nonprint materials related to economic growth (e.g., card catalog: "Depression," "Income," "Taxation"; Reader's Guide: "Gross National Product," "Taxation," "Inflation (finance)"; area and building audio-visual catalogs: "Economic Growth," "Gross National Product," "Stock Market"; periodicals: <u>Wall Street Journal</u> , <u>Dun & Bradstreet</u> , <u>New York Times index</u> , <u>Christian Science Monitor</u>).	U H	K6	2a 2b				(C) Resources, economics (V1) Inquiry
The student knows the factors involved in economic growth (e.g., capital, land, labor, technology, investment by business and government profits).	I U H	K8	2b				(C) Economic system, growth of (V1) Security
The student knows that economic growth is measured by total production, production per person, and output per hour worked.	I U H	K3 K8	2b	2a 2b 2c 4b			(C) Economic system, growth of (V1) Security
The student knows that scientific research depends upon industry's reinvesting a percentage of its net profit for further economic growth.	I U H	K8	2b	4b	4.242 4.2		(C) Economic system, growth of (V1) Inquiry

4. Economics
4.5 Economic Growth

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.51 Measures</u></p> <p>The student knows that hindrances in economic growth in underdeveloped countries include illiteracy, low income, lack of business leadership, traditions, unfair distribution of land, limited resources, unfavorable climate, military demands, and weak government.</p>	I U H	K3 K8	2a 4b 6a	2a 4b	4.82	(C) Economic system, growth (V1) Education (V1) Justice, economic	
<p>The student knows that stimulants to economic growth include more education, incentive for high production, good health, better capital facilities, strong leadership, technological expansion, stimulation of demand, freedom to make economic adjustments (e.g., price).</p>	I U H	K3 K8	2b 6c 7a	2a 4b		(C) Economic system, growth (V1) Education (V1) Justice, economic	
<p>The student is able to relate gross national product to actual market prices.</p>	U H	P21 P41 P43 P47	2b 6c			(C) Economic system	

- 4. Economics
- 4.5 Economic Growth
- 4.51 Measures

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.511 Gross National Product</u></p> <p>The student knows that the term "gross national product" is defined as the final output of all goods and services produced and sold by a nation in a given period of time.</p> <p>The student knows that "circular flow of money payments" shows how payments flow from households to firms and then back again to households as firms pay workers, savers, landlords, and management for their services.</p> <p>The student knows that the gross national product includes the total amount of goods and services produced in a nation measured at actual market prices.</p>	<p>U H</p> <p>II</p> <p>U H</p>	<p>K1</p> <p>G2 K3 K8</p> <p>K2 K3</p>	<p>2b</p> <p>2b 4b</p> <p>2b</p>	<p></p> <p>2c</p> <p></p>	<p></p> <p>4.82</p> <p>4.512 4.31</p>	<p>(C) Economic system</p> <p>(C) Economic system, monetary</p> <p>(C) Economic system, G.N.P.</p>	

- 4. Economics
- 4.5 Economic Growth
- 4.51 Measures

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Career Education Program Goals	Other Related Context Taxonomy	Headings (C) Concept/ (V1, V2) Value Words
<u>4.512 National Income</u>							
The student knows that "national income" refers to the total of income payments from expenditures going to firms which produce the output and the firms, in turn, using the money they receive from expenditures to pay all those helping produce the output.	H	K2	2b	2a 2c	4.511 4.82	(C) Economic system, monetary	
The student knows that the national income is the gross national product less depreciation and indirect business taxes.	I U H	K2 K3	2b		4.511	(C) Economic system	
The student is able to interpret national income statistics.	H	P41	2b	2a 2d 4b 6a		(C) Economic system	

SOCIAL SCIENCE

- 4. Economics
- 4.5 Economic Growth
- 4.51 Measures

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>4.513 Other</u>						
The student is able to interpret disposable personal income for the preparation of a budget.	U H	P43 P62	2a 2b			(C) Distribution (V1) Self-discipline
The student knows that disposable personal income is the income the household can spend (consumption) or save after paying personal taxes.	I U H	K3	2b 5a			(C) Economic system (C) Consumption (V1) Thrift (V1) Security (V1) Education
The student is able to interpret household (personal) income statistics.	U H	P43 P45 P48	2b	2a 2c		(C) Distribution
The student knows that household (personal) income is the flow to individuals of national income plus government transfer payments (social security, interest) minus corporation retained profits and direct taxes (income, social security).	I U H	K2 K3	2b 5a			(C) Economic system

4. Economics
4.5 Economic Growth

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.52 Stability</u>						
The student knows that "economic stability" means keeping the economy balanced between inflation and depression.	P I U H	G2 K2	2b			(C) Economic system, stability
The student knows that the value of money fluctuates on the basis of values in world trade.	U H	K8 K9	2b	4.223 4.312 4.51 4.612		(C) Economic system, monetary
The student knows that price-fixing agreements among competitors are illegal under the Sherman Antitrust Act, 1890.	I U H	G2 K3	2b	4.82		(C) Economic system, law (V1) Democracy (V1) Honesty
The student knows that the Federal Trade Commission Act, 1914, as amended, prohibits unfair methods of competition and unfair practices in trade (false advertising).	I U H	K9	2b	4.82		(C) Economic system, law (V1) Democracy (V1) Honesty

4. Economics
4.5 Economic Growth

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.53 Role of Government</u></p>							
<p>The student knows areas in which the government provides economic information (e.g., consumer purchasing, unemployment data, insurance taxation).</p>	I U H	K7	2b 3a 4b 7b		4.621		(C) Economic system (V1) Security (V1) Education
<p>The student is able to interpret graphs and tables explaining the monetary policy of the Federal Reserve System and fiscal controls by the government.</p>	U H	P43	2b 7b	5a			(C) Economic system (V1) Security (V1) Balance
<p>The student knows that "right of eminent domain" refers to the role of government regarding acquisition of property for public utilities.</p>	P I U H	K2 K8	2b 3b 7b				(C) Interdependence, polit. (V1) Rights
<p>The student knows that economies vary in their reliance upon government decision-making and regulation.</p>	P I U H	G2 K3 K7	2b 3b 7b	2c 4b	4.71		(C) Economic system (V1) Rationality

- 4. Economics
- 4.5 Economic Growth
- 4.53 Role of Government

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.531 Expenditures</u></p> <p>The student knows that the fiscal policy controls inflation by cutting government spending and/or raising taxes.</p> <p>The student knows that government spending is necessary for providing services which citizens desire.</p>	<p>U H</p> <p>U H</p>	<p>G2 K8 K9</p> <p>G2 K8</p>	<p>2b 3a 4b 7b</p> <p>2b 3b 4b 7b</p>	<p></p> <p>2c 4b</p>	<p>4.5</p> <p>4.21 4.534</p>	<p>(C) Economic system (C) Distribution (V1)Rationality (V1)Security (V1)Balance</p> <p>(C) Economic system (V1) Economic justice</p>	

- 4. Economics
- 4.5 Economic Growth
- 4.53 Role of Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals Other Related Context	Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.532 Taxation</u>							
The student knows the four principles of a just tax advocated by Adam Smith are: ability to pay, ease of collection, amount needed (balanced budget), and preservation of the source).	U H	G2 K3	2b 3a 4b 7b		4.12 4.71	(C) Economic system (V1) Democracy (V1) Rationality	
The student is able to apply the four principles of a just tax in solving tax problems today.	U H	P42 P43	2b 4b 5b		4.12 4.71	(C) Economic system (V1) Democracy	
The student knows the structure of state and federal tax systems (e.g., proportional, progressive, and regressive).	I U H	K3 K7	2b 3b 4b 7b		4.331	(C) Economic system (C) Distribution (V1) Rationality (V1) Economic justice	
The student knows kinds of taxes paid on property, income, commodities, and services (e.g., sales tax, employer tax, tariffs, custom duties, corporation tax, and social security).	I U H	K3	2b 3a 4b 7b	2b	4.311 4.621	(C) Economic system (V1) Democracy	
The student knows that taxes on goods, property, and services are included in federal and state tax structures.	I U H	K3	2b 3a 4b 7b		4.621 4.81 4.82	(C) Economic system (C) Distribution (V1) Democracy (V1) Rationality	
The student knows that taxes produce the main source of government income.	I U H	K3 K6	2b 3a 4b 7b	2b		(C) Economic system (V1) Democracy (V1) Rationality	
The student is able to fill out an income tax form.	U H	P24 P32 P36 P44 P62 P63	2b 3a 4a	2b		(C) Economic system (V1) Efficiency (V1) Responsible- ness	

- 4. Economics
- 4.5 Economic Growth
- 4.53 Role of Government

COURSE GOALS	Level I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.532 Taxation (Cont.)</u>							
The student knows that the major federal tax revenue is derived from the personal income tax, the corporation income tax, and excise taxes (gasoline, automobile, liquor, and tobacco).	I U H	K3	2b 3a 4b 7b	2b	4.534 4.81	(C) Economic system (C) Distribution (V1) Democracy (V1) Rationality	
The student knows that the major state and local tax revenue is derived from the sales tax, excise tax, and real and/or personal property taxes.	I U H	K3	2b 3a 4b 7b	2b	4.221 4.222	(C) Economic system (V1) Democracy (V1) Rationality	
The student knows that a balanced federal budget consists of spending exactly the revenue from taxes and other sources.	U H	K2 K3	2b 3a 4b 7b		4.531 4.5	(C) Economic system (V1) Democracy (V1) Rationality	
The student knows that the largest expenditures of tax dollars by the federal government are for national defense, health, education, welfare, and interest.	I U H	K3	2b 3a 4b 7b		4.531 4.82	(C) Economic system (C) Distribution (V1) Security (V1) Rationality	
The student knows the function of social security (e.g., money used for retirement fund).	I U H	K7	2b 3a 4b 7b		4.82 4.621 4.335	(C) Economic system (C) Distribution (V1) Security (V1) Self-respect	
The student knows that the major uses of state and local tax dollars are for education, roads, and social welfare.	I U H	K3	2b 3a 4a 7b		4.82 4.32	(C) Economic system (C) Distribution (V1) Education (V1) Pleasure	

- 4. Economics
- 4.5 Economic Growth
- 4.53 Role of Government

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>4.533 Debts</u>						
The student knows that the national debt is determined by the amount of money the government owes for bonds sold to the public.	U H	K2 K9	2b	4.532 4.531	(C) Economic system	
The student knows there is disagreement regarding the size of the national debt.	U H	K5 K8	2b 3b 4b 7b	4.511 4.82	(C) Economic system (C) Distribution (V1) Democracy (V1) Rationality	
The student knows that interest on the national debt comprises more than ten percent of the federal budget.	U H	K9	2b 3b	4.531 4.82	(C) Economic system (C) Distribution (V1) Rationality (V1) Freedom, political	

- 4. Economics
- 4.5 Economic Growth
- 4.53 Role of Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.534 Fiscal Policy</u>							
The student knows that one of the functions of the federal government is central policy for borrowing and lending money (e.g., to states, small businesses, foreign countries, and from banks).	U H	K7	2b 3a 4b 6c		4.533 4.63	(C) Economic system (V1) Democracy (V1) Rationality	
The student knows that the fiscal policy in a recession puts more money into circulation through raising the gross national product and employment by increasing government spending and/or cutting taxes.	U H	G2 K8 K9	2b 3a 4b 7b	4b	4.5 4.531	(C) Economic system (C) Distribution (V1) Democracy (V1) Rationality (V1) Security	

4. Economics

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<p><u>4.6 International Trade</u></p> <p>The student knows the location and use of print and nonprint materials related to international trade (e.g., card catalog: "Commerce," "International Cooperation," "International Development Association"; <u>Reader's Guide</u>: "Commerce," "Foreign Trade Regulation," "Balance of Payments," "Free Trade and Protection"; periodicals: "<u>New Republic</u>, <u>Foreign Affairs</u>"; special materials: pamphlets by Foreign Policy Association; area and building audio-visual catalogs: "International Trade," "Isolation").</p>	I U H	K6	2a 2b			(C) Resources, economics (VI) Inquiry
<p>The student knows that the balance of trade is favorable if exports of a nation are larger than imports, and unfavorable if imports are larger than exports.</p>	U H	G2 K9	2b	4.5 4.61		(C) Economic system (C) Trade (VI) Responsibility

4. Economics
4.6 International Trade

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.61 Need</u>						
The student knows that the federal government provides consumer protection (e.g., Pure Food and Drug Laws, Consumer Counsel).	I U H	K7	2b	4.82	(C) Economic system	(V1) Security
The student knows that early man used a barter system of trade.	P I U H	K6 K7	2b	4.71	(C) Economic system	
The student knows that a strong and expanding foreign trade influences full employment and a high level of national income.	I U H	K3 K8	2b 7a	4.512	(C) Economic system	(C) Trade
The student knows that included among consumer benefits from buying foreign products (imports) are the acquisition of a broader variety of products and reduction of cost.	P I U H	G2 K8	2b 7a		(C) Economic system	(C) Trade
					(V1) Freedom, econ.	

- 4. Economics
- 4.6 International Trade
- 4.61 Need

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.611 Interdependence</u>							
The student knows that raw materials used in production come from markets all over the world.	P I U H	G2 K6 K8	2b 4b 6c	2c			(C) Production (C) Internationalism (V1) Cooperation
The student knows that a nation's industrial growth brings about need for increased raw materials and markets.	I U H	K8	2b 4b 6c	2c			(C) Internationalism
The student knows that nations engage in trade for mutual economic benefit.	I U H	K7 K8	2b 4b		4.512 4.24		(C) Internationalism (V1) Cooperation
The student knows that importing, exporting, and investing are dependent processes.	I U H	K8	2b 7a		4.63		(C) Economic system (C) Trade (V1) Freedom, econ.
The student knows ways residential and commercial areas of a community are interdependent.	I U H	K8	2b 6a 6c	2c 4b			(C) Cooperation (V1) Cooperation
The student knows that the economic interdependence of nations can be determined through the identification of international elements of a major product (e.g., raw logs shipped from the United States to Japan; the finished lumber imported to the United States from Japan).	P I U H	K3 K8	2b		4.214		(C) Production (C) Internationalism (V1) Cooperation

- 4. Economics
- 4.6 International Trade
- 4.61 Need

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.612 Law of Comparative Advantage</u>							
The student knows that "Law of Comparative Advantage" refers to a nation's greater advantage in producing a particular item it can make most efficiently, exporting that item to other countries, and importing goods that can be produced relatively more efficiently somewhere else.	U H	G1 K2 K8	2b 4b				(C) Production (V1) Efficiency (V1) Cooperation
The student knows that the "division of labor" means that one no longer produces all of his needs; men and societies have become interdependent.	P I U H	G2 K8	2b 4b 6c	2c			(C) Production (V1) Efficiency (V1) Cooperation
The student knows that countries which process developed economic resources affect the economy and resources of underdeveloped countries with which they have contact.	I U H	K8	2b 7a				(C) Resources (C) Trade (V1) Efficiency

4. Economics
4.6 International Trade

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.62 Role of Government</u>						
The student knows that United States economic policy-making takes into account the following social values: freedom of the individual, equal opportunity, and consent of the government in a democratic society.	P I U H	G2 K8	2b 6c 7a	1b 4b	4.71	(C) Economic system (C) Trade (V1) Justice (V1) Democracy
The student knows that the factors which influence manufacturing location decisions in different countries include distribution of raw materials, markets, power sources, labor supply, and transportation facilities.	P I U H	G2 K8	2b	4b	4.2 4.312 4.82	(C) Production (V1) Efficiency
The student knows that often one country has an "absolute advantage" over others in the production of certain products because its production costs in man-hours and other inputs are lower (e.g., India can produce tea more cheaply than Canada).	I U H	K2 K3 K8	2b 4b		4.211 4.244 4.312	(C) Production
The student knows advantages of economic specialization.	P I	G2 K8	2b 5b	4b	4.213	(C) Production, specialization (V1) Efficiency (V1) Cooperation

- 4. Economics
- 4.6 International Trade
- 4.62 Role of Government

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.621 Protection</u>						
The student knows that the government protects the consumer through actions such as the federal Pure Food and Drug Act and distribution of consumer information.	P I U H	G2 K8	7b		4.71	(C) Consumption (V1) Democracy
The student knows the legal rights and responsibilities of contract buying.	U H	G2 K8	2b 5a		4.71	(C) Consumption (V1) Fairness (V1) Learning (V1) Honesty

- 4. Economics
- 4.6 International Trade
- 4.62 Role of Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.622 Isolation</u>							
The student knows that communities in the world become less isolated and more closely related and interdependent as transportation and communication improve.	P I U H	G2 K8	2b 4b		4.24	(C) Community (C) Transporta- tion (C) Progress (V1) Innovative- ness	
The student knows the relationship between political and economic isolation of a nation.	U H	G2 K8	2b 6c 7a			(C) Economic system (V1) Freedom	
The student knows that "economic isolation" refers to the barriers governments create to limit free trade among nations (e.g., tariffs, quotas on imports).	U H	G2 K1 K8	2b 6c 7a		4.623	(C) Economic system (C) Trade	

- 4. Economics
- 4.6 International Trade
- 4.62 Role of Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.623 Free Trade</u></p> <p>The student knows that trade among nations is complicated by the fact that each nation has its own currency.</p>	U H	K8	2b 6a 7a		4.41	(C) Economic system (C) Trade (C) Internationalism (V1) Efficiency	

4. Economics
4.6 International Trade

COURSE GOALS	Level P/U/J/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.63 Mechanics</u>						
The student knows that allocation of resources affect outcome of wars and the position of nations and individuals as creditors or debtors.	I U H	K8	2b 4b		4.214	(C) Resources (C) Distribution (C) War (V1)Efficiency (V1) Rationality
The student knows that the free trade policy of the common market nations has resulted in a great increase in international trade.	U H	K8	2b 4b 5b		4.623 4.6	(C) Economic system (V1)Strength (V1)Freedom, econ. comp.
The student knows that American trade with common market nations has continued to decline with their tariff wall against outsiders.	U H	K4 K8	2b 4b 5b		4.621 4.623	(C) Economic system (C) Tariff (V1)Cooperation
The student knows that economic growth has occurred in the European Economic Community (ECC, Common Market) with the elimination of tariff barriers (free trade) between the member nations.	U H	K8	2b 7b		4.5 4.623	(C) Economic system (V1)Cooperation
The student knows that the International Monetary Fund (IMF) assists nations in borrowing money to participate in international trade.	U H	K7	3a 4b 7b		4.5 4.6	(C) Economic system, monetary (V1)Cooperation
The student knows that the balance of international payments refers to all factors which cause a nation to gain or lose money (e.g., trade, foreign aid, loans, military spending, private investment).	U H	G2 K3	3a 6c 7b		4.5 4.611	(C) Economic system (C) Interdependence (V1)Freedom, econ.
The student knows that the gold supply has decreased in the United States in recent years due to an unfavorable balance of international payments.	U H	K8	2b 3a 6c		4.5 4.52	(C) Economic system (C) Interdependence (V1)Freedom, econ.

4. Economics
4.6 International Trade

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.63 Mechanics (Cont.)							
The student knows that "balance of payment" refers to a nation's total payments and receipts to and from foreign countries.	U H	K2	2b 4b 6c				(C) Economic system (C) Interdependence
The student knows that nations often restrict imports in an effort to correct balance of payment deficits.	U H	K7 K8	2b 4b 6c				(C) Economic system (C) Interdependence (V1) Economic competition
The student knows that among the causes of "balance of payment" deficit are inflation and industrialization.	U H	K8	2b 4b 6c				(C) Economic system (C) Interdependence (V1) Economic competition

4. Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.7 Comparative Economic Systems</u>							
The student knows the location and use of print and nonprint materials related to comparative economic systems (e.g., card catalog: "Fascism," "Communism," "Democracy," "Consumer Education"; Reader's Guide: "Communism and Democracy," "National Socialism," "Marketing"; periodicals: <u>Soviet Life Today</u> , <u>New Republic</u> , <u>Foreign Affairs</u> ; area and building audio-visual catalogs: "Communism, Capitalism," "Profit Motive," "Consumer Education").	P I U H	K6	2a 2b				(C) Resources, economics (V1) Inquiry
The student knows the distinguishing characteristics of the following types of economies: capitalistic, communistic, socialistic, and mixed market.	U H	K3	2a 2b				(C) Economic system
The student knows that capitalism and free enterprise are terms used interchangeably.	I U H	K2	2a	4.71			(C) Economic system (C) Capitalism.
The student knows that despite ideology all economies combine degrees of private and public planning and ownership.	U H	K1 K3 K8	2b				(C) Economic system
The student knows that all economic systems share the basic economic problem of scarcity.		K3	2a 2b 6c				(C) Economic system (V1) Scarcity (V1) Education
The student knows that comparative economic systems differ in degree of state control, stage of development, power of custom in economic life, impact of religion and political systems on people's values, and motivation.	U H	G2 K3	2b 6c				(C) Economic system (V1) Human dignity
The student is able to compare economic systems.	U H	P45	2b				(C) Economic system

4. Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.7 Comparative Economic Systems (Cont.)</u></p> <p>The student knows that values underlying different economic systems affect the individual as a worker, consumer, and citizen (e.g., degree of government control, profit motive, free choice).</p>	<p>I U II</p>	<p>K8</p>	<p>2b 6c</p>	<p>1b 2a 4b</p>			<p>(C) Economic system (C) Values (VI) Freedom</p>

4. Economics
4.7 Comparative Economic Systems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.71 Democratic Capitalism (American)							
The student knows that the benefit-cost principle is carried out in the private market economy through the free interaction of supply and demand.	U H	K7	2b 6c	4b			(C) Economic system (C) Supply & demand (V1) Freedom, econ.
The student knows that profit motive is a basic element of democratic capitalism.	U H	K3	2b 4b 7b	2b			(C) Economic system, capitalism (V1) Freedom (V1) Security
The student knows that the free enterprise system provides greater opportunities for a man to start and operate a business and for a worker to choose the work he does than do other economic systems.	P I U H	K5 K8	7a	2b 2c 3a 3b 4a 4b 4c 4e 6a			(C) Economic system (V1) Freedom (V1) Innovativeness
The student knows ways that consumer needs are affected by stages in the life cycle. (e.g., young families needs are different from retired families).	P I U H	K3 K6 K8	2b 5a		4.81		(C) Consumer (V1) Security

4. Economics
4.7 Comparative Economic Systems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.72 Democratic Socialism</u>							
The student knows that socialism in its strict sense means governmental ownership and control of the means of production.	U "	K2	2b 4a 6c		4.73		(C) Economic system (C) Socialism (V1) Freedom
The student knows elements of socialism which exist in governmental services (e.g., ownership of utilities, health, and welfare programs).	U H	K3	3b 4a	4b			(C) Economic system (C) Socialism (V1) Freedom
The student knows the similarities and differences between "Democratic Socialism" and "Communist Socialism."	U H	K5 K8	2b 3b 4a		4.73		(C) Economic system (C) democratic society (C) Communist society (V1) Freedom, econ.
The student knows that government controls and elements of socialism combine in varying degrees with private enterprise in many advanced democratic countries (e.g., Britain, Sweden, France, Italy, and New Zealand).	U H	K3	2b 3a 4b 7a	4b			(C) Economic system (C) Socialism, democratic (V1) Freedom, econ.
The student knows that democratic socialism is distinguished from socialist nations of Eastern Europe by their reliance upon democratic institutions and belief in economic freedom.	U H	K5 K8	2b 3b 7a				(C) Economic system (C) Democratic society (V1) Freedom, econ.

4. Economics
4.7 Comparative Economic Systems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.73 Communism</u>						
The student knows that a communist government is a political dictatorship which controls most of the economy.	P I U H	K2 K3	2b 4a 6c			(C) Economic system (C) Communism (V1) Freedom, econ.
The student knows that fully communized economies follow a master plan to decide what and how goods and services are to be produced.	I U H	K3 K8	2b 4a 6c	4b		(C) Economic system (C) Communism (V1) Freedom, econ.
The student knows that in communist countries the main economic choices are established by officials of the Communist Party.	I U H	K3 K7	2b 4a 6c			(C) Economic system (C) Communism (V1) Freedom, econ.
The student knows that in communistic economies the government owns most resources and makes the majority of allocation decisions (e.g., nationalized all land and capital goods).	U H	K3 K7	2b 4a 6c			(C) Economic system (C) Communism (V1) Freedom, econ.
The student knows the advantages and disadvantages of the quota system imposed upon factory managers in communist countries.	U H	K8	2b 4a 6c	2a 2b		(C) Economic system (C) Communism (V1) Freedom, econ.
The student knows the role of the Gosbank (government banking system) in communist economic systems as compared to that of democratic capitalist systems (e.g., U.S.S.R. keeps record account of all plant managers' receipts for ready audit).	U H	K7 K8	2b 4a			(C) Economic system (C) Communism, bank (V1) Freedom, econ.
The student knows that agricultural goods are produced in communist countries on collective and/or state farms.	U H	K3	2b 4a 6c			(C) Economic system (C) Communism, agriculture (V1) Efficiency

4. Economics
 4.7 Comparative Economic Systems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.7 Communism (Cont.)							
The student knows that in a communist country a means of correcting inflation is confiscation of people's private savings and holding of government bonds.	U H	K7 K8	2b 4a 6c				(C) Economic system (C) Communism (V1) Human dignity
The student knows that communist economies are not as subject as market economies to recurrent downward spiraling of monetary demand because of governmental control of investment.	U H	K3 K8	2b 4a 6c				(C) Economic system (C) Communism (C) Monetary (V1) Freedom, econ.
The student knows the similarities and differences between U.S.S.R. communist economy and that of communist China.	U H	K5 K8	2b 4a 6c				(C) Economic system (C) Communism (V1) Freedom, econ.

- 4. Economics
- 4.7 Comparative Economic Systems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>4.74 Fascism</u></p> <p>The student knows that Fascism allows private ownership of property but places drastic governmental limits on economic freedom.</p>	U H	K3	2b 4a 7a				<p>(C) Economic system</p> <p>(C) Fascism</p> <p>(V1) Freedom, econ.</p>

4. Economics

COURSE GOALS	Level P/I/U/H	Knowledge of Pro- cess Classifications	Subject Area	Program Goals	Career Education	Other Goals	Context Related Headings	(C) Concepts/ (V1, V2) Value Words
<p><u>4.8 Economic Problems</u></p> <p>The student knows the location and use of print and nonprint materials related to economic problems (e.g., card catalog: "Economic Conditions," "Business," "Agriculture, Economic Aspects," "Minorities"; Reader's Guide: "Farm Corporation," "Migrant Labor," "Ecology," "Small Business Investment Companies"; periodicals: <u>Farm Journal</u>, <u>Commonwealth</u>, <u>Environment</u>; area and building audio-visual catalogs: "Economic Growth," "Economy, Consumer Oriented," "Farming Economy").</p>	I U H	K6	2a 2b					(C) Resources, Economics (V1) Inquiry

4. Economics

4.8 Economic Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>4.81 Special Groups</u>							
The student knows that discrimination against the labor force of minority populations affects the economics of these populations.	I U H	K8	6b 7b	1b 2c 4b			(C) Economic system (C) Minorities (V1) Human dignity
The student knows that federal and state governments and ethnic groups are attempting to enact and enforce laws necessary to lessen discrimination in the labor forces of minority populations.	I U H	K4 K8	3b 4a 6b	1b 4b	4.621		(C) Economic system (C) Minorities (V1) Rights (V1) Justice
The student knows that families make the best use of their economic resources by consciously deciding how to use them (e.g., budgets).	P I U H	G2 K8	4b 7b				(C) Resources, economic (C) Family (V1) Security

4. Economics
4.8 Economic Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Related Headings	(C) Concept/ (V1, V2) Value Words
<u>4.82 Total Economy</u>							
The student knows various approaches to career education consist of many types of training (e.g., on the job as waitress and clerk, apprenticeships as masons and carpenters, technical schools as mechanics and electricians).	P I U H	K3	2b 4a 6c 7b	2b 3a 4a 4d 6a	4.212 4.213	(C) Needs, educ. (V1) Self-esteem (V1) Human dignity	
The student knows that vigorous competition must be maintained in democratic capitalism to achieve economic efficiency.	I U H	K7	2b 4a 6c 7b		4.71	(C) Needs, compet. econ. (V1) Freedom, econ.	
The student knows that the broad economic goals of growth, stability, efficiency, security, justice, and freedom often involve people in conflicting policies.	I U H	G2 K8	2b 4a 7b		4.21	(C) Economic system (C) Conflict (V1) Cooperation	
The student knows issues involved in "private vs. public sectors of the economy" (e.g., price control, logging in federal forests, purchase of scenic areas for national parks, development of hydroelectric power).	I U H	K3 K5	2b 6c 7b			(C) Economic system (C) Conflict (V1) Efficiency (V1) Rights	
The student knows that fair trade laws combat price cutting and lessen competition.	I U H	K8	2b		4.212 4.13	(C) Economic system (C) Trade (V1) Justice	
The student knows that conflicts exist between economic and ecological interests (e.g., protection of national forests, dam building, preservation of public beaches, disposal of sewage).	P I U H	K4 K8	2b 3b 4b 6c 7b	2c	4.621 4.81	(C) Resources, natural (C) Ecology (V1) Rights, social-moral	
The student knows the functions of the Better Business Bureau (i.e., free information on borrowing, hear and try to adjust consumer complaints, issue warnings on illegal operations).	U H	K7	4b 7b	2c	4.82	(C) Consumer (V1) Security	

5. Political Science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Context Related Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.1 Study of Political Science</u></p>							
<p>The student knows that political science studies many different ideologies (e.g., communism, capitalism, socialism, fascism).</p>	U H	G2 K3	6b 7a 7b				(C) Ideology
<p>The student knows that political ideology refers to major political, social, and economic ideas and how these have evolved (e.g., capitalism, socialism, nationalism).</p>	U H	K2	7a 7b				(C) Ideology

5. Political Science
5.1 Study of Political Science

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.11 History of Political Science</u>							
The student is able to analyze a political topic in its historical development.	U H	P43 P44	1b 2a 2b				(V1) Inquiry
The student know earlier political-social structures, such as the city state, nation state, Christian community of the Middle Ages, etc.	U H	K4	1b 2b				(C) Institutions (V1) Resp. for cultural heritage
The student knows that political science has developed as a field of study over a long period of time, beginning with the ancient Greeks.	U H	K4	1b 2b				(V1) Resp. for cultural heritage
The student knows various theoretical approaches to the study of political science (e.g., scientific, behavioral, ideological).	U H	K5	2a 2b				(V1) Inquiry

5. Political Science
 5.1 Study of Political Science

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.12 Methods and Schools of Political Analysis</u></p>						
<p>The student knows the four basic schools of thought in political science: behavioral, normative, scientific, and historical.</p>	U H	K3	2a 2b			(V1) Inquiry
<p>The student knows that the behavioral school of political science theorizes about political behavior.</p>	U H	G1 K1 K3	2a 2b			(V1) Inquiry
<p>The student knows that the normative school of political science deals with values that are used to test and evaluate, not merely describe or generalize about facts.</p>	U H	K1 K3	2a 2b			(V1) Inquiry
<p>The student knows that the scientific school of political science deals with the principles and procedures used in the collection of data and formulation and testing of hypotheses regarding politics.</p>	U H	K1 K3	2a 2b			(V1) Inquiry
<p>The student knows that the historical school of political science considers a topic in terms of its origin and historical development.</p>	U H	K1 K3	2a 2b			(V1) Inquiry

5. Political Science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.2 Political Organization</u></p>							
<p>The student knows the location and use of print and nonprint materials related to the study of political science (e.g., card catalog: "Government," "Rights, Civil," "Privacy, Right of," "Society, Primitive"; <u>Reader's Guide</u>: "Democracy," "Communism and Democracy," "Fascism," "Socialism"; area and building audio-visual catalogs: "Government, Democratic," "Government, History," "Government, U.S.," "Government, World"; periodicals: <u>New Republic</u>, <u>Time</u>, <u>Newsweek</u>).</p>	U H	K6	2a 2b				(C) Resources, political science (V1) Inquiry
<p>The student knows that political organization is derived from man's political nature, the heritage of formal political institutions, and the current governmental structure and philosophy.</p>	U H	K3 K8	6b 7a 7b				(C) Organization (V1) Respect for cultural heritage
<p>The student knows that political institutions embody the political structure and its functions in any society.</p>	U H	K3	6b 7a 7b				(C) Organization
<p>The student knows geographic factors which may affect political development including: spatial relationship to resources, transportation and communication routes, climate.</p>	I U H	K8	2a 2b	1.21			(C) Institutions

- 5. Political Science
- 5.2 Political Organization
- 5.21 Need for Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.211 By Individual</u>							
The student knows ways, both direct and indirect, in which political institutions affect an individual's life.	I U H	G2 K7	7a 7b	1b 2a		(C) Institutions	
The student knows that rules of behavior and assignments of responsibilities vary from home to home.	P	G2 K5	3a	1a 1b		(C) Authority	
The student knows the federal, state, and local laws and regulations pertaining to individual behavior (e.g., those laws relating to health concerns in the areas of social diseases, drugs, detention and incarceration, medication, etc.).	I U H	K3 K7				(C) Rights	
The student knows that in order to form a nation people must be willing to give up some of their freedoms.	P I U H	K8	3b 5b	1c		(C) Authority (V1) Responsibility (V1) Cooperation	
The student knows that the functioning of a democratic society depends upon a degree of subordination of an individual's interest to the public interest.	I U H	G2 K8	3b 6b 7a 7b			(C) Rights (V1) Responsibility	
The student knows that in a democratic society the public interest is sometimes in conflict with individual interest.	P	G2 K8	3b 6b 7a 7b	1a 1b 2b		(C) Rights (V1) Responsibility	
The student knows that the rights of a person are interpreted in the form of government under which he lives.	U H	K3 K8	2b	1a 1c	5.212	(C) Rights (V1) Rights	
The student knows that challenge to authority frequently arises from discrepancy between the fulfillment of needs and the willingness or ability of the authority to meet those needs.	P I U	K8	3b	1c 2c		(C) Authority (C) Revolution (V1) Respect (V1) Responsibility (V1) Self-expression	

- 5. Political Science
- 5.2 Political Organization
- 5.21 Need for Government

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.211 By Individual (Cont.)</u></p> <p>The student knows possible consequences of breaking a law.</p>	P I U H	K8	4b	1c		(C) Authority (V1) Justice (V1) Responsibility	

- 5. Political Science
- 5.2 Political Organization
- 5.21 Need for Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
<u>5.212 By Society</u>							
The student knows that political institutions reflect the needs of the society.	I	G2 K4	6c	2c			(C) Institutions
The student knows that several distinct societies may exist within the same state with little political interaction.	I	G2 K6	3b 6c				(C) Community (V1) Self-respect (V1) Tolerance
The student knows that people within the same country may be subject to varying laws on the basis of region, population, etc. (e.g., farming communities have laws that cities do not).	I U H	K5	3b 7b	1c	5.21 1.21		
The student knows that a society operates best when its rules and laws are understood and accepted by its members.	P I U H	K8	2b 6b 7b	1b 1c			(C) Legitimacy (C) Communication (V1) Education (V1) Respect
The student knows that dissent is a right of a United States citizen.	I U H	G2 K2 K9	2b 4b 6b 7b	1b			(C) Freedom (V1) Rights
The student knows different methods of legal and illegal dissent that can be used to bring about change (e.g., picketing, sit-ins, writing to senators, petitions).	U H	K3 K7	2b 3b		5.211		(C) Freedom (V1) Rights
The student knows that broad political coordination can provide orderly and responsible utilization of environmental resources.	I U H	K8	3a 3b 4b		1.21		(C) Environment (C) Ecology (C) Resources (V1) Responsibility (V1) Cooperation
The student knows that systems of government which do not satisfy the basic needs of the people may be overthrown, often violently.	U H	K8	3b				(C) Power (C) Revolution (C) Change (V1) Responsibility

- 5. Political Science
- 5.2 Political Organization
- 5.21 Need for Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.212 By Society (Cont.)</u>							
The student knows that cities, states, and countries have laws particular to their levels of government.	I U H	G2 K3	3b 7b		1.21	(C) Authority	
The student know: that a function of government is to enable people to live harmoniously in groups.	P I U H	G2 K7	2b 7b	1a 1b 1c	5.21	(C) Community (C) Authority (V1) Responsibility (V1) Cooperation	
The student knows that families have rules, usually not formalized, that are designed to contribute to the good of all family members.	P I U H	K7	2b 6c	1a 1b 1c	5.211	(C) Authority (V1) Respect (V1) Cooperation	

- 5. Political Science
- 5.2 Political Organization
- 5.21 Need for Government

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.213 Services</u>							
The student knows that a function of city, state, and federal governments is to protect individuals and keep order.	P I U H	K7	2b 6b	1c		(C) Authority (V1)Responsibility	
The student knows services provided by city and county governments (e.g., police and fire protection, public health services).	P I U H	K7	2b		5.21	(C) Institutions (C) Authority (V1)Responsibility	
The student knows services provided by state government (e.g., educational, environmental, recreational).	I U H	K7	2b		5.21	(C) Institutions (C) Authority	

- 5. Political Science
- 5.2 Political Organization
- 5.22 Historical Development

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Related Headings	(C) Concept/ (VI, V2) Value Words
<u>5.221 Ancient World</u>							
The student knows that laws are an out-growth of people's values and customs.	I U H	G2 K4 K8	3a 6c	1c			(C) Culture patterns (VI) Justice
The student knows that Socrates was among the first to develop a systematic interpretation of political thought in philosophical terms.	U H	K6	1b 2b		2.6		(C) Philosophy (C) Ideology
The student knows that some of the philosophical concepts of Plato and Aristotle evolved from political ideas which originated in Athens in the 5th century B.C.	U H	K6 K8	1b 2b		2.6		(C) Philosophy (C) Ideology
The student knows that a central thesis of Plato was virtue is knowledge.	U H	K2	1b 2b		2.6		(VI) Education (VI) Virtue
The student knows important ideas behind Plato's political thought: (1) definition of good life, (2) discrimination between true and false gods, (3) discrimination between adequate and inadequate means of attaining the true life.	U H	K2	1b 2b		2.6		(C) Philosophy (C) Ideology
The student knows areas of political thought which have been influenced by Platonic philosophy including (1) property and the family, (2) classes, (3) reciprocal needs and divisions of labor.	U H	K3 K8	1b 2b		2.6		(C) Philosophy (C) Ideology
The student knows that Aristotle's writings created an outline for philosophy, natural science, the sciences of human conduct, and the criticism of art.	U H	K8	1b 2b	4b	2.6		(C) Philosophy (C) Ideology
The student knows the Aristotelian idea that man can attain knowledge through the exercise of reason in his development as a political being.	U H	G2 K7	2b	4b	2.6		(C) Philosophy (C) Ideology (VI) Education (VI) Rationality

- 5. Political Science
- 5.2 Political Organization
- 5.22 Historical Development

COURSE GOALS	Level P/U/J/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.221 Ancient World (Cont.)</u>							
The student knows the contribution made by Greek democracy to the political structure of western civilization including a system of political thought and fundamental principles of democracy.	U H	K8	1b 2b	4b	5.23 2.6	(C) Democracy (C) Institution	
The student knows important concepts in political thought which grew out of the death of the Greek city-state: (1) the theory of universal community and (2) man as an individual.	U H	K8	1b 2b	4b	5.531 2.6	(C) Government (V1) Individualism	
The student knows the relationship between the Greek and Roman principles of government (e.g., Greek city-state, Roman representative government).	U H	K5 K8	2b	4b	2.6	(C) Institution	
The student knows the contributions made by Roman law to the political structure of western civilization (e.g., basis for legal system, representative government).	U H	K8	1b 2b	1b	5.231 2.6	(C) Law (V1) Respect for cultural heritage	
The student knows effects of Judeo-Christian ethics upon the political structure of western civilization (e.g., ritualistic legalism, value of the individual, and rejection of totalitarian state).	U H	K8	2b	1b	5.23 2.6	(C) Belief (C) Cultural values (V1) Freedom (V1) Individualism (V1) Respect for cultural heritage	

- 5. Political Science
- 5.2 Political Organization
- 5.22 Historical Development
- 5.222 Modern Systems of Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area/ Program Area	Career Goals Program Goals	Other Education Program Goals	Content Related Headings	(C) Concept/ (V1, V2) Value Words
<u>5.2221 Parliamentary</u>							
The student knows that parliamentary government had origins in the Frankish kings' courts where the king was routinely advised on political, financial, and administrative matters.	U H	K4	1b 2b		2.6 5.2321 5.822		(C) Authority (C) Government
The student knows that British Parliament had world wide impact because it was the first government of the time to offer an alternative to the rule of despots.	U H	K4	1b 2b		2.6 5.2321 5.822		(C) Authority
The student knows that parliamentary governments in France and England differ in their respective emphases on the judicial and legislative roles.	U H	K5	2b		5.2321 5.822		(C) Institution
The student knows that, historically, parliaments have tended to gain power over the executive source of power (e.g., diminishing the power of kings).	U H	K4	1b 2b		2.6 5.2321 5.822		(C) Power (C) Institution
The student knows that, historically, the aristocracy tended to control the parliament.	U H	K4	1b 2b		2.6 5.2321 5.822		(C) Elite (C) Institution
The student knows that, in modern times, the rise of the working class reduced the aristocracy's power in parliaments.	U H	K4 K8	2b		5.2321 5.822		(C) Elite

- 5. Political Science
- 5.2 Political Organization
- 5.22 Historical Development
- 5.222 Modern Systems of Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.2222 Totalitarian</u>							
The student knows the influence of the Roman form of dictatorial rule on modern totalitarian government.	U H	K8	1b 2b	2.6 5.2332 5.823		(C) Totalitarian (C) Institution (C) Authority (V1) Freedom	
The student knows that, historically, dictatorship was an assumption of power in time of emergency or crisis.	U H	G2 K3	1b 2b	2.6 5.2332 5.823		(C) Totalitarian (C) Leadership	
The student knows governments of post World War I Europe which practiced absolute dictatorship (Mussolini of Italy, Bethlen in Hungary).	U H	K4	1b 2b	2.6 5.2332 5.823		(C) Totalitarian (C) Leadership	
The student knows that highly unstable or revolutionary political conditions tend to lead to dictatorship.	U H	K4 K8	2b	5.2332 5.823		(C) Totalitarian (C) Leadership	

SOCIAL SCIENCE

- 5. Political Science
- 5.2 Political Organization
- 5.22 Historical Development
- 5.222 Modern Systems of Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>2.2223 Presidential</u>							
<p>The student knows the influence upon the presidential system by three historical factors: Greek democracy, struggle for freedom in Europe, and the colonial period.</p>	U H	K8	1b 2b	4b	2.6 5.223 5.821		(C) Authority
<p>The student knows that the Roman form of representative democracy influenced American government and its presidential system.</p>	U H	K8	1b 2b 7b	4b	2.6 5.223 5.2223 5.2322 5.821		(C) Democracy (C) Authority (V1) Respect for cultural heritage

- 5. Political Science
- 5.2 Political Organization
- 5.22 Historical Development

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.223 American System</u>							
The student knows basic principles of the American system which originated in Greek democracy: (1) majority rule, (2) popular sovereignty, and (3) equality of citizens.	U H	K8	1b 2b 7b	4b	2.6 5.2223 5.2322	(C) Democracy (C) Authority (C) Equality (V1) Freedom	
The student knows that the struggle for freedom in England influenced the ideas of liberty in America.	I U H	K4 K8	1b 2b 7b	4b	2.3 2.6 5.2223 5.2322 5.821	(C) Freedom (V1) Freedom (V1) Respect for cultural heritage	
The student knows basic principles of English government which influenced American government: (1) consent of the governed, (2) natural law and the natural rights of men, (3) limited government, (4) representative government.	U H	K8	1b 2b 7b	4b	2.6 5.2223 5.2322 5.821	(C) Authority (C) Beliefs (C) Democracy (V1) Freedom	
The student knows principles of the American political system which grew out of colonial experience: (1) three branches of government, (2) voluntary written agreements, (3) federal system, (4) separation of power.	U H	K7 K8	2b 7b	4b	2.3 5.2223 5.2322 5.821	(C) Authority (C) Organization	
The student knows that the American political system was influenced by both the weaknesses and strengths of the Articles of Confederation (e.g., a need for an official national government, no power to collect taxes).	U H	K8	2b		2.3 5.2322 5.821	(C) Authority	
The student knows that the American political system was influenced by the conflicts between federalism and states' rights.	U H	K8	1a 1b 7b	4b	5.2322 5.813	(C) Authority	
The student knows basic principles of the Constitution which influenced the American political system: (1) limited government, (2) popular sovereignty, (3) rule of law and constitutional supremacy, (4)	U H	K7 K8	1b	4b	2.3 5.2322 5.821	(C) Institution	

- 5. Political Science
- 5.2 Political Organization
- 5.22 Historical Development

COURSE GOALS	Level F/M/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.224 International Organizations</u>							
The student knows that historically intensified international relationships have resulted in increased membership and activity of world organizations (e.g., League of Nations, United Nations).	U H	K4 K8	2b		2.12 5.7	(C) Internationalism (C) Authority (VI) Cooperation	
The student knows that one function of international organization is communication of national policies among other nations (e.g., treaty making, international law).	U H	K7	2a 6c	2a	2.12 5.73	(C) Internationalism	
The student knows that a form of international organization began to develop from the Greek city-state.	U H	K4	1b 6c		2.12 5.73	(C) Internationalism	
The student knows that feudal chaos and weak empires weakened international organizations in the Middle Ages.	U H	K8	1b		2.6 5.7	(C) Internationalism	
The student knows that the strong nation states which arose after the Middle Ages revived international organizations.	U H	K4	1b 6c		2.12 2.6 5.531 5.7	(C) Authority (C) Internationalism	
The student knows that the expansion of international trade and travel aided the growth of international organizations.	U H	K4 K8	1b 6c	2a 4b	5.73	(C) Internationalism (C) Distribution	
The student knows that treaty legislation led to the development of international legal organizations (e.g., 1875 Court of Arbitration, 1921 Permanent Court of International Justice).	U H	K4 K8	2b 6c	2a 4b	2.12 5.73	(C) Legitimacy (C) Internationalism	

5. Political Science
 5.2 Political Organization

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career: Education Program Goals	Other Related Context Taxonomy	Headings (C) Concept/ (V1, V2) Value Words
<p><u>5.23 Form of Government</u></p> <p>The student knows that forms of government can be analyzed in terms of structure, function, or behavior (e.g., Republican structure, presidential function, Democratic behavior).</p> <p>The student knows that forms of government change to meet the conditions within a society (e.g., czar form was changed by conditions in Russia to a communistic form).</p>	<p>U H</p> <p>U H</p>	<p>K3</p> <p>K4</p>	<p>2a 2b</p> <p>1b 2b</p>			<p>(C) Authority (C) Government</p> <p>(C) Authority (C) Social change</p>

- 5. Political Science
- 5.2 Political Organization
- 5.23 Form of Government

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.231 By Structure</u></p> <p>The student knows that a democracy depends upon the active and responsible role of its citizens.</p>	P I U H	G2 K3 K7	2b 4b 5b 6a 7b	2c		(C) Democracy (C) Political socialization (V1) Responsible-	ness
<p><u>5.2311 Republic</u></p> <p>The student knows the primary features of a republic: (1) governing power is held by the people; (2) citizen's right to vote; (3) representatives are elected by and responsible to the people.</p>	I U H	K3	1b 2b 7a 7b			(C) Authority (C) Democracy (C) Freedom	
<p><u>5.2312 Monarchy</u></p> <p>The student knows that under a monarchical form of government, citizens have limited rights.</p> <p>The student knows that the functions of a monarchy are: (1) protector of liberties; (2) protector of interest in the realm; (3) preserver of traditional monarchical role.</p>	I U H U H	K3 K7	2b 3b 6a 2b			(C) Authority (C) Rights (V1) Freedom (C) Authority	
<p>The student knows that a limited monarchy includes a representative body.</p>	I U H	K3	2b	1c		(C) Authority	

- 5. Political Science
- 5.2 Political Organization
- 5.23 Form of Government

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.232 By Function</u></p> <p>The student knows that the function of a government is determined by its structure.</p>	U H	K8	2b	1c		(C) Authority	
<p><u>5.2321 Parliamentary</u></p> <p>The student knows that the principle of legislative supremacy is basic to parliamentary government.</p>	U H	K3	2b		5.822	(C) Institution	
<p>The student knows that in a parliamentary form of government the judicial branch complements rather than limits parliamentary sovereignty.</p>	U H	K3 K7	2b		5.822	(C) Authority	
<p><u>5.2322 Presidential</u></p> <p>The student knows that a presidential form of government permits dissent and fosters compromise.</p>	U H	K3	2b 7b		5.832	(C) Authority	
<p>The student knows that although there are variations of the presidential system, there are common features: (1) popular election of the chief executive; (2) separation of executive and legislative powers; (3) executive and administrative powers of the chief executive.</p>	I U H	K3	2b		5.821	(C) Authority	
<p>The student knows that in the United States the presidential system includes not only the idea of separation of power but also checks and balances.</p>	I U H	K3	2b		5.821	(C) Authority (C) Institution	
<p>The student knows that the presidential form of government is a result of a break with the monarchical institution and a reaction to a weak cabinet system.</p>	U H	K8	2b		5.821	(C) Authority	

- 5. Political Science
- 5.2 Political Organization
- 5.23 Form of Government

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Taxonomy	(C) Concept/ (V1, V2) Value Words
<p><u>5.233 By Behavior</u></p> <p>The student knows the basic principle of democratic government is that supreme power is held and exercised by the people.</p>	I U H	K3	2b 7b	1a 1b	5.821 5.831	(C) Democracy (V1)Rights
<p><u>5.2331 Democratic</u></p> <p>The student knows that the extension of all democratic rights to all citizens of the United States has not yet been accomplished.</p>	P I	K3	2b 7b	1a 1b	5.831	(C) Democracy (V1)Rights
<p><u>5.2332 Totalitarian</u></p> <p>The student knows that in a totalitarian government the individual is a subordinate to the state (e.g., individual freedoms and ideas of equality are denied).</p>	I U H	K3	2b 6a	1a 1b	5.823 5.832	(C) Authority (C) Totalitarian (V1)Freedom
<p>The student knows that a totalitarian government places strict control on all aspects of the life and production capacity of the nation.</p>	I U H	K3 K8	2b 6a	1a 1b 1c 2c	5.832	(C) Totalitarian (C) Authority (V1)Freedom (V1)Rights

5. Political Science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.3 Political Institutions (U. S.)</u></p>							
<p>The student knows the location and use of print and nonprint materials related to political institutions of the United States (e.g., card catalog: "U.S., Congress," "Executive Power, U. S.," "State" see also specific states; <u>Reader's Guide</u>: "U.S., Congress," "U.S., Supreme Court," "Portland, Oregon, Elections"; periodicals: <u>Oregon Voter</u>, <u>Oregon Blue Book</u>; area and building audio-visual catalogs: "President, American," "U.S., Constitution").</p>	I U H	K6	2a 2b				(C) Resources, political science (V1) Inquiry
<p>The student knows the Constitution designed the means for applying the principle of popular sovereignty.</p>	I U H	K3 K7	2b		5.312 5.41		(C) Legitimacy (C) Democracy
<p>The student knows the United States Constitution established the fundamental structure of the United States government from the national level to the local level.</p>	I U H	K3	2b		5.3113 5.41		(C) Legitimacy (C) Authority
<p>The student knows that the Constitution established the separation of powers in the government of the United States with a system of checks and balances.</p>	I U H	K3 K4	2b				(C) Authority (C) Institution
<p>The student knows that the bicameral system in the United States contains a number of standard committees and special committees.</p>	I U H	K3	2b				(C) Institution

SOCIAL SCIENCE

- 5. Political Science
- 5.3 Political Institutions (U. S.)
- 5.31 National

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals Other Related Content Taxonomy Headings	(C) Concept/ (VI, V2) Value Words
<u>5.311 Functional</u>						
The student knows the distinct functions of the major branches of government at all levels in the United States (e.g., legislative, executive, judicial).	I U H	K3 K5 K7	2b		5.321 5.331	(C) Institution
The student knows that in the United States the increasing demand for governmental services has tended to increase governmental functions on all levels.	I U H	G2 K4 K8	2b		5.321 5.331	(C) Institution (C) Authority
The student knows the United States Constitution was designed to adapt to changing needs.	I U H	K3 K5	2b			(C) Institution (C) Change
The student knows that the conflict between enforcement of law and order and the preservation of a free society is not easily resolved.	I U H	G2 K8	2b 3b 6a		5.311 5.321 5.331 5.35 5.611	(C) Freedom (VI) Freedom
<u>5.3111 Legislative</u>						
The student knows rules of order and procedures of both houses of Congress.	I U H	K7	2b 7b			(C) Institution (C) Legitimacy
The student knows that members of the House of Representatives are elected from congressional districts.	I U H	K7	2b			(C) Institution
The student knows that the structure of Congress is a two house system, one representing the people by population apportionment and the other representing the states equally.	I U H	K3 K7	2b		5.3i21	(C) Institution
The student knows lawmaking procedures on the national and state levels in the United States.	I U H	K7	2b		5.3211	(C) Institution (C) Authority

- 5. Political Science
- 5.3 Political Institutions (U. S.)
- 5.31 National
- 5.311 Functional

COURSE GOALS	Level P/U/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>5.3111 Legislative (Cont.)</u>						
The student knows U. S. legislative functions (e.g., lawmaking, investigations, amending the Constitution).	I U H	K3 K7 K8	2b			(C) Institution
The student knows that the legislative function safeguards individual and property rights through laws.	U H	K7 K8	2b 7b	1c	5.3211	(C) Institution (C) Legitimacy
The student knows areas of congressional supremacy as specified in the Constitution (e.g., declare war, advise and consent to treaties).	I U H	K3 K5	2b 7b		5.3121	(C) Institution (C) Legitimacy
The student knows that the two party system in the United States reflects the political basis for the organization of Congress.	I U H	K3	2b 7a 7b			(C) Authority (C) Institution
The student knows agencies which have been created by Congress including regulatory commissions and government corporations.	I U H	K3	2b		5.3114	(C) Institutions
The student knows outside factors which place limitations upon the legislative function (e.g., Constitution, time, financing, public opinion).	I U H	K8	2b		5.3211	(C) Institution
<u>5.3112 Executive</u>						
The student knows the constitutional powers of the presidency: chief of state, chief executive, commander of armed forces, chief diplomat.	U H	K3 K5 K7	1b 2b		5.3122	(C) Institution (C) Authority (C) Leadership
The student knows non-constitutional powers of the presidency: chief of party, voice of the people, manager of prosperity, world leader.	U H	K3 K5 K7	1b 2b		5.3122	(C) Institution (C) Authority (C) Leadership

SOCIAL SCIENCE

- 5. Political Science
- 5.3 Political Institutions (U. S.)
- 5.31 National
- 5.311 Functional

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Classifications	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.3112 Executive (Cont.)</u>							
The student knows that the function of the Cabinet is advisory to the President	I U H	K3 K7	2b				(C) Institution
The student knows that in the United States, public opinion is both shaped by and an influence on presidential policy.	I U H	K8	.2b 3b 7a				(C) Institution (C) Group pressure
The student knows that the executive branch at the national level is distinguished from the executive branches at the state and local level by the electoral system.	I U H	K3 K5	2b 7b		5.3		(C) Institution (C) Leadership
<u>5.3113 Judicial</u>							
The student knows that the Supreme Court deals with social, economic, and political issues through judicial review.	I U H	K7	2b 7a		5.41 5.9		(C) Institution
The student knows that Supreme Court decisions reflect contemporary social changes.	I U H	K3 K8	2b 3b		5.411		(C) Institution (C) Social change
The student knows that the process of judicial review as provided by the Constitution facilitates adaptation to social change.	I U H	K4 K8	2b 3b				(C) Institution (C) Legitimacy (C) Social change
The student knows the special powers that the judicial branch has over other branches and political institutions (e.g., judicial review, appointment for life).	U H	K7	2b		5.3213		(C) Institution (C) Powers
The student knows that the United States court structure permits judicial appeal to higher courts.	I U H	K3 K4 K5	2b 6b 7b		5.3213 5.331		(C) Institution (C) Rights (V1) Justice

- 5. Political Science
- 5.3 Political Institutions (U. S.)
- 5.31 National
- 5.311 Functional

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) V2:3-5e Words
<u>5.3113 Judicial (Cont.)</u>							
The student knows the responsibilities of the attorney general for the enforcement of laws at both the federal and state levels.	I U H	K7	2b 6b	3b		(C) Legitimacy (C) Institution (V1)Justice	
The student knows areas of jurisdiction (criminal or civil) of each type of federal court.	I U H	K7	2b 7b			(C) Institution	
The student knows that in the American judicial system justice means (1) the establishment and administration of laws, (2) the fair and impartial settlement of claims between two parties.	U H	K2 K7	2b 3b			(C) Institution (V1)Justice	
The student knows the function of the following elements of the judicial system: (1) constitutional courts, (2) special courts created by legislation, (3) state courts.	I U H	K7	2b			(C) Institution	
The student knows legal origins of United States law (e.g., common law, statutory law, and constitutional law).	I U H	K4	2b	1c		(C) Legitimacy	
The student knows that laws exist in written and unwritten form.	I U H	K3	2b			(C) Legitimacy	
The student knows that the individual rights guaranteed by the Constitution and Bill of Rights are not absolute.	I U H	K3	2b 7b	1a 1b 1c 2c		(C) Legitimacy (C) Rights (V1)Rights	
The student knows that the due process clause is designed to insure the individual of his procedural rights under law.	I U H	K7	2b 7b	1b		(C) Rights (C) Legitimacy (V1)Freedom	

- 5. Political Science
- 5.3 Political Institutions (U. S.)
- 5.31 National
- 5.311 Functional

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.3113 Judicial (Cont.)</u>						
The student knows that civil liberties generally refer to restraints upon government rather than upon the individual.	I U H	K2	2b 6a	1b	5.611	(C) Rights
The student knows that laws have advanced the civil rights movement in such areas as education, voting, employment, and housing, though many areas of need still exist.	I U H	K4	2b 5b 6a 7b	2a 4b	5.63	(C) Legitimacy (VI) Justice
The student knows that most Americans are likely to become involved in some way with the American judicial process at some time during their lives.	P I U H	G2 K7	2b 7b		5.426	(C) Institution
<u>5.3114 Administrative</u>						
The student knows that the size and complexity of the United States government creates an increasingly complex bureaucratic structure.	I U H	K8	2b		5.3214 5.331	(C) Institution
The student knows that the chief administrators of national government agencies are frequently appointed rather than elected or selected by a civil service process.	I U H	K3 K7	2b			(C) Institution (C) Authority

- 5. Political Science
- 5.3 Political Institutions (U. S.)
- 5.31 National
- 5.312 Structural

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Concept Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.3121 Congress</u>							
The student knows that the Congress has been assigned powers which are both specified (delegated) and implied by the Constitution.	I U H	K3 K7	2b				(C) Institution
The student knows the officers of the Congress: Speaker of the House, President of the Senate, majority and minority floor leaders.	I U H	K7	2b 6b				(C) Institution
<u>5.3122 Presidency</u>							
The student knows that the president and vice-president are elected for a specific length of time (a term).	P I U H	K7	2b				(C) Institution
The student knows that the vice-president succeeds the president in case the president is unable to fulfill the duties of his office.	P I U H	K7	2b 6b				(C) Institution (C) Authority
The student knows qualifications for both the president and vice-president.	I U H	K3 K7	2b				(C) Institution
<u>5.3123 Courts</u>							
The student knows that the lower courts are trial courts and the upper courts are appellate courts.	I U H	K2 K3	2b				(C) Institution (C) Authority

- 5. Political Science
- 5.3 Political Institutions (U. S.)
- 5.31 National
- 5.312 Structural

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concepts/ (N), (V2) Value Words
<p><u>5.3124 Bureaucracy</u></p> <p>The student knows that in the strictness of bureaucracy in the United States the lower levels of government tend to be bound to the higher levels by rules and regulations.</p> <p>The student knows that the national bureaucracy includes all employees of the federal government.</p>	<p>I U H</p> <p>I U H</p>	<p>K2 K3</p> <p>K3 K5</p>	<p>2b</p> <p>2b</p>	<p>5.3224 5.3234</p>	<p>(C) Institution (C) Legitimacy</p> <p>(C) Institution</p>	

- 5. Political Science
- 5.3 Political Institutions (U.S.)
- 5.32 State

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.321 Functional</u>							
The student knows that state governments provide social services, education, protection of life and property.	P I U H	K7	2b 6a				(C) Authority (V1) Education
The student knows that United States state governments function under written constitutions.	P I U H	K7	2b				(C) Authority (C) Legitimacy
The student knows that all United States state constitutions are similar in that they adhere to (1) the principle of separation of power, (2) a system of checks and balance, and (3) a bill of rights.	P I U H	K3 K5	2b				(C) Institution (C) Authority
The student knows that state governments frequently cooperate on regional projects.	P I U H	G2 K8	2b				(C) Institution (V1) Cooperation
The student knows services provided by the state government such as highway systems, conservation protection, recreational areas.	U H	K3 K7	2a 4b				(C) Authority
The student knows that most state constitutions are in need of major revision.	I U H	K3	2b 6a				(C) Institutions (V1) Efficiency

SOCIAL SCIENCE

- 5. Political Science
- 5.3 Political Institutions (U.S.)
- 5.32 State
- 5.321 Functional

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Related Headings	(C) Concept/ (V1, V2) Value Words
<u>5.3211 Legislative</u>							
The student knows the lawmaking processes on the state level (e.g., legislative processes, court decisions, initiative processes).	P I U H	K7		2b 7a 7b			(C) Institution
The student knows how committee action operates in the legislative process at state as well as national level.	I U H	K5 K7		2b 7a 7b			(C) Legitimacy (C) Institution
The student knows rules and procedures which are followed by state legislatures.	I U H	K7 K9		2b 7a			(C) Legitimacy (C) Institution
The student knows that the processes of initiative and referendum enable citizens to have a direct influence upon legislation.	I U H	K7 K8		2b 5b 7a			(C) Institution (C) Democracy
<u>5.3212 Executive</u>							
The student knows that the governor's function as the head of the state government is both executive (execution of laws) and legislative (proposing and vetoing legislation).	P I U H	K3 K7		2b 7a			(C) Institution
The student knows the powers of the chief executive at the state level are limited in relation to that of the national level (e.g., foreign policy, capital resources).	P I U H	K3 K5		2b			(C) Authority (C) Institution

- 5. Political Science
- 5.3 Political Institutions (U.S.)
- 5.32 State
- 5.321 Functional

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.3213 Judicial</u>							
The student knows that the increase in case loads in state courts has tended to delay due process procedures.	U H	K4 K8	2b 7b				(C) Institution (C) Rights (V1) Justice
The student knows that one of the basic judiciary functions of the state is the determination of the guilt or innocence of the individual under state law.	I U H	K7 K8	2b 6a				(C) Institution (C) Rights (V1) Justice
The student knows that one of the state judiciary functions in the United States is to hear civil cases between private parties or between private parties and state or local government parties.	U H	K7	6b 7a 7b	1c			(C) Authority (C) Institution
The student knows that judges in state court systems are either appointed or elected.	U H	K3 K5 K8	2b				(C) Institution
The student knows the function of the Attorney-General in the state judicial system.	U H	K7	2b 6b				(C) Institution
The student knows that the state judicial system acts as a check upon other levels of state government.	P I U H	K7	2b 6b				(C) Authority (C) Institution
<u>5.3214 Administrative</u>							
The student knows administrative agents and agencies which are established to help operate the state government such as: lieutenant governor, auditor, departments of public safety, motor vehicles, etc.	I U H	K7	2b 6b	2c			(C) Institution

SOCIAL SCIENCE

- 5. Political Science
- 5.3 Political Institutions (U.S.)
- 5.32 State

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.322 Structural</u>							
The student knows specific responsibilities of the states which are delegated by the United States federal constitution such as voting, maintenance of peace and order, ratification of amendments.	P I U H	K3 K7	2b 7a		5.813	(C) Authority (C) Legitimacy	
The student knows that governments are created by state constitutions.	I U H	K7 K8	2b			(C) Institution	
The student knows that all state constitutions in the United States provide a method for amendment.	P I U H	G2 K3	2b 7a			(C) Authority (C) Institution	
The student knows that each state in the United States enjoys concurrent powers with the federal government.	P I U H	K3 K7	2b 6b		5.312	(C) Authority	

- 5. Political Science
- 5.3 Political Institutions (U.S.)
- 5.32 State
- 5.322 Structural

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.3221 Legislative</u>						
The student knows that state legislative action takes place under unicameral and bicameral systems.	P I U H	K3 K7	2b 7a			(C) Institution
The student knows the qualifications required of state legislators.	U H	K9	2b			(C) Institution
The student knows that apportionment of population is the basis for the composition of state legislatures.	P I U H	K3 K9	2b 7a 7b			(C) Institution
<u>5.3222 Executive</u>						
The student knows key officials in the executive department of state governments (e.g., governor, secretary of state, treasurer).	P I U H	K2	2b 7b			(C) Authority (C) Leadership
The student knows that some states have a lieutenant governor while other states elect their presiding officer for the upper house.	I U H	K3 K7	2b			(C) Institution
<u>5.3223 Courts</u>						
The student knows that all state judicial systems in the United States utilize judges and juries.	P I U H	K3	2b			(C) Institution
<u>5.3224 Administrative</u>						
No goals yet.						

SOCIAL SCIENCE

421

- 5. Political Science
- 5.3 Political Institutions (U.S.)
- 5.33 Local

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Career Education Program Goals Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.331 Functional</u>						
The student knows that city and county governments are a legal creation of the states and vary in their function from state to state.	P I U H	G2 K5 K8	2b		5.321	(C) Authority (C) Institution
The student knows that county and city courts function as part of the state judicial system	P I U H	G2 K7 K8	2b 7a			(C) Authority (C) Institution
The student knows that city and county councils are supported by various administrative units (e.g., city: law enforcement, fire protection, public works; county: sheriff, assessor, coroner).	P I U H	G2 K7 K8	2b			(C) Authority (C) Leadership
The student knows reasons why local governments delegate administrative functions to departments (e.g., preserve the peace, administer justice, assess property for taxation).	P I U H	K5 K8	2b			(C) Authority (C) Institution

SOCIAL SCIENCE

- 5. Political Science
- 5.3 Political Institutions (U.S.)
- 5.33 Local

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings.	(C) Concept/ (V1, V2) Value Words
<u>5.332 Structural</u>						
The student knows that in the United States local government normally includes the governmental activities of counties and cities.	P I U H	G2 K3	2b			(C) Authority
The student knows that in the United States the city charter defines the legal functions of city government.	P I U H	G2 K7 K8	2b			(C) Authority (C) Institution
The student knows that in the United States the powers of county government include: levy taxes and formulate county regulations.	. I U H	K3 K8	2b 7b			(C) Authority (C) Institution
The student knows that in the United States the executive department of county government is normally headed by a county board or a professional manager.	P I U H	K3 K7	2b			(C) Authority (C) Institution (C) Leadership
The student knows that in the United States the executive department of city government is headed by an elected major or an elected board of commissioners or a hired professional manager.	P I U H	G2 K3 K5	2b			(C) Authority (C) Leadership
The student knows that in the United States the dominant organizational structure of city government is the council form.	P I U H	G2 K3 K8	2b			(C) Authority (C) Leadership

SOCIAL SCIENCE

- 5. Political Science
- 5.3 Political Institutions (U.S.)

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.34 Intergovernmental</u></p> <p>The student knows that there are inter-governmental actions which may be performed in a cooperative nature such as the St. Lawrence Waterway between the United States and Canada.</p>	P I U H	K8	2b 6c			(C) International (V1) Cooperation

5. Political Science
 5.3 Political Institutions (U.S.)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<p><u>5.35 International</u></p> <p>The student knows that national defense and mutual security of all nations tend to bring about international political institutions such as the United Nations.</p>	P I U H	K8	2b 6c			(C) International (V1) Cooperation

5. Political Science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.4 Political Behavior</u></p> <p>The student knows the location and use of print and nonprint materials related to political behavior (e.g., <u>Reader's Guide</u>: "Political Philosophy," "Voting," "Political Parties"; card catalog: "Public Opinion," "Political Parties," "Propaganda"; area and building audio-visual catalogs: "Political Behavior," "Political Parties," "Political Philosophy"; newspaper indexes; almanacs).</p>	I U H	K6	2a 2b				(C) Resources, political behavior (V1) Inquiry
<p>The student knows formal and informal political behaviors (e.g., formal--voting; informal--public opinion pressure).</p>	U H	G2 K3	6b 7a 7b				(V1) Self-expression

- 5.3 Political Science
- 5.4 Political Behavior
- 5.41 Formal

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.411 Decision Making</u>							
The student knows that most functional governmental decisions are made by non-elective civil service government employees (e.g., day-by-day bureaucratic decisions).	U H	K7	2b 7a	4b	5.311	(C) Institution (C) Power	
The student knows that appointed officials administer the law and advise the president of the United States.	U H	K3 K7	2b 7a			(C) Institution	
The student knows that in the United States decisions made by each branch of government are approved or rejected by a checks and balance system.	I U H	K7	2b 7a		5.3	(C) Institution (V1) Justice	
The student knows that the Supreme Court makes decisions on the constitutionality of our laws.	I U H	K7	7a 7b		5.3113	(C) Institution (C) Legitimacy	
The student knows that political decisions are made in local areas by local officials when powers are not assigned to the national government.	U H	K5 K7	2b 7a		5.331	(C) Leadership (C) Authority	
The student knows that in the United States the executive branch includes executive departments, independent agencies, bureaus, divisions, and branches.	U H	K3	2b 7a		5.3112	(C) Institution	
The student knows that decision making in communist countries is largely handled by officials of the Communist party.	U H	K3 K7	2b 5b 6a		5.832	(C) Institution	
The student knows that in a parliamentary government the decisions are made by the legislative branch.	U H	K3 K7	2b 5a		5.822	(C) Institution (C) Authority	

5. Political Science
 5.4 Political Behavior
 5.41 Formal

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.411 Decision Making (Cont.)</u>							
The student knows methods of citizen action in decision making in a democratic society such as voting, lobbying, and expression of public opinion.	U H	K7	2b 5a 6a 7a 7b	4b	5.831	(C) Democracy (V1) Freedom	
The student knows that in a totalitarian government citizens have a limited role in decision making.	U H	K7	2b 5a 6a		5.832	(C) Totalitarianism (V1) Freedom	
The student knows that the constitution in most countries outlines a basis for decision making.	U H	K7	2b 5b 7a			(C) Legitimacy	

5. Political Science
 5.4 Political Behavior
 5.41 Formal

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.412 Political Parties</u>						
The student knows two major types of party systems: multiparty system and two-party system.	U H	K3	2b			(C) Institution
The student knows that in some countries there are so many political parties that a coalition is necessary to elect a leader.	U H	K8	2b			(C) Authority
The student knows that in the United States both major parties include representation of almost all groups within our country.	I U H	G2 K3	2b			(C) Institution
The student knows that in a country with a two-party system there can be many minor parties (e.g., in U.S., Communist party and Socialist party).	I U H	K3	2b			(C) Institution (V1) Freedom
The student knows that political parties are groups that work toward control of the personnel and policies of government.	U H	K7	2b			(C) Institution
The student knows that political parties mobilize and organize opinion and will of a democratic society.	U H	K3	7a 7b	5.831		(C) Institution

- 5.4 Political Science
- 5.4 Political Behavior
- 5.41 Formal

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.413 Voting</u>						
The student knows that voting is the key mechanism of consensus in a democratic society.	P I U H	K3 K7	2b 7a 7b	5.831	(C) Institution (V1) Rights	
The student knows that a voter has the power to influence the election, re-election, or defeat of a candidate in a democratic society.	U H	K7 K8	2b 7a 7a	5.831	(C) Institution (C) Enfranchisement (V1) Rights (V1) Responsibility	
The student knows that every state in the United States has a set of eligibility requirements for voters (e.g., citizenship, age, residence).	I U H	K2 K9	2b 6b 7a 7b		(C) Institution	
The student knows ways that eligibility to vote in the United States has been broadened (e.g., emancipation of Negroes and women's suffrage, abolition of property requirements and poll taxes).	I U H	K4	2b 6b 7a 7b	5.831	(C) Institution (C) Enfranchisement	
The student knows that the voting qualifications vary in different democratic systems (e.g., property requirement, restriction to men).	U H	K5 K7	2b 6b 7b	5.831	(C) Institution (C) Enfranchisement	
The student knows that in the United States political registration can be with a political party or as an independent.	U H	K3	6b 7a 7b	5.831	(C) Institution	
The student knows that in the United States political conventions nominate candidates, write a party platform, and work to unite the party.	U H	K3 K7	2b	5.831	(C) Institution (V1) Loyalty	
The student knows various methods of choosing U.S. political party convention delegates (e.g., closed primary, popularity primary, state convention).	U H	K3 K7	6b 7a 7b	5.831	(C) Institution	

- 5. Political Science
- 5.4 Political Behavior
- 5.41 Formal

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.413 Voting (Cont.)						
The student knows that general elections are held at regular times in all communities of the United States in contrast with countries that hold elections on a basis of need and political conditions (e.g., Britain - vote of confidence).	I U H	K5	2b 6b 7a 7b		5.831	(C) Institution (C) Authority
The student knows that a primary is a preliminary election to select parties' candidates and delegates.	U H	K3 K7	6b 7a 7b		5.831	(C) Institution

- 5. Political Science
- 5.4 Political Behavior
- 5.42 Informal

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education	Program Goals	Other Related	Context Taxonomy	(C) Concept/ (V1, V2) Value Words
<u>5.421 Public Opinion</u>									
The student knows that influence on public opinion can be classified into three areas: (1) informal controls, (2) institutions, and (3) mass media.	U H	K3	2b						(C) Communication
The student knows that opinions may reflect prejudice, judgment biased by emotion or sentiment, and ignorance.	U H	K3	2b 6a 7b						(C) Communication (V1) Education
The student knows that public opinion is developed through a variety of influences: political parties, families, schools, churches, etc.	U H	K8	2b 7a						(C) Communication
The student knows that public opinion polls record and measure popular sentiment by specially chosen sample group polling.	U H	K7	2b						(C) Communication
The student knows that public opinion can force repression upon groups within a society (e.g., "Red Scare" - McCarthyism).	U H	K8	2b 6a 6b 6c						(C) Communication
The student knows that public figures such as actors and athletes can influence public opinion.	U H	K8	2b 6a						(C) Communication (C) Leadership (C) Elite
The student knows that demonstrations and protests can influence public opinion, both in support of and objection to particular causes.	U H	K8	2b 4b 6a 7a 7b						(C) Freedom (C) Rights (V1) Freedom
The student knows that lobbying is a method for presenting public opinions to governing bodies.	U H	K3 K7	2b 7a	4b					(C) Communication

- 5. Political Science
- 5.4 Political Behavior
- 5.42 Informal

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Educational Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.422 Special Interest Groups</u>							
The student knows ways that young people are playing an increasingly greater role in today's political systems (e.g., vote at 18, participation in political process, election to school boards, and other public offices).	U H	K4 K8	2b 5b 7a 7b		2.6	(C) Authority (C) Political socialization (V1) Responsibility	
The student knows that political influence is often related to social and economic status.	I U H	K8	6a			(C) Power (C) Elite (C) Social class (C) Merit	
The student knows that different interest groups exert conflicting pressures in the resolution of environmental problems (e.g., Sierra Club, Zero Population Growth, industrial lobbyists such as paper companies).	I U H	K5 K8	2b 3b			(C) Group pressure (C) Communication (C) Ecology	
The student knows that political power is sometimes used for economic exploitation.	I U	K3	2b 3b	4b		(C) Power (C) Elite (C) Economic system (C) Social class (V1) Integrity	
The student knows that the role of interest groups is (1) to watch the activity of government, (2) to advance specific interests, and (3) to evaluate political issues.	U H	K7	2b 3b			(C) Group pressure (C) Power	
The student knows that special interest groups affect political policies through (1) contributions to parties, (2) endorsement of candidates, (3) support of political issues and campaigns.	U H	K8	2b 3b		5.412	(C) Group pressure (C) Communication (C) Power	
The student knows that one of the aims of interest groups is to improve the economic well-being of its members.	U H	K7	2b	4b		(C) Group pressure (C) Security, economic	

- 5. Political Science
- 5.4 Political Behavior
- 5.42 Informal

COURSE GOALS	Level P/I, U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.422 Special Interest Groups (Cont.)</u>							
The student knows that special interest groups are usually bi-partisan in order to gain from both parties.	U H	K3	2b 3b				(C) Group pressure (C) Party
The student knows that public opinion is influenced by special interest groups in all levels of society.	I U H	K8	2b 3b				(C) Communication (C) Group pressure (C) Elite
The student knows that family political traditions influence members of families.	P I U H	K8	2b				(V1) Respect for cultural heritage.
The student knows that urban, suburban, and rural voters vary in priorities and that their interests must be considered by politicians.	I U H	K5 K8	2b				(C) Group pressure
The student knows ways in which the relationship of government and business differs from place to place (e.g., business and private banking are more closely interwoven with government in Japan than in the United States).	I U H	G2 K7	2b				(C) Group pressure
The student knows interest groups that affect the voting pattern of foreign countries (e.g., labor voter in England, Christian-socialist vote in Italy).	U H	K8	2b				(C) Group pressure
The student knows interest groups lobby on executive, judicial, and legislative levels in state and federal governments.	U H	K7	2b 7a				(C) Group pressure (C) Authority
The student knows the major differences in political allegiances within specific strata, educational levels, religions, or ethnic groups.	H	K5	2b 6b				(C) Group pressure (C) Social class

- 5. Political Science
- 5.4 Political Behavior
- 5.42 Informal

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.422 Special Interest Groups (Cont.)</u></p>							
<p>The student knows that organized labor has traditionally influenced political decisions.</p>	U II	K8	2b	1a 2b			(C) Group pressure (V1) Integrity
<p>The student knows that interest groups may bypass lobbying and introduce their own legislation.</p>	U II	K7	2b 7a				(C) Group pressure (C) Legitimacy

- 5. Political Science
- 5.4 Political Behavior
- 5.42 Informal

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.423 Mass Media</u>							
The student knows newspaper features which either directly or indirectly mold opinion (e.g., editorials, comic strips, cartoons, place and coverage of news items).	U H	K8	2b	1b		(C) Communication	
The student knows that the degree of subjectivity (editorializing) in news reporting can influence public opinion.	U H	K3 K7	2b	1b		(C) Communication	(V1) Responsibility
The student knows that there is a particular point of view reflected in each newspaper he reads which is shaped by its owner, publisher, or editors.	U H	K3	2b			(C) Communication	
The student knows the power and consequent responsibility of the media in influencing and guiding the public conscience.	U H	K8	2b			(C) Communication	(V1) Responsibility
The student knows ways in which radio and television influence public opinion.	U H	K8	2b	1a 1b		(C) Communication	
The student knows that television gives the public dynamic visual contact with leaders and others trying to mold opinions.	U H	K7	2b	1a 1b		(C) Communication	
The student knows that the influence of media on opinion may be direct or indirect journalistic and editorial presentations vs. entertainment presentations representing a point of view.	U H	K5	2b			(C) Communication	
The student knows that the strongest imperative for the commercial television industry is profit from advertising accounts.	I U H	K3	2b 3b			(C) Group pressure	(C) Economic system

- 5. Political Science
- 5.4 Political Behavior
- 5.42 Informal

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.424 Propaganda</u>							
The student knows that propoganda is the systematic dissemination of allegations or material reflecting set views and interests.	P I U H	K2	2b				(C) Communication
The student knows that propoganda tends toward a biased presentation of selected, exclusive facts which mold opinion rather than encouraging inquiry and personal conclusion.	I U H	K2 K3	2b 6a				(C) Communication (V1)Trust
The student knows that symbols play a large part in propoganda (e.g., flags, gestures).	U H	K3 K7	2b				(C) Communication
The student knows that emotionally-charged words play a large part in propoganda.	U H	K3	2b 6a				(C) Communication
The student knows that patriotic propoganda tends to glorify a country's role in history as a stimulus to citizen loyalty.	I U H	K7	2b 6a				(C) Tradition (C) Communication (V1)Honesty
The student knows that governments use propoganda to support their own political system, both within and outside their countries.	U H	K7	2b		5.5 5.8		(C) Authority (C) Communication (V1)Honesty

- 5. Political Science
- 5.4 Political Behavior
- 5.42 Informal

COURSE GOALS	Level		Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
	P	I/U/H						
<u>5.425 Leadership</u>								
The student knows that national leaders of various governments can be elected, appointed, inherit, or assume a position.	P	I U H	K3 K7	2b				(C) Leadership
The student knows that leaders in most countries stay in power as long as most of the people support them.		U H	K8	2b 7a				(C) Leadership (V1) Trust
The student knows that a person must make sacrifices when entering public life (e.g., loss of privacy).	P	I U H	K3	2b	3b 4a 4d 4e 4g 6d			(C) Leadership (V1) Respect for others
The student knows that political leadership may come from not only people in authority but from the ordinary citizen who is respected by his community.		U H	K3 K5	2b 7a				(C) Leadership
The student knows that the effectiveness of political leadership is dependent upon the active support of the people.		U H	K8	2b 7a				(C) Leadership (C) Political socialization
The student knows that leadership must be aware of problems, arouse interest in them, help create reasonable solutions, and continue to solve problems.		U H	K7	2b				(C) Leadership (C) Political socialization
The student knows that some leaders have a quality called "charisma" which unites people and gives them inspiration.	I	U H	K3	2b		5.53		(C) Leadership (C) Elite (V1) Respect
The student knows that family names play a large role in political affairs (e.g., Rockefeller, Kennedy).		U H	K8	2b				(C) Leadership
The student knows that political figures over a period of time develop a group of followers upon whom they depend for votes, money, and backing.	I	U H	K4	2b				(C) Leadership (C) Fellowship

- 5.4 Political Science
- 5.4 Political Behavior
- 5.4.2 Informal

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.4.2.6 Fellowship</u>						
The student knows that groups exist which are bound together by a particular belief or a particular person (e.g., Gandhi - non-violence).	I U H	K3	2b		5.5	(C) Belief (C) Leadership (C) Group pressure
The student knows that a group can be bound together by their educational backgrounds (e.g., intellectual elite).	U H	K3	2b			(C) Communication
The student knows that there tends to be a fellowship among people of similar life styles.	I U H	G2 K5	2b 6c	4e		(C) Fellowship

5. Political Science

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Concept Taxonomy	(C) Concept/ (V1, V2) Value Words
<p><u>5.5 Political Ideology</u></p> <p>The student knows the location and use of print and nonprint materials related to political ideology (e.g., card catalog: "Capitalism," "Socialism," "Communism," "Nationalism"; <u>Reader's Guide</u>: "Capitalism," "Free Enterprise," "National Socialism"; periodicals: <u>Social Education</u>, <u>Annals</u>, <u>Soviet Life Today</u>; area and building audio-visual catalogs: "International Economics," "Nationalism"; special materials: almanacs, newspaper indexes).</p>	<p>I U H</p>	<p>K6</p>	<p>2a 2b</p>			<p>(C) Resources, political ideology (V1) Inquiry</p>

5. Political Science
 5.5 Political Ideology

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area	Career Goals	Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.51 Capitalism</u></p> <p>The student knows that characteristics of a capitalistic economic system include private ownership of property, free enterprise, and freedom of choice by consumers.</p>	U H	K3	2b	2c 4b	4.71	(C) Economic system (C) Ideology	

- 5. Political Science
- 5.5 Political Ideology
- 5.51 Capitalism

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.511 Evolution of Ideas</u>						
The student knows that capitalism can be traced to the time of the Babylonians and Carthage.	U H	K4	1b	2.12 4.71	(C) Economic system (C) Ideology	
The student knows that an extreme interpretation of the right of private property, accepted for centuries, condoned slavery.	U H	K3	6b	4.71	(C) Dignity of man (V1) Dignity (V1) Freedom	
The student knows factors which influenced the early development of capitalism as a system in the medieval era (emerging bourgeoisie, trade unions and guilds, etc.).	U H	K8	1b	2.6 4.71	(C) Economic system (C) Ideology	
The student knows factors which influenced the widespread acceptance of laissez-faire and capitalism as an economic system since 1800 (replacing feudalism and mercantilism).	U H	K8	1b	2.6 4.71	(C) Economic system	
The student knows that Adam Smith's doctrine of individual self-interest and free enterprise greatly influenced the development of modern capitalism.	U H	K2 K4 K8	2b	1a 2.6 1b 4.12	(C) Economic system	
The student knows that the Industrial Revolution led modern capitalism to a new maturity.	U H	K4 K8	2b	2.6 4.71	(C) Economic system	
The student knows that the free enterprise system has elements of both eighteenth century liberalism and modern socialistic controls.	U H	K4	2b	2.6 4.71	(C) Economic system (C) Ideology	
The student knows that intolerable exploitation and injustice have led to organized efforts by the victims of the abuses of free enterprise (e.g., organization of labor unions).	U H	K8	2b 6a	2a 2.6 4.71	(C) Dignity of man (V1) Dignity	

- 5. Political Science
- 5.5 Political Ideology
- 5.51 Capitalism

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.512 Current Ideology</u></p>						
<p>The student knows reasons why there is a need for controls and regulations of free enterprise in the United States.</p>	U H	K8	2b		4.71	(C) Economic system
<p>The student knows American capitalism is a mixture of government ownership, control and operation of large segments of business, joint government ownership and private operation of certain small segments, and private ownership and government control of the American economy.</p>	U H	K3	2b	2a	4.71	(C) Economic system

- 5. Political Science
- 5.5 Political Ideology
- 5.52 Socialism

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.521 Evolution of Ideas</u>							
The student knows that the concept of the ideal commonwealth in Plato's Republic is reflected in socialist theory.	U H	K4	1b 2b 6a	2.6 4.12	(C) Ideology (C) Philosophy (V1)Rationality		
The student knows socialist principles which were reflected in early Christian communities.	I U H	K7	1b 2b 6a	2.6 4.12	(C) Ideology		
The student knows sects and movements of the Middle Ages which influenced socialism (e.g., the guilds and the monastic orders).	U H	K8	1b 2b	2.6	(C) Ideology		
The student knows Renaissance and Reformation influences upon the development of socialism (e.g., Thomas More's Utopia, Rationalism).	U H	K8	1b 2b	2.6 4.12	(C) Ideology (C) Philosophy		
The student knows the effect the Puritan revolution of the 17th century had upon concepts of property, especially regarding communal ownership of land.	U H	K8	1b 2b	2.6	(C) Ideology (C) Belief		
The student knows that socialism developed as a major political force with the development of modern industrial capitalism.	U H	K6 K8	1b 2b 3a	2a 2.6 4b	(C) Ideology (C) Philosophy		

- 5. Political Science
- 5.5 Political Ideology
- 5.52 Socialism

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.522 Current Ideology</u></p>						
<p>The student knows that the two strongest currents of socialistic thought have been democratic socialism and Marxian socialism.</p>	U H	G2 K3	2b 3a	2.6 4.12 4.72 4.73	(C) Ideology (C) Philosophy	
<p>The student knows that the "Utopian socialists" sought to bring about economic and social equality (e.g., Saint-Simon, Louis Blanc).</p>	U H	K7 K8	1b 2b	2.6 4.72	(C) Ideology (C) Philosophy	
<p>The student knows that in democratic socialism the interests of society as a whole are above class considerations.</p>	U H	K3	2b 3b 6c	2.6 4.72	(C) Ideology (C) Philosophy	
<p>The student knows that the principal theorists of democratic socialism have been Revisionists and European humanitarian socialists.</p>	U H	K2	1b 2b 3a	2.6 4.72	(C) Ideology (C) Philosophy	
<p>The student knows that Marx believed that the destruction of the existing social order (capitalism) was inevitable.</p>	U H	K2	2b	2.6 4.12	(C) Ideology (C) Philosophy	
<p>The student knows influences upon Marxian theory as reflected in key aspects (e.g., dialectical materialism--Hegel; classless society--Utopian socialists; alienation--Hegel and Utopians).</p>	H	K8	1b 2b 3b 4b 6a	2.6 4.12	(C) Ideology (C) Philosophy	
<p>The student knows that Marxian socialism abandoned the principle of cooperation with other classes and emphasized class struggle as the key element in historical evolution.</p>	U H	K7	1b 2b 3b 6a	2.6 4.12	(C) Ideology (C) Philosophy (C) Power	
<p>The student knows that Marxian socialism deals with an evolutionary interpretation of human history as distinguished from 19th century utopianism which did emphasize history.</p>	U H	K5	1b 2b 3b	2.6 4.12	(C) Ideology (C) Philosophy	

- 5.1 Political Science
- 5.5 Political Ideology
- 5.52 Socialism

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
<p><u>5.522 Current Ideology (Cont.)</u></p>							
<p>The student knows that Marxian socialism has proclaimed equality as its goal yet has justified the temporary use of political elites to achieve this goal.</p>	H	K8	1b 2b 3b 6a		2.6 4.12 5.425	(C) Ideology (C) Philosophy (C) Equality	
<p>The student knows the ideas of Marxian socialism that underlay the overthrow of governments in the 20th century (e.g., Russia--revolution by minority; China--revolution by majority, Yugoslavia--take over by war and reform).</p>	H	K8	1b 2b 3b		2.6 4.12	(C) Ideology (C) Philosophy	
<p>The student knows that the goals of modern socialism are: (1) enrichment of the lives of workers; (2) a higher standard of living; (3) improved housing; (4) education for all.</p>	U H	K7	2b 3a	1a 1b 2a 2b 2c	2.6 4.72 4.73	(C) Ideology (C) Philosophy	

5. Political Science
 5.5 Political Ideology
 5.53 Nationalism

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.531 Evolution of Ideas</u>							
The student knows that tribalism can be interpreted as an early form of nationalism.	U H	K3	2b 6b	2.12 2.6		(C) Nationalism (V1) Loyalty	
The student knows factors of nationalism that prevailed in the Greek polis of Athens in the 5th and 4th centuries, B.C	U H	K3	2b 6b	2.6		(C) Nationalism (V1) Loyalty	
The student knows the factors of nationalism that are found in Machiavellian theory.	H	K3	1b 2b 6b	2.6		(C) Nationalism (C) Philosophy (C) Ideology (V1) Loyalty	
The student knows the ways Prince Metternich opposed political and cultural nationalism (over throw of Napoleon, alliances, etc.).	U H	K3 K10	1b 2b 3b	2.6		(C) Nationalism (C) Ideology (V1) Loyalty	
The student knows the aspects of nationalism expressed by German romantic writers (e.g., Kant, Fichte, Hegel).	U H	K3	1b 2b 6c	2.6		(C) Nationalism (C) Philosophy (C) Ideology (V1) Loyalty	
The student knows the reasons why Karl Marx predicted the abolition of the nation-state.	U H	K8	1b 2b 3b 6a			(C) Nationalism (C) Philosophy (C) Ideology (C) Economic system (V1) Cooperation	
The student knows ways that nationalism was reflected in characteristics of both fascism and national socialism.	I U H	K3 K8	2b 6b	2.6		(C) Nationalism (C) Ideology (C) Power (V1) Loyalty	

5. Political Science
 5.5 Political Ideology
 5.53 Nationalism

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.532 Current Ideology</u>						
The student knows reasons why Protestant and Catholic political thinkers such as Martin Luther supported or criticized the emergence of the nation-state.	U H	K3 K8	1b 2b 6c	2.6		(C) Nationalism (C) Philosophy (C) Ideology (V1) Loyalty
The student knows aspects of nationalism that were strengthened by the theory of the divine right of kings.	U H	K8	1b 2b 6c	2.6		(C) Nationalism (V1) Loyalty
The student knows ways the theories of social contract (according to Thomas Hobbes, John Locke, and Jean J. Rousseau) encouraged the development of the nation-state.	U H	K8	1b 2b 6a 6c 7b			(C) Nationalism (C) Philosophy (C) Ideology (C) Belief (V1) Loyalty (V1) Rights
The student knows that Rousseau's theory of sovereignty influenced the development of the modern nation-state.	U H	K3 K7	1b 2b 6c	2.6		(C) Nationalism (C) Philosophy (C) Ideology (V1) Loyalty
The student knows the ideas of nationalism that were developed during the French Revolution.	U H	K4	1b 2b 6c	2.6		(C) Nationalism (C) Belief (V1) Loyalty

- 5. Political Science
- 5.5 Political Ideology
- 5.54 Internationalism

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<p><u>5.541 Internationalism</u></p> <p>The student knows that the historical ideas of internationalism include: the theories of the Roman Empire, the theology of the Roman Catholic Church, the ideas of the enlightenment and the current ideas related to the problems of nuclear destruction and economic development.</p>	<p>U H</p>	<p>G2 K3</p>	<p>1b 2b 3b 6c</p>		<p>2.6 5.74</p>		<p>(C) Internationalism (C) Philosophy (C) Tradition</p>

- 5. Political Science
- 5.5 Political Ideology
- 5.54 Internationalism

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.542 Current Ideology</u></p> <p>The student knows that some internationalists believe that as a political unit, nation-state cannot now adequately solve world problems.</p>	H	K4	2b				<p>(C) Internationalism</p> <p>(V1) Cooperation</p>

5. Political Science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.6 Individual in Political System</u></p> <p>The student knows the location and use of print and nonprint materials related to the individual in a political system (e.g., card catalog: "Civil Rights," "Citizenship," "Consumer Education," "Social Work as a Profession"; periodicals: <u>Consumer Report</u>, newspaper indexes; <u>Reader's Guide</u>: "Social Problems," "Civil Rights," "Consumer Protection"; area and building audio-visual catalogs: "Consumer Education," "Civil Rights," "Citizenship, Responsibility").</p>	I U H	K6	2a 2b			(C) Resources, political science (V1) Inquiry

SOCIAL SCIENCE

- 5. Political Science
- 5.6 Individual in Political System
- 5.61 Citizenship

COURSE GOALS	Level P/V/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.611 Rights</u>						
The student knows that government often limits the rights of an individual to insure the rights of other individuals.	U H	K7	2b 3b 7b	2c	5.831	(C) Authority (V1) Freedom
The student knows that in a totalitarian government the rights and responsibilities of individuals are more limited than in a democracy.	U H	K8	2b 7b	1b	5.612 5.832	(C) Authority (C) Totalitarianism (C) Rights (V1) Freedom

- 5. Political Science
- 5.6 Individual in Political System
- 5.61 Citizenship

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.612 Responsibilities</u>							
The student knows that military responsibilities to a country may be carried out by different methods (e.g., military service, alternative service).	U H	K7	2b 4b 7b				(C) Rights (V1) Responsibilities
The student knows the responsibilities of an individual that are important in protecting individual rights in a democracy (e.g., informed citizen, voting).	U H	K7	2b 6a 7b	2c 6d	5.831		(C) Democracy (C) Rights (V1) Individualism

SOCIAL SCIENCE

5. Political Science

5.6 Individual in Political System

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.62 Socialization</u>							
The student knows that political socialization is the adaptation of an individual to his society's political culture.	U H	K2	2b 6a	1b 2a 2c			(C) Political socialization (C) Adaptation
The student knows the advantages to the individual citizen and to society of protecting rights such as freedom of speech and assembly.	U H	K7	2b 5b 6a 7a	1b 6d	5.831		(C) Rights (C) Individualism (C) Democracy
The student knows that in a democratic society people have an opportunity to question the society's basic goals, aspirations, and values.	U H	K7	2b 3b 4b 6a	1b	5.831		(C) Democracy (C) Freedom (C) Learning (V1) Rights
The student knows that each society is concerned with imparting basic goals, aspirations, and values that relate to the political system of the country.	U H	K3 K7	2b 6a		5.8		(C) Society (C) Socialization
The student is able to critically evaluate the basic goals and values of the political system under which he lives in terms of his own personal aspirations and values.	I U H	K9	2b 3b 6a	6d	5.831		(C) Authority (C) Learning (C) Freedom (V1) Rights
The student knows that the responsibility of a democratic society includes people knowing the necessary skills to participate in society (e.g., thinking, communicating, deciding, acting).	U H	K3 K7	2b 7b	6d	5.831		(C) Society (C) Authority (C) Democracy (C) Role recognition (C) Communication (V1) Education
The student knows that socialization tends to make people responsible political members of society.	U H	K8	2b 6a	1a 1b 1c 2d			(C) Political socialization (C) Role recognition

5. Political Science
 5.6 Individual in Political System

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.63 Civil Rights</u>							
The student knows that during war time governments tend to restrict civil liberties.	I U H	G2 K7	2b 4a 6a	1c 2c	5.96	(C) Authority	
The student knows that even in a democratic society, individuals with unpopular views or unconventional life styles have been improperly and illegally denied their civil liberties by government or civilian authorities.	U H	K3 K8	2b 4a 4b	2c 4b	5.96 5.831	(C) Rights (C) Authority (V1) Rights	
The student knows that in the United States there can be conflicts between one constitutional right and another.	U H	K5	2b 4a 4b		5.611	(C) Authority (V1) Rights	
The student knows the ways that constitutional safeguards protect individuals in the United States (e.g., habeas corpus).	U H	K7	2b	2c	5.3113	(C) Rights (C) Authority	
The student knows that a function of a democratic society is the protection of individual rights.	U H	K7	2b 7b	1b	5.831	(C) Authority (C) Rights (V1) Justice	
The student knows conflicts may exist between individual civil rights and needs of the general society.	U H	K5	2b 3a	1b	5.96	(C) Authority (C) Rights (V1) Justice	
The student knows that the Bill of Rights guarantees the rights and liberties of United States citizens.	I U H	K3	2b 7a 7b	1b	5.831	(C) Rights (C) Freedom (C) Legitimacy (V1) Justice (V1) Freedom	
The student knows that there are conflicts between civil rights and police controls.	I U H	K5	2b 7b		5.96	(C) Rights (C) Authority (V1) Justice	

5. Political Science

5.6 Individual in Political System

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
<p><u>5.63 Civil Rights</u></p>							
<p>The student knows that the extension of civil rights has been prompted by the actions of minority groups.</p>	T U H	K4 K8	2b 4b 5b 6b	1b	5.831	(C) Legitimacy (C) Rights (V1) Human dignity	
<p>The student knows that the full realization of women's rights in the United States requires both legislation and changes in social attitudes.</p>	P I U H	K8	2b 7b	1a 1b 1c 4b		(C) Rights (C) Freedom	

5. Political Science

5.6 Individual in Political System

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Goals	Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.64 Consumer Helps</u>							
The student knows the powerful influence of advertising upon consumer choice.	U H	K8	6a	1b 2c	5.423	(C) Communication (C) Distribution	
The student knows that an individual influences the economy by the decisions he makes regarding saving and investment.	U H	K8	2b 6a		4.333 4.335 4.71 4.81 5.411	(C) Freedom	
The student knows that a nation's standard of living reflects the effectiveness of its economic system.	U H	K8	2b 5a	4e	4.322	(C) Economic system	
The student knows that consumer demands influence production of goods.	U H	K8	2b 5a	2c	4.331 4.71 4.81	(C) Consumption	
The student knows that the way an individual buys or refuses to buy influences price levels.	U H	K8	2b 5a	2c 4e	4.31 4.71 4.81	(C) Consumption	
The student knows that as a consumer the individual stimulates economic activity.	U H	K8	2b 5a	2c 4e	4.312 4.71 4.81	(C) Economic system (C) Consumption	
The student knows that community, state, and national governments help meet consumer needs through education and protection programs.	U H	K7	2b 5b	2c	4.531 4.71 4.81	(C) Authority (C) Consumption	
The student knows that in the United States the federal government is the largest of all consumers.	U H	G2 K3 K7	2b	2c	4.531 4.71 5.311	(C) Authority (C) Consumption	

5. Political Science
 5.6 Individual in Political System

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education	Other Goals	Content Related Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.65 Career Opportunities</u></p>								
<p>The student knows that career selection is influenced by aptitudes, interests, abilities, and personal values and goals as well as by the potential income offered by the career and by the advice and example of others.</p>	U H	K8	2b 5a	3b 4a 4d 4f			(C) Role recog- nition	
<p>The student knows that job discrimination based on race, creed, or sex is constitutionally outlawed, but still exists and is under attack.</p>	I U H	K8	2b 6a	1b 2a 2b 2c 4b	5.63		(C) Role recog- nition (C) Rights (V1) Equality	
<p>The student knows that in the United States most people believe that all Americans should have an opportunity to work at a job on the basis of personal qualifications.</p>	I U H	K3	2b 6a 7b				(C) Merit (V1) Equality	

5. Political Science

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals	Program Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.7 International Relations</u></p> <p>The student knows the location and use of print and nonprint materials related to international relations (e.g., card catalog: "United States - Foreign Relations," "United Nations," "International Relations," "International Cooperation"; <u>Reader's Guide</u>: "International Law," "International Government," "International Relations"; periodicals: <u>UNESCO Courier</u>, newspaper indexes, Current History; area and building audio-visual catalogs: "International Affairs," "International Law," "World Poverty"; special materials: pamphlets published by United Nations).</p>	I U H	K6	2a 2b				(C) Resources, political science (V1) Inquiry

5. Political Science
5.7 International Relations

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Area	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.71 Need for International Cooperation</u>							
The student knows that when diplomacy between nations fails, stalemates or the use of force may result.	I U H	K8	2b 6c		3.33 5.76 5.93	(C) Legitimacy (C) War	
The student knows the reasons for desirability of peaceful relations between countries (e.g., avoid destruction, promote trade and commerce, enrich culture).	P I U H	K3 K7	2b 4b		3.223 5.93	(C) Peace (C) Internationalism (V1) Cooperation	
The student knows relationships between countries which affect national security including neutrality, alliances, and collective security.	I U H	K3 K8	2b 6c		5.76	(C) Internationalism (V1) Cooperation	
The student knows the United Nations has difficulty financing activities that are politically controversial (e.g., refugee placement).	U H	K8	2b 6c		5.73 5.95	(C) Internationalism (C) Authority	
The student knows no international code of law binds nations as national laws bind citizens.	I U H	K5	2b 3b 6c	1c	5.35	(C) Internationalism (C) Legitimacy	
The student knows that peaceful conditions in the contemporary world depend in part on the control of hunger and disease.	I U H	K4 K8	2b 3b 4b 6c	1b	3.72 3.74 5.72 5.93	(C) Peace (C) Distribution (V1) Cooperation	
The student knows the immediate factors which may trigger war in the nuclear age (e.g., accident, misunderstanding, miscalculation).	I U H	K5	2b 6c		3.33 5.93	(C) War (V1) Peace	
The student knows that technological advancement in weaponry has changed warfare in the 20th century (e.g., potential for mass destruction, balance of terror, limited wars).	I U H	K4 K7	2b 6a 6b		3.222 5.93	(C) Production (C) War	
The student knows that preserving our natural environment is a global as well as a local responsibility, urgent for nations and all people.	P I U H	K4 K8	2b 6c		1.12 4.82	(C) Environment (C) Internationalism (V1) Cooperation (V1) Responsible- ness	

5. Political Science
5.7 International Relations

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.72 Resolution of International Conflicts</u></p>							
<p>The student knows nonviolent means a nation may use to defend its territory from invasion (e.g., neutrality, military alliances, and maintenance of buffer zones).</p>	I U H	K3 K7	2b 4b	3.3 5.93		(C) Authority (C) War	
<p>The student knows that the ultimate goal of disarmament is the elimination of all means of waging war, leaving states with only those forces needed for internal security.</p>	I U H	K3	1b 2b 3b 4b 6a 6c	5.93		(C) Internationalism (C) Peace (C) Authority	
<p>The student knows issues concerning disarmament including: duration of program, transition from stage to stage, foreign bases, inspection, delivery system of strategic nuclear weapons, and peace-keeping machinery.</p>	U H	K3	2b 6c	5.93		(C) Internationalism (C) Peace (V1) Cooperation	
<p>The student knows that international conflict is influenced by balance of power conditions in the world.</p>	I U H	K8	2b 3b 6c	3.3 5.93		(C) Internationalism (C) Nationalism	
<p>The student knows that a treaty is a contract between two or more nations.</p>	P I U H	K2 K3	2b 3b 4b	5.93		(C) Legitimacy (C) Internationalism (V1) Respect for others	
<p>The student knows that international tribunals can effectively rule on disputes if nations voluntarily submit cases and agree to decisions.</p>	U H	K8	2b 3b	5.93		(C) Internationalism (C) Legitimacy (V1) Cooperation	

5. Political Science
5.7 International Relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts; (V1, V2) V-line Words
<u>5.73 Mechanics or Framework</u>							
The student knows that international relations are governed by the principle of national sovereignty, that each nation has the power to manage its own affairs.	I U H	K3 K8	2b 3b 6c		5.35	(C) Internationalism (C) Nationalism V1) Self-interest (national)	
The student knows that the United Nations has a confederate system of international government.	I U H	K3	2b		5.812	(C) Internationalism (C) Authority	
The student knows that the United Nations is a world forum, but not a world government, which can advise but not control international relations.	I U H	K2 K3	2b		5.35	(C) Internationalism (C) Authority (C) Communication	
The student knows organs of the United Nations that consist of individuals (Secretariat and International Court) depend on staff members who act as international officials responsible only to the United Nations.	U H	K5 K7 K8	2b 6c		5.35	(C) Institution (C) Authority (C) Internationalism	
The student knows organs of the United Nations that consist of states (General Assembly and three councils) depend on the appreciation of national self-interest for their operations.	U H	K5 K7 K8	2b 6c		5.35	(C) Institution (C) Authority (C) Internationalism	
The student knows that the right of veto rule in the Security Council reflects the balance of power conditions during the mid-20th century.	U H	K7 K8	2b 3b		5.35	(C) Institution (C) Internationalism	
The student knows that one aim of the United Nations is to eliminate colonialism.	U H	K3	2b 6c		5.35	(C) Authority (C) Internationalism V1) Freedom	

5. Political Science
5.7 International Relations

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<u>5.74 International Cooperation</u>							
The student knows that the term international includes contacts between governments, businesses, media, and private individuals and groups.	I U H	K3	2b 6c	1a 1b 1c	3.33 5.35	(C) Internationalism (C) Communication (V1) Cooperation (V1) Respect for others	
The student knows international cooperation is a key factor in national defense, security and national economic well being.	U H	K8	2b 6c	1c 2a 2b 2c 2d 4b 6a 6c 6d	5.35 5.71 5.72 5.93	(C) Internationalism (C) Nationalism (V1) Cooperation	
The student knows that nations group together in geographic regions and blocs to satisfy their common self interests (e.g., NATO).	U H	K8	2b 3b 6c	2c		(C) Nationalism (V1) Cooperation	
The student knows that international elites tend to communicate among themselves more than between non-elite groups within their own nations (e.g., "jet set," business, academic, media).	U H	K7	2b 6a		3.33	(C) Elite (C) Internationalism (C) Communication (V1) Cooperation	

5. Political Science
 5.7 International Relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.75 World Community</u></p>							
<p>The student knows that the main sources of international law are international treaties.</p>	U H	K3 K8	2b 6c		5.35		(C) Legitimacy (C) Internationalism
<p>The student knows that life patterns are greatly affected by world-wide, transnational influences.</p>	U H	K5	2b 6c		3.27		(C) Internationalism (C) Socialization (Vi) Cooperation

5. Political Science
5.7 International Relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.76 Foreign Policy</u></p>							
<p>The student knows every nation's foreign policy relates its own national security and economic well being to international problems and policies.</p>	I U H	K3	2b	2a 4b	4.622	(C) Institution (C) Policy, foreign	
<p>The student knows the distinctions between defacto and dejure recognition between nations.</p>	I U H	K5	2b 3b 4b			(C) Legitimacy (C) Internationalism	
<p>The student knows that until the 20th century the foreign policy of the United States reflected the nation's chief concern with securing her borders and promoting economic self-sufficiency.</p>	I U H	G2 K8	2b		5.3112	(C) Institution (C) Security (V1) Law & order, intern'l.	
<p>The student knows that the foreign policy of the United States was shaped by conflicting desires, i.e., the desire to be isolated from international strife and the desire to see democracy spread among all mankind.</p>	I U H	K8	2b 3b			(C) Institution	

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.81 Geographic Distribution of Political Power

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Goals Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.811 Unitary (e.g., France)</u>						
The student knows that most nations today have a unitary government.	I U H	K3	2b	4d		(C) Authority
The student knows that in a unitary system of government the central government is the final authority.	I U H	K2 K3	2b 3b			(C) Authority
The student knows that unitary governments are usually found in small countries with a closely knit culture and population rather than in large countries with regional and population differences.	I U H	K6 K8	2b 3b			(C) Authority (C) Culture
The student knows that under a unitary system of government final authority may rest with a legislature (Great Britain) or an executive branch of government (France).	I U H	K3 K7	2b			(C) Authority (C) Institution (C) Leadership
The student knows that in a unitary system of government distance between local affairs and the central government tends to exist with resulting delays in dealing with local problems.	U H	K4 K8	2b 3b	5.94		(C) Authority (V1) Respect for others
The student knows that a unitary system of government tends to bring about uniformity and few conflicts between local and central government.	U H	K4 K8	2b			(C) Authority (C) Nationalism (V1) Loyalty
The student knows that an important contribution to the unitary system of the government of France was her highly centralized administration.	H	K3 K8	1b 2b	2.6		(C) Authority (C) Institution

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.81 Geographic Distribution of Political Power

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Content	Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.811 Unitary (e.g., France) (Cont.)</u>							
The student knows the ways that the legal system of France supports a unitary system of government (e.g., codified laws).	U H	K7 K8	2b			(C) Legitimacy (C) Authority	
The student knows the ways in which local government in France participates in national planning.	U H	K3 K7	2b 3b			(C) Authority	
The student knows the Fifth Republic was created to centralize the present French political system.	U H	K3 K8	1b 2b	2.6		(C) Authority	
The student knows the features of the Fifth Republic of France which make it a unitary form of government.	H	K3	2b			(C) Authority	
The student knows the ways that the Fifth Republic of France concentrates executive power with the president.	H	K3	2b			(C) Authority (C) Institution	
The student knows that France has a multi-party system with its unitary system of government.	I U H	K3	2b			(C) Authority (C) Institution	

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.81 Geographic Distribution of Political Power

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.812 Confederate (e.g., United Nations)</u></p>						
<p>The student knows that in a confederate system of government authority rests with independent states and not a central government.</p>	I U H	K2 K3	2b 3b			(C) Authority
<p>The student knows that a confederate system of government tends to weaken the abilities of the central government to enforce laws, raise money through taxes or raise an army/police force.</p>	U H	K4 K8	2b 3b			(C) Authority
<p>The student knows that no nation today has a confederate system of government.</p>	I U H	K3	2b			(C) Authority

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.81 Geographic Distribution of Political Power

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (N1, V2) Value Words
<u>5.813 Federal (e.g., Federal Republic of Germany</u>							
The student knows that a federal government divides political authority between a central government and regional or state governments, according to a written constitution.	I U H	K2 K3 K7	2b 3b	4d		(C) Authority (C) Legitimacy	
The student knows that the federal system of government of West Germany has its antecedents in the German empire where member states were in charge of the administration and execution of federal laws.	H	K4 K7	1b 2b			(C) Authority (C) Tradition	
The student knows features of the West German Constitution of 1949 which established a federal, liberal, and democratic government.	H	K7	1b 2b 7a			(C) Authority (C) Legitimacy	
The student knows the ways that the German Bundesrat (Federal Council) compares with the United States Senate in reflecting federalism.	U H	K5	2b 3b			(C) Authority (C) Institution	
The student knows the ways that a centralized and coordinated leadership in West Germany has been compromised (i.e., federal organization and influence of groups and classes on the executive).	U H	K3 K4	2b 3b			(C) Authority (C) Group pressure (C) Leadership	
The student knows the ways West German regional and local units are both self-governing and agents for higher authority (e.g., a mayor is both a local and state official--also state agencies are in charge of executing uniform central laws).	H	K3 K7	2b 3b			(C) Authority	
The student knows that German political regionalism has tended to produce variety in cultural life.	U H	K8	1b 2b 6b	4b		(C) Authority (C) Culture (V1) Respect for cultural heritage	

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.82 Executive Relationship with Legislature

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V), (V2) Value Words
<p><u>5.821 Presidential (e.g., United States)</u></p> <p>See 5.3112 and 5.312</p>						

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.82 Executive Relationship with Legislature

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.822 Parliamentary (e.g., Great Britain)						
The student knows that the parliamentary system of government of Great Britain evolved over centuries and is not described in a single written document written at one time.	H	K3 K4	1b 2b			(C) Authority (C) Legitimacy (C) Institution (C) Tradition (V1) Respect for heritage
The student knows that members of the executive branch of the government of Great Britain (cabinet) are simultaneously members of parliament (House of Commons).	H	K3	2b			(C) Authority (C) Institution
The student knows that the cabinet of Great Britain (executive branch) represents the majority party(s) of the House of Commons.	H	K2 K7	2b 3b			(C) Authority (C) Legitimacy
The student knows that the leader of the British cabinet is the prime minister who is asked to form a ministry by the monarch.	H	K3 K7	2b			(C) Authority (C) Institution (C) Leadership
The student knows the ways in which the British cabinet dominates the House of Commons.	H	K7	2b 3b			(C) Institution (C) Authority
The student knows the comparison of parliament checking the cabinet in Great Britain (question hour) with the legislature checking the executive in the United States (congressional committees).	H	K5	2b 3b			(C) Institution

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.82 Executive Relationship with Legislature

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.823 Dictatorial (e.g., Cuba)</u></p>						
<p>The student knows that a dictatorial system means loss of freedom in the society.</p>	U H	K3	2b 3b 6a			(C) Totalitarianism (C) Authority (V1) Freedom
<p>The student knows that in a dictatorial system decisions and their implementation tend to be rapidly conceived and facilitated.</p>	U H	K3	2b 6a			(C) Totalitarianism (C) Authority
<p>The student knows the distinction between totalitarian, authoritarian, and dictatorial governments.</p>	H	K5	2b 3b	4b	5.832	(C) Authority (C) Totalitarianism (C) Dictatorial (C) Authoritarian
<p>The student knows the distinction between dictatorial leaders under nationalist and communist governments (e.g., France, Cuba).</p>	H	K5	2b 3b	4b		(C) Totalitarianism (C) Authority

5. Political Science
 5.8 Comparative Modern Governments

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.83 Source of Power</u></p>						
<p>The student knows that all societies cope with the dichotomy of individual freedom versus public control.</p>	I U H	G2 K7	2b 3b 4b 6a	1c 2c		(C) Freedom (C) Society (V1) Freedom
<p>The student knows that certain behavior characteristics are encouraged by political systems (e.g., submission by totalitarian; independence by democratic).</p>	I U H	K8	2b 6a 7b			(C) Totalitarianism (C) Democracy (C) Political socialization (V1) Freedom

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.83 Source of Power

COURSE GOALS	Level P/H/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (N1, V2) Value Words
<p><u>5.831 Democratic (e.g., Sweden)</u></p> <p>The student knows that Sweden's government is one of the oldest representative governments.</p> <p>The student knows that the government of Sweden is divided into two chambers with equal power but different organization.</p> <p>The student knows that the government of Sweden is represented by people of all professions and occupations (e.g., farmers, students, actors).</p> <p>The student knows that, like the United States, Sweden allows all citizens to vote.</p> <p>The student knows that Sweden's five political parties each represent various interests of the society (e.g., Center Party--rural districts, Conservatives--private ownership).</p> <p>The student knows that the judiciary in Sweden is entirely independent of the government.</p> <p>The student knows that in Sweden social welfare is an outgrowth of concepts of community mutual help (e.g., old age pensions, child care, general maternity insurance).</p> <p>The student knows that Sweden, like New Zealand, has an ombudsman that receives and investigates complaints of individuals against public officials.</p>	<p>U H</p>	<p>K3</p> <p>K3</p> <p>K3</p> <p>K3</p> <p>K3</p> <p>K3</p> <p>K4</p> <p>K3</p>	<p>2b</p> <p>2b</p> <p>2b 6b</p> <p>2b 7a</p> <p>2b</p> <p>2b</p> <p>2b 6b</p> <p>2b 3b 4b 6a 7b</p>	<p>2.6</p> <p></p> <p></p> <p></p> <p>5.412</p> <p></p> <p></p>	<p>(C) Authority (C) Democracy</p> <p>(C) Authority (C) Institution</p> <p>(C) Authority (C) Role recognition</p> <p>(C) Enfranchisement (C) Rights</p> <p>(C) Institution (C) Group pressure</p> <p>(C) Legitimacy (C) Authority</p> <p>(C) Economic system (C) Community (V1) Cooperation (V1) Social concern</p> <p>(C) Institution (C) Rights (V1) Fairness (V1) Equality</p>	

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.83 Source of Power

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.832 Totalitarian (Authoritarian)</u></p> <p>The student knows that totalitarianism is a political, social, and economic system which uses any means available to subject the individual to the goals and leadership of the state.</p> <p>The student knows that a totalitarian state subordinates all social institutions (such as family, church, school) to the control of the state.</p> <p>The student knows that totalitarian states are characterized by single party political systems.</p>	<p>I U H</p> <p>U H</p> <p>I U H</p>	<p>G2 K3 K8</p> <p>K3 K7</p> <p>K3</p>	<p>2b 6a</p> <p>2b 3b 6b</p> <p>2b</p>		<p>5.412</p>		<p>(C) Totalitarianism (C) Authority, totalitarian (V1) Freedom</p> <p>(C) Totalitarianism (C) Authority (C) Institution</p> <p>(C) Totalitarianism (C) Authority (C) Elite</p>
<p><u>5.8321 People's Republic of China</u></p> <p>The student knows that traditional China had a totalitarian government, a subsistence agrarian economy, and a hierarchical social structure.</p> <p>The student knows that the People's Republic of China is trying to change the traditional society of China into a modern, innovative society.</p> <p>The student knows the totalitarian principles upon which Chinese Communist ideology is based.</p> <p>The student knows that the People's Republic of China uses literature and the arts to support the communist ideology (e.g., "People's Ballet").</p>	<p>I U H</p> <p>I U H</p> <p>U H</p> <p>U H</p>	<p>K3</p> <p>K4 K7 K8</p> <p>K8</p> <p>K7</p>	<p>1b 2b 6b</p> <p>2b</p> <p>2b</p> <p>2b</p>		<p>2.7</p> <p>2.7</p>		<p>(C) Tradition (C) Authority (C) Totalitarianism (C) Economic system (C) Institution (V1) Respect for cultural heritage</p> <p>(C) Tradition (C) Totalitarianism</p> <p>(C) Ideology (C) Totalitarianism</p> <p>(C) Ideology (C) Totalitarianism</p>

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.83 Source of Power
- 5.832 Totalitarian (Authoritarian)

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.8321 People's Republic of China (Cont.)</u></p> <p>The student knows the totalitarian principles that are used in the promotion of communes in the People's Republic of China.</p>	U H	K7	2b	1c 4b			(C) Totalitarianism (C) Ideology (C) Production
<p><u>5.8322 United Soviet Socialist Republic</u></p> <p>The student knows that for centuries prior to the Russian revolution in 1917, the peasants of Russia lived under a monarchistic government that was partially totalitarian.</p> <p>The student knows the contributions of Marx and Lenin to the ideology of the Soviet totalitarian state.</p> <p>The student knows that the practice of democratic centralism in the Soviet Union is in accord with totalitarian goals.</p> <p>The student knows that the Soviet judicial system supports a totalitarian government.</p> <p>The student knows that the Soviet constitution describes a federal system of government which is not totalitarian in structure.</p> <p>The student knows ways in which decision-making in the Soviet political system is authoritarian.</p>	U H	K8	2b	2.6			(C) Totalitarianism (C) Authority
	U H	K8	2b	5.521			(C) Ideology (C) Totalitarianism
	U H	K8	2b				(C) Totalitarianism (C) Ideology
	U H	K8	2b				(C) Totalitarianism (C) Legitimacy
	I U H	K7 K8	2b 3b	5.94			(C) Legitimacy (C) Totalitarianism
	I U H	G2 K8	2b 6a	5.411			(C) Totalitarianism

- 5. Political Science
- 5.8 Comparative Modern Governments
- 5.83 Source of Power
- 5.832 Totalitarian (Authoritarian)

COURSE GOALS	Level P/U/H	Knowledge or Processes Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.8322 United Soviet Socialist Republic</u> <u>(Cont.)</u></p>							
<p>The student knows the totalitarian goals that have been compromised in the Soviet Union by the changes in its political, social, and economic systems (e.g., decentralization).</p>	U H	K4 K8	2b 3b 6a	2a 2b 2d		(C) Totalitarianism (C) Authority (C) Institution (C) Adaptation	
<p>The student knows the similarities and differences of the totalitarian governments of the Soviet Union and the Republic of China.</p>	U H	K5	1b 2b 3b		5.8321	(C) Totalitarianism (C) Authority (C) Ideology	
<p>The student knows the methods for recruiting and training party leaders in the U.S.S.R. and the People's Republic of China.</p>	U H	K3 K8	2b		5.8321	(C) Totalitarianism (C) Institution (C) Authority	

5. Political Science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.9 Political Problems</u></p> <p>The student knows the location and use of print and nonprint materials related to political problems (e.g., card catalog: "Finance," "Metropolitan Areas," "War," "Peace"; <u>Reader's Guide</u>: "Finance, International," "War, Prevention of," "Urbanization," "Political Attitudes"; area and building audio-visual catalogs: "Urban Development," "War Prevention," "Political Dissent," "Finance, International"; special materials: <u>Encyclopedia of the Social Sciences</u>; periodicals: <u>International Conciliation</u>, <u>Foreign Affairs</u>, <u>War & Peace</u>.</p>	I U H	K6	2a 2b				(C) Resources, political science (V1) Inquiry

5. Political Science
5.9 Political Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.91 Public Finance</u>						
The student knows the role of government in comparative economic systems (e.g., Democratic Capitalism, Democratic Socialism, Communism, and Totalitarian).	U H	K3 K5	2b		4.7	(C) Economic system (V1) Democracy (V1) Freedom
The student knows that distinguishing features of private and public finance include: fundamental purpose for formal organization; comprehensive nature of the state; and coercive nature of the state.	U H	K3	2b	2a	4.7	(C) Economic system
The student knows that the United States government business and services are financed by taxing the public.	I U H	K8	2b 4b 7b	2a	4.532	(C) Government (V1) Freedom
The student knows that in the private economy the chief objective is individual capital gain, while in the public economy it is the public welfare.	U H	K3	2b	2a		(C) Economic system
The student knows that adequate budgeting of public finance requires balancing of anticipated expenses and income.	U H	K3	2a 2b 4b	2a	4.53	(C) Economic system
The student knows ways that public expenditures are affected by war and the widening scope of government functions.	U H	K7 K8			5.9	(C) Economic system
The student knows that in the capitalistic economic system an increased portion of taxation has shifted from property to personal income.	U H	K3	2b	2a	4.532	(C) Economic system
The student knows that in a feudalistic economy where wealth is centered in a few hands, the availability of public funds is limited.	U H	K3 K8	2b		4.7	(C) Economic system

5. Political Science
5.9 Political Problems

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.92 Urban Growth</u>							
The student knows that a megalopolis is a complex of several large cities and their surrounding areas in close proximity.	U H	K1	2b				(C) Urban
The student knows ways that the agricultural and industrial revolutions of the 1800's brought about drastic change in growth patterns of the cities of the world.	I U H	K4 K8	1b 2b				(C) Urban
The student knows that modern cities form the cores of larger urban areas which in turn bring about the need for increased government services.	I U H	K4 K8	2b	2a 2c			(C) Authority, urban
The student knows ways that urban growth increases interdependence of urban people.	I U H	K4 K8	2b	2a 2c			(C) Urban
The student knows the effects of increased urbanization (e.g., the decay of downtown, spread of slums).	I U H	K4 K8	2b				(C) Urban
The student knows the effect of urban growth on land values in or near the city.	I U H	K4 K6 K8	2a				(C) Urban
The student knows major problems in government related to increased urbanization (e.g., duplication of services, fragmentation of governmental units, economic costs).	I U H	K4 K6 K8	1b	2a			(C) Authority, urban
The student knows that the term urban has different meanings in different countries, thus making it difficult to understand the trends that are taking place all over the world.	I U H	K2	2b				(C) Urban
The student knows that zoning controls are potentially instrumental in effective planning of future growth.	I U H	K4 K7 K8	2b				(C) Authority, urban

- 5. Political Science
- 5.9 Political Problems

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications	Subject Area Program Area	Career Goals Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.92 Urban Growth (Cont.)						
The student knows that population density, heterogeneity, mobility, secularization, etc. characterize urban life.	I U H	K4 K8	2b			(C) Urban
The student knows ways that the automobile has affected the urban community (e.g., decline of core areas).	I U H	K4 K8	2b			(C) Urban
The student knows the role of progressive planning in the urban community.	I U H	K8	1a 1b			(C) Urban
The student knows ways in which the urban community organizes the social and physical aspects (housing, busing).	I U H	G2 K7	2b			(C) Authority
The student knows the ways in which urbanization has been affected by changing patterns of movement (e.g., from core areas instead of to core areas).	I U H	K8	2b			(C) Urban
The student knows that specialization and segregation in cities creates clusters of similar people, institutions, and interests (e.g. "Little Italy," "Gold Coast").	U H	K4 K8	2b	4e		(C) Urban (V1) Respect for others
The student knows the ways in which improved modes of transportation have changed the tempo of life in urban communities.	I U H	K8	2b			(C) Urban
The student knows the ways in which economic changes can affect the growth of the urban area (e.g., relocation of industry, depletion or pollution of a resource).	I U H	K8	2b			(C) Urban

5. Political Science
 5.9 Political Problems

COURSE GOALS	Level P/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.92 Urban Growth (Cont.)						
The student knows that cities tend to develop in geographic areas that provide access and will support dense populations.	I U H	G2 K3	2b			(C) Urban
The student knows that in the middle ages cities tended to develop around single purposes such as trade (London), education (Paris).	I U H	K4 K6 K8	1b 2b			(C) Urban

5. Political Science
 5.9 Political Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Context Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.93 War and Peace</u>							
The student knows the distinctions made between legal and illegal war (e.g., aggression, territorial integrity, formal declaration, self-determination).	I U H	K3	3b		5.71	(C) War (V1)Security	
The student knows that conflict may develop when a nation's foreign policy interferes with the self-interest of other nations.	I U H	K8	3b		5.71	(C) Conflict (V1)Security	
The student knows that a policy of neutrality by a nation may lead to open conflict with other nations.	P I U H	K8	2b 3b		5.71	(C) Conflict (V1)Security	
The student knows the ways imperialism tends to bring about open conflict (e.g., economic competition, cultural conflict).	I U H	K4 K8	2b 3b		3.27 4.71 5.71	(C) Conflict (C) War (V1)Respect for cultural heritage	
The student knows the United Nations was created with the hope of eliminating war between conflicting nations by collective peace-keeping processes.	P I U H	K7 K8	2b 3b		5.35 5.73	(C) Conflicts (V1)Security	
The student knows that a strongly polarized world system of national governments developed as a result of World War II and the "Cold War."	U H	K4 K8	3b		5.71	(C) Conflict (V1)Loyalty	
The student knows that Hobbes' definition of war includes preparation and inclination to war as well as the act of fighting.	P I U H	K8	2b 3b		5.71	(C) War (V1)Security, national	
The student knows that the term war generally applies to armed conflict between organized nations.	P I U H	K1 K2 K5 K8	2b		5.71		

5. Political Science
5.9 Political Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.93 War and Peace (Cont.)						
The student knows pacts, treaties, and alliances can help maintain the power balance and hold the peace between conflicting nations or can draw non-aggressive nations into armed conflict.	I U H	K7 K8	3b	5.72	(C) Conflict (V1)Security	
The student knows that the demands for self-determination have provided a powerful force in politics both at the national and international levels (e.g., revolution, war, independence).	I U H	K7 K8	2b 3b	5.71	(C) Authority (V1)Cooperation	
The student knows that open conflict usually results from a nation's attempt to protect its people against attack, destruction, or enslavement by other forces.	P I U H	K8	1a	5.71	(C) Conflict (V1)Freedom	
The student knows that the differences existing between major ideologies have a tendency to develop conflicts such as communism vs. the "free world."	I U H	K3 K8	2b	5.5 5.71	(C) Conflict (V1)Freedom	
The student knows that the building of military deterrents as a requirement for preventing war raises the question of priorities in domestic programs (e.g., welfare, education).	I U H	K8	2b	5.311 5.72	(C) Peace (V1)Security	
The student knows that nationalism tends to bring about disputes between leading nations.	I U H	K8	3b	5.532 5.71	(C) Nationalism (V1)Security	
The student knows that economic factors such as critical natural resources and access to trade routes tend to cause conflict between nations.	I U H	K8	2b 3b	1.17 4.611 5.71	(C) Conflict	

- 5. Political Science
- 5.9 Political Problems

COURSE GOALS	Level	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Context Related Headings	(C) Concept/ (V1, V2) Value Words
	P/I/U/H						
<u>5.94 Federal-State Relations</u>							
The student knows the ways that a citizen's loyalty may be divided between family, community, state, nation, and the world.	P I U H	K3	2b 3b 6c	1b 4e	3.41 5.813	(C) Authority	
The student knows the trend in most areas of government is toward a stronger central government.	I U H	K4 K8	2b		5.811	(C) Authority	
The student knows that a federal system allows for taxation at all levels of government.	I U H	K4 K8	2b			(C) Authority	
The student knows implications of the competition between federal and local governments for the tax dollar.	I U H	K4 K8	1b 2b			(C) Authority	
The student knows that many local programs are federally funded in order to provide a more equitable national distribution of services.	I U H	K8	2b	2c		(C) Authority	
The student knows that in the federal system such as the United States, state governments need to maintain a vigorous role by improving their functions and methods of governing.	I U H	K4 K8	1b 2b			(C) Authority	
The student knows ways that federal, state, and local agencies are coordinated to solve urban problems (e.g., highway funding and regulation, model cities).	I U H	K5	2b			(C) Authority	
The student knows that an objection to federal control of local government is based on the problems of increased bureaucracy.	P I U H	K8	2b			(C) Authority	
The student knows that in communist nations such as the U.S.S.R. and the People's Republic of China, the central government makes most of the economic decisions for local government.	P I U H	K4 K8	2b			(C) Economic system	

- 5. Political Science
- 5.9 Political Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<p><u>5.94 Federal-State Relations (Cont.)</u></p>							
<p>The student knows that the New Deal of the 1930's broadened the base of federal government support to include groups not previously included (e.g., farmers, unemployed).</p>	I U H	K4	2b				(C) Authority (C) Government
<p>The student knows that many functions of government can be performed better if agencies are coordinated.</p>	P I U H	K7	2b				(C) Authority

5. Political Science
5.9 Political Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area Program Area	Career Goals Program Goals	Other Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.95 International Finance</u>							
The student knows the effects of European economic communities upon the world economy (e.g., trade restrictions, promotion of international cooperation, competition with non-member states).	U H	K3 K8	2b 3b				(C) Economic system
The student knows the problems particular to international finance, including exchange of currency, loans between governments, and loans between individuals and governments.	U H	K3 K8	2b				(C) Economic system, finance
The student knows the ways in which world finance and technological advancement are interrelated (e.g., progressively greater accumulation of capital in technologically advanced nations).	U H	K3 K8	2b	2a 4b	4.223 4.244 4.612		(C) Economic system, finance
The student knows ways that international monetary intermediaries (banks, issue houses) can attain world power (e.g., rate of exchange, interest rates).	U H	K8	2b 3b				(C) Power (C) Group pressure
The student knows reasons it is difficult for nation-states to levy taxes for any international purpose (e.g., national sovereignty, loyalty).	I U H	K8	2b 3b				(C) Authority (C) Economic system, monetary
The student knows that the European economic community (Common Market) has worked to integrate the economies of its member nations.	U H	K3 K8	2b				(C) Economic system (V1) Efficiency

5. Political Science
5.9 Political Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
<u>5.96 Political Dissent</u>							
The student knows that acts of violence may result from failure of governments to meet the demands for people's rights.	P I U H	K4 K8	2b 3b 4b 6a 7b				(C) Authority (C) Rights (C) War (V1) Human dignity (V1) Rights
The student knows ways in which an orderly society restricts forms of protest and dissent (e.g., parade permits, use of public buildings, police surveillance).	U H	K3 K8	2b 3b 6a 7b	1c			(C) Authority (C) Rights (C) Freedom (V1) Cooperation
The student knows that equal opportunity in education is a requisite for a democratic society.	U H	K8	2b 6a 7b	1b 4b			(C) Institution (C) Democracy (C) Society (V1) Education
The student knows that the violation of people's rights by government agencies encourages forms of dissent.	I U H	K4 K8	2b 6a	1b			(C) Authority (C) Institution (C) Rights (V1) Rights (V1) Freedom
The student knows that Plato defined a just society as a society in which its members function according to their abilities in a harmonious manner.	U H	K3 K7 K8	1b 2b 3b	4a 4b 4c			(C) Society (C) Philosophy (V1) Justice (V1) Cooperation
The student knows that minority groups have tended to initiate and support bills of rights and equal opportunity legislation in most societies.	U H	K4 K8	1b 2b 3b 6a				(C) Society (C) Group pressure (V1) Rights (V1) Tolerance
The student knows that public dissent has been organized by various publicly and socially oriented societies (e.g., ACLU, minutemen, yippies, etc.).	I U H	K5 K8	2b 3b 4b 6a 7b	1a 1b 1c			(C) Rights (C) Freedom (V1) Rights (V1) Freedom

5. Political Science
5.9 Political Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Pro- cess Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.96 Political Dissent (Cont.)							
The student knows some of the possible consequences of violence in the contemporary political process (e.g., anarchy, new laws, government programs and restrictions).	P I U H	K8	2b 3b 4b 5b 6a 7a				(C) Authority (C) War (V1) Cooperation
The student knows the ways that the civil rights movement achieved social/legal change through public dissent.	U H	K4 K8	2b 3b 4b 6a 7b				(C) Freedom (C) Rights (V1) Rights (V1) Human dignity
The student knows that political freedom is not readily relinquished to a government assuming additional powers.	P I U H	K8	2b 3b 6a 7b				(C) Authority (C) Freedom (C) Rights (V1) Rights (V1) Human dignity
The student knows that the phrase "civil disobedience" as practiced by Henry David Thoreau has been used to "justify" violent protest as well as non-violent protest.	I U H	K8	1b 2b 3b 4b 5b 6a 7b				(C) Rights (C) Freedom (V1) Rights
The student knows that open and flexible society accommodates conflict and dissent as necessary elements of progressive change.	I U H	K2 K3	2b 3b 4b 5b 6a				(C) Society (C) Freedom (C) Change (V1) Freedom

5. Political Science
 5.9 Political Problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area	Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
<u>5.97 Others</u>							
The student knows that when a majority of citizens accept the basic beliefs and assumptions of any society, that society tends to be orderly.	P I U H	G2 K8	2b 3b		5.5		(C) Belief (C) Ideology (C) Society (V1) Security (national)
The student knows that open channels of communication are a necessary condition for solving problems in any modernized society (e.g., ecology, priorities in production, national health problems).	P I U H	G2 K8	2b 3b 6a	3b			(C) Communication (C) Modernization (C) Society (V1) Freedom
The student knows that in the world today there is increasing contact between nations (e.g., communication, travel, trade).	P I U H	G2 K8	2b 6c				(C) Communication (C) Internationalism (V1) Cooperation
The student knows that social and political behavior has not kept pace with technological advancements (e.g., food productivity - starvation; transportation - accidents; nuclear weaponry - aggression).	P I U H	G2 K8	2b 3b 4b 5b 6a	2a 4b	5.411		(C) Social change (C) Technology (C) Adaptation