

DOCUMENT RESUME

ED 426 040

SO 029 405

TITLE The Social Studies: A Balanced Approach. Utah Secondary Social Studies Core, 1996.

INSTITUTION Utah State Board of Education, Salt Lake City. Div. of Curriculum and Instruction.

PUB DATE 1996-00-00

NOTE 98p.; For related document, see SO 029 404.

AVAILABLE FROM Utah State Board of Education, Curriculum Section, 250 East 500 South, Salt Lake City, UT 84111.

PUB TYPE Guides - Classroom - Teacher (052)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Citizenship Education; Geography; History; Secondary Education; \*Social Studies; State Curriculum Guides; \*State Standards

IDENTIFIERS \*Utah

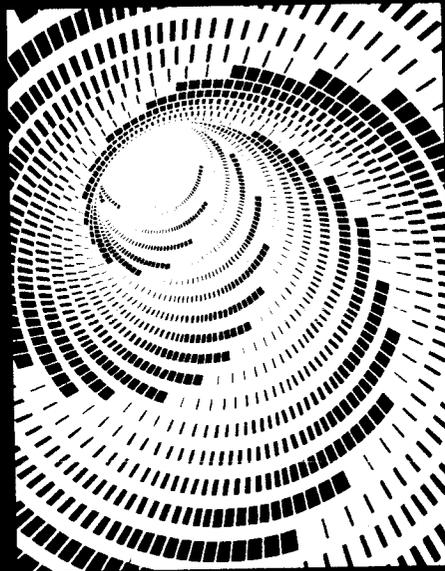
ABSTRACT

This secondary core curriculum is written to communicate what students are expected to know and be able to do in social studies in the state of Utah. Students are expected to become active, responsible, concerned, and knowledgeable citizens. To achieve this purpose, the social studies program requires the acquisition of a social studies knowledge base, the process skills necessary to analyze and apply that knowledge base, and the attitudes and attributes necessary to analyze and apply that knowledge base. The guide describes the responsibility of the students, the teachers, the administrators, and the parents to help students achieve those ends. The guide is divided by subject area and by courses which are required for graduation and those which are an elective. Each course is then described by a series of numbers, titles, and prerequisites. A course description is provided which outlines in general terms the scope and sequence of the course, as well as areas of focus within the subject matter. Each course is divided into seven standards, which are identical for all courses, grades seven through twelve. The standards outline the broad themes and focuses to be addressed in the course. Following each of the standards are a series of objectives taken from the points of the standard. Examples are a new tie to the state core. Examples are designed only as suggested ways in which the objective could be met and are not intended that each example will be required as a lesson concept. The standards to be developed include: (1) process skills; (2) geography; (3) history; (4) political science; (5) culture (anthropology, sociology, psychology); (6) economics; and (7) life skills. (EH)

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ED 426 040

# *Social Studies* Core Curriculum



1996  
Utah  
State  
Board of  
Education  
Grades 7-12

SO 029 405

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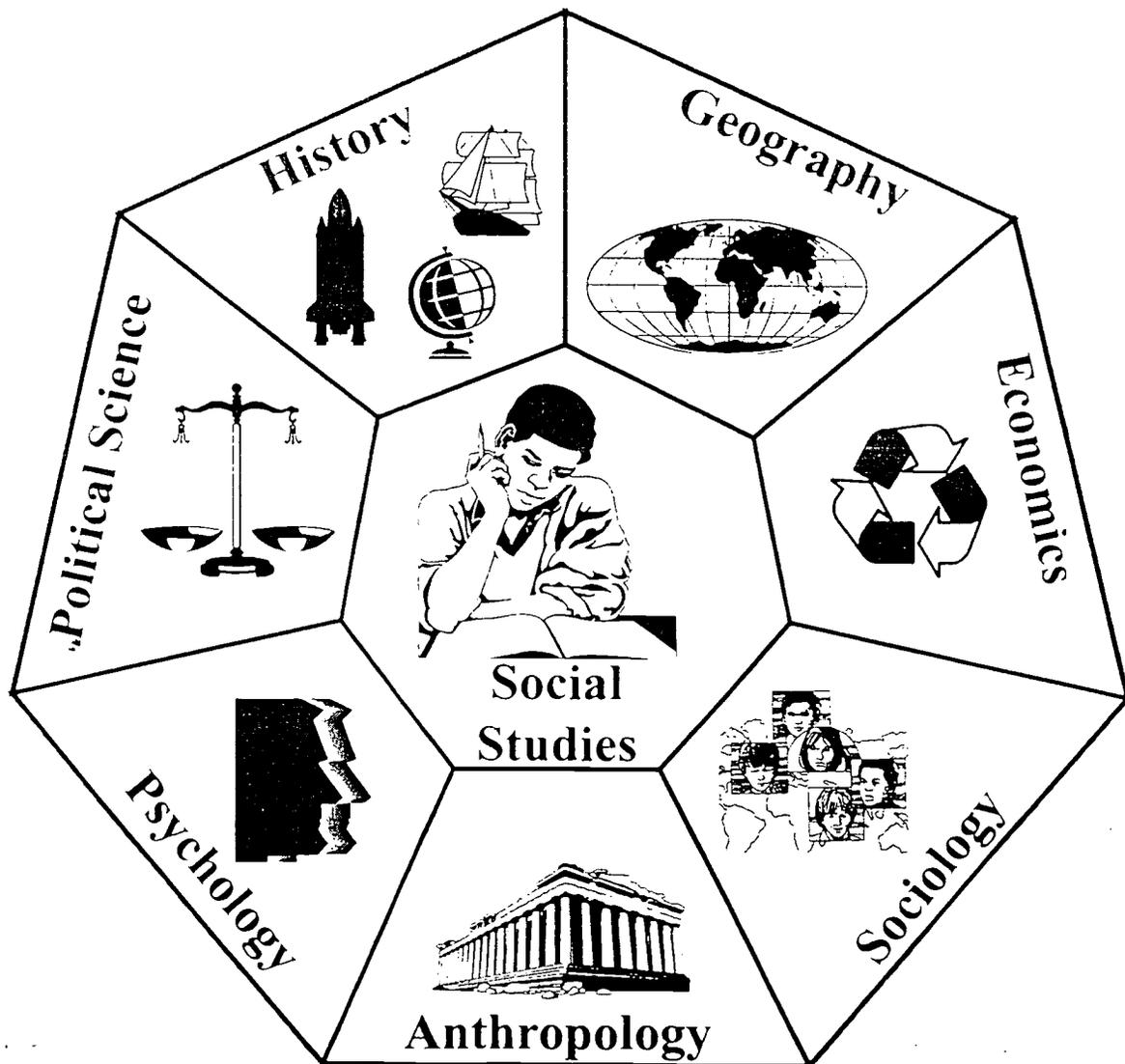
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2

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# The Social Studies

## A Balanced Approach



Utah Secondary Social Studies Core

1996

## INTRODUCTION

Action by the State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these core curriculum standards for Utah's schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

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New Date of Adoption: 11-7-86	Revised Date: August 1993	Descriptor Code:
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# THE ELEMENTARY AND SECONDARY SCHOOL PROGRAM OF STUDIES AND HIGH SCHOOL GRADUATION REQUIREMENTS

### STATEMENT OF PHILOSOPHY

The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningfully as individuals and as positive contributors to society. To achieve this ultimate goal, the individual must be provided experiences to develop skills in language and thinking; scientific understanding; mathematics; historical perception; aesthetic appreciation; social interaction; movement, fitness, and health; and career competencies.

### ELEMENTARY EDUCATION

The elementary school reaches the greatest number of students for a longer period of time during the most formative years of the school experience. This unparalleled responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.

### SECONDARY EDUCATION

The secondary school should provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which both transmits and enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

**R277. Education Administration**  
**R277-700. The Elementary and Secondary School Core Curriculum and High School Graduation Requirements.**

**R277-700-1. Definitions.**

- A. "Board" means the Utah State Board of Education.
- B. "IEP" means individual education program.
- C. "Special assignment teacher" means a teacher assigned to:
  - (1) alternative school settings with self-contained classrooms in which the teacher must teach several subjects;
  - (2) teach homebound students with the expectation that several subjects will be covered by the same teacher; or
  - (3) necessarily existent small or rural schools with limited faculty and enrollment in which teachers must teach more than three core subjects.

**R277-700-2. Authority and Purpose.**

- A. This rule is authorized under Article X, Section 3, of the Utah State Constitution which vests general control and supervision of the public education system in the State Board of Education, Section 53A-1-402(1) (b), U.C.A. 1953, which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements, and Section 53A-1-401(3), U.C.A. 1953, which allows the Board to adopt rules in accordance with its responsibilities.
- B. The purpose of this rule is to specify the minimum core curriculum for the public schools and high school graduation requirements.

**R277-700-3. General Requirements - Course Standards.**

The Board establishes minimum course description standards and objectives for each course in the required general core, which is commonly referred to as The Core Curriculum. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Office of Education. The descriptions shall contain mastery criteria for the course and shall stress mastery of the criteria rather than completion of predetermined time allotments for subjects. Implementation and assessment procedures are the responsibility of local school districts.

**R277-700-4. General Requirements - Teacher Qualifications.**

Teachers may not be assigned to teach any course unless, for the subject area to which they are assigned, they hold a current Utah teaching certificate endorsed in the subject area, have completed an undergraduate or graduate major or minor in the subject area, have completed a Board approved inservice program, or have demonstrated competency in the subject area.

**R277-700-5. General Requirements - Special Assignment Teachers.**

- A. Special assignment teachers must hold a Basic or Standard Certificate with endorsement(s) for the course(s) which they are assigned to teach. In addition, personnel must have completed at least nine quarter hours of state approved college or inservice course work in each of the subject areas in which they are assigned.
- B. Special assignment teachers are temporarily authorized for the duration of their special assignment and do not receive a permanent endorsement for the subject area until they have completed the equivalent of a subject matter minor, at least 24 quarter hours of state approved college course work in the field, or have been declared competent to teach the subject by the Utah State Office of Education Committee on Demonstrated Competency.

**R277-700-6. General Requirements - Unit of Credit.**

- A. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. Students also may complete a course on a performance basis in which case assessment of mastery will be the responsibility of the local boards of education. Credit can be awarded only once for a specific required course with the same content during the secondary school experience.
- B. Credit may be earned in any of the following ways:
  - (1) successful completion of a course;
  - (2) demonstrated proficiency, via pre-assessment;
  - (3) demonstrated mastery of approved courses outside of the school day or year;
  - (4) concurrent enrollment in approved post-secondary training institutions;
  - (5) demonstrated mastery of approved correspondence or extension courses; or
  - (6) upon application, demonstrated mastery in special experimental programs.

**R277-700-7. General Requirements - Instructional Time.**

School districts shall organize flexible time blocks for instruction which accommodate outcome-based curriculum. To help the Board keep apprised of instructional time variations, districts shall submit their instructional time schedule to the Utah State Office of Education for approval.

**R277-700-8. General Requirements - Student Education Plan.**

A student education plan is cooperatively developed by the student, the student's parents, and designated school personnel. This plan is guided by general requirements and individual student interests and goals. It is formally reviewed, at least, at the beginning of grade one, at the end of grades three and six, and annually thereafter. Each student's high school plan shall identify an area of concentration, which may be as many as four to five units, in a cluster related to the student's post-secondary goal.

**R277-700-9. General Requirements - Diploma.**

In Utah's public schools, a high school diploma is granted to a student who has met Board curriculum requirements and any additional requirements of the local school district.

**R277-700-10. Requirements for Elementary Education.**

- A. The Board shall establish standards for elementary education which include the identification of a general core curriculum. Implementation and formal assessment of student mastery of the general core curriculum are the responsibilities of the local boards of education. At a minimum, formal assessment shall occur during or at the completion of the primary grades, grade three, and again during or at the completion of the intermediate grades, grade six. Informal assessment should occur on a frequent ongoing basis to ensure continual student progress. Provision for remediation for all students who do not achieve mastery is required.

**B. Required Elementary Core Curriculum:**

<b>REQUIRED ELEMENTARY CORE CURRICULUM GRADES K-6</b>	
<p><b><u>GENERAL CORE</u></b></p> <p>Language Arts            Reading            Writing            Speaking            Listening</p> <p>Mathematics            Science            Library Media            Social Studies                Introductory Citizenship                Principles and Practices</p> <p>The Arts            Responsible Healthy Lifestyles            Information Technology</p>	<p><b><u>OPTIONS</u></b></p> <p>Foreign Language</p>

C. All handicapped students are required to demonstrate mastery of the core curriculum. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

**77-700-11. Middle and High School Requirements.**

A. The Board provides general direction and standards in secondary education. Students in grades seven and eight must earn a minimum of 12 units of credit. Students in grades nine through twelve must earn a minimum of 24 units of credit. Districts may require additional units of credit. Formal assessment of student mastery of the general core courses shall occur as a minimum during or at the completion of grades eight, ten, and twelve. Implementation and assessment of student mastery of the core courses are the responsibility of the local board.

**B. Middle Education Core Curriculum:**

<b>MIDDLE EDUCATION CORE CURRICULUM GRADES 7-8 12 UNITS OF CREDIT REQUIRED</b>	
<b>GENERAL CORE - 10.5 Units PLUS REQUIRED ELECTIVES - 1.5</b>	
<b><u>SUBJECT AREAS</u></b>	<b><u>REQUIREMENTS</u></b>
Language Arts	2.0
Mathematics	2.0
Science	1.5
Social Studies	1.5
The Arts	1.0
Responsible Healthy Lifestyles	1.5
Information Technology	Credit Optional
Applied Technology Education	1.0
Technology, Life and Careers	
Library Media Skills Integrated into Subject Areas	

C. High School Core Curriculum:

(1) Required credits:

<b>HIGH SCHOOL CORE CURRICULUM</b>	
<b>GRADES 9-12 24 UNITS OF CREDIT REQUIRED</b>	
<b>GENERAL CORE - 14.5 Units PLUS REQUIRED ELECTIVES - 9.5</b>	
<b><u>SUBJECT AREAS</u></b>	<b><u>REQUIREMENTS</u></b>
Language Arts	3.0
Mathematics	2.0
Science	2.0
1 Biological	
1 Physical	
Social Studies	3.0
The Arts	1.5
Responsible Healthy Lifestyles	2.0
Information Technology	Credit Optional
Applied Technology Education	1.0
Occupational Preparation	
Library Media Skills Integrated into Subject Areas	
Selected Electives	9.5

(2) Any state-approved applied technology course, or the applied technology core course fulfills the applied technology education requirement.

(3) Selected electives units of credit provide a means for specialization related to student interest and post secondary goals.

(a) College Entry Cluster:

Foreign Language	2.0 units of credit
Mathematics	1.0 unit of credit
Science	1.0 unit of credit
Electives	4.5 units of credit

(b) Applied Technology Job Entry Clusters: (Select one)

Technical Emphasis	4.0 units of credit
Vocational Emphasis	5.0 units of credit
Computer Science	.5 unit of credit

(c) Electives: 4.0 - 5.0 units of credit

D. Informational Technology standards in the middle education and high school core curriculum may be taught either by integrating them into other areas of the curriculum or in a specific class. Integration requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts establishing a specific class may offer .5 unit of credit.

E. All handicapped students are required to demonstrate mastery of the courses in the middle education and high school general core. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

KEY: curricula  
1993

Art X Sec. 3  
53A-1402(1)(b)  
53A-1-401(3)

## UTAH STATE SOCIAL STUDIES PHILOSOPHY

<b>PHILOSOPHY</b>	<p>The primary purpose of social studies in Utah is to develop in young people understanding and appreciation of the social sciences in order to help them make informed and reasoned decisions for the public good. As citizens of a democratic society in a culturally diverse and interdependent world, young people need to be able to examine complex issues. Students are expected to become active, responsible, concerned, and knowledgeable citizens.</p>
<b>BASIC COMPONENTS</b>	<p>To achieve this purpose, the social studies program in the State of Utah requires the acquisition of:</p> <ul style="list-style-type: none"><li>• A social studies <b>knowledge base</b>.</li><li>• The <b>process skills</b> necessary to analyze and apply that knowledge base.</li><li>• The <b>attitudes and attributes</b> necessary to analyze and apply that knowledge base.</li></ul>
<b>SOCIAL SCIENCE KNOWLEDGE BASE</b>	<p><i>The knowledge base for the social studies is a coordinated and systematic study of anthropology, economics, geography, history, political science, psychology, and sociology. The social studies also include, but are not limited to, participatory citizenship and studies in character education, global and multicultural studies, law-related education, career education and free enterprise education. The social studies also seek to integrate content from language arts, foreign languages, philosophy, mathematics, the humanities, technology, and the natural and physical sciences.</i></p>
<b>SOCIAL SCIENCE PROCESS SKILLS</b>	<p><i>The process skills necessary in social studies include creative/productive thinking, problem solving, critical thinking, inquiry, conflict resolution, metacognition, research and presentation, and cooperation and participation—from the point of view of social scientists.</i></p>
<b>ATTITUDES AND ATTRIBUTES</b>	<p><i>The attitudes and attributes to be developed through social studies education emphasize respect of self and other individuals, commonality, diversity, democratic principles, and local and global community participation.</i></p>
<b>ESTABLISHING ROLES AND RESPONSIBILITIES</b>	<p>Students have the <u>prime responsibility</u> for their own educational success. Social studies learning requires the combined efforts of students, parents, teachers, and administrators. Teachers are the guides who provide direction for learning in the class setting. The role of administrators is to promote an environment where the best learning and teaching can take place. Parents are encouraged to supplement classroom learning.</p>

Students have responsibility for their own learning. In order to use the social studies to understand and participate responsibly in their world **students** will:

- Demonstrate geographic, historical, economic, civic, social, and cultural literacy.
- Demonstrate knowledge of the structure and function of political, social, and economic systems.
- Demonstrate an understanding of the relationship among the activities of people to their ideas, place, time, and history.
- Recognize and apply democratic and constitutional principles, including freedom, equality, justice, and responsibility, to individual and community.
- Interact appropriately and work cooperatively with people as a demonstration of respect for themselves and others.
- Demonstrate responsibility to people, and the environment, as an essential component of character development and human survival.
- Participate in activities which serve others and promote the public good.

Teachers have a responsibility to create an environment which is conducive to learning for all students. **Teachers** will:

- Offer an authentic, active, integrated, meaningful, and indepth social studies curriculum.
- Provide opportunities for students to learn and practice social studies process skills.
- Emphasize creative and critical thinking as well as knowledge and comprehension.
- Help students make relevant connections to other curricular areas.

Administrators have a responsibility to promote an environment which is conducive to learning. **Administrators** will strive to:

- Support implementation of the Social Studies Core Curriculum.
- Provide a safe, orderly learning environment.
- Provide relevant inservice opportunities for teachers.

Parents have a responsibility to create an environment in the home which is conducive to learning. **Parents**, as partners in the learning process, are encouraged to:

- Promote student involvement in classroom and school activities.
- Be informed and supportive of school requirements.
- Encourage discussion of social science issues.
- Take time to listen and to review school activities on a regular basis.

# How to Read the Utah State Social Studies Core

The Utah State Social Studies Core is divided by subject area and by courses which are required for graduation and those which are elective. Each course is then described by a series of numbers, titles, and prerequisites, such as those shown below.

<b>SOCIAL STUDIES LEVEL 7</b>		
<u>COURSE TITLE</u>	<u>UNITS OF CREDIT</u>	<u>PREREQUISITE</u>
<p><b>Utah Studies</b></p> <p><b>7th Grade</b></p> <p><b>SIS Course Number: 6100</b></p> <p><b>SIS Code: SR</b></p>	<p><b>.5</b></p>	<p><b>Mastery of the Social Studies through Level 6</b></p>
<p>Grade level to be taught.</p> <p>Provides a sequential number system for all subject areas, K-12.</p> <p>Explains that this is a required course.</p>	<p>Identifies amount of credit towards graduation. 4.5 units of credit are required in 6 years of Secondary Ed.</p>	<p>This information creates continuity of instruction for all grade levels.</p>

A course description is provided which outlines in general terms the scope and sequence of the course, as well as areas of focus within the subject matter.

<u>COURSE DESCRIPTION</u>
<p>Students will be introduced to the significant events, people, cultures, and issues that have influenced Utah from its earliest beginnings through the present day. The first focus is devoted to events leading to 1847 including Native Americans, Spanish, Mountain Men, Explorers, Mormon influences, and the western movement. The second focus includes conflicts that led to statehood and the integration of Utah into the nation including the early development of mining, railroad, industry, and agriculture; the move from territory to statehood and the new century, structure of state and local government, and the Progressive period. The third focus will be on the events leading to the present, including World War I, the Nineteen Twenties, Great Depression, World War II, post-war Utah, modern Utah, and local issues.</p>
<p>Both scope and sequence are outlined in the description.</p>

Each course is divided into **seven standards**, which are identical for all courses, grades seven through twelve. The standards outline the broad themes and focuses which are to be addressed in the course. Following each standard are a series of **objectives** taken from the points of the standard. Teachers are to design their courses around these guidelines and are free to add additional concepts as time and expertise permit.

**Examples** are a new tie to the state Core. They are designed only as suggested ways in which the objective could be met. It is not intended that each example will be required as a lesson concept.

<p><b>STANDARD</b> <b>6100-04</b></p> <p>Standard number</p>	<p>Students will demonstrate why and how people in different societies create and adopt systems of government, and how each addresses human needs, rights, and citizen responsibilities.</p>
<p><b>OBJECTIVES</b></p> <p><b>6100-0402.</b></p> <p>Objective number</p>	<p>Objectives are built from concepts and themes found in the standard.</p> <p><b>Compare and contrast various political systems.</b></p> <p>Standards create a broad framework for developing concepts in the course.</p> <p>A suggested example for a lesson concept.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the Utah Constitution to the U.S.</li> </ul>

# Three Categories of Courses for Secondary Social Studies

## Core Subjects

Grades 7-12: 4.5 Units Required

A required course which must be taken by all Students for graduation.

Grade	Course	Credit
7	Utah Studies	0.5
8	U.S. History	1.0
*9-12	Geography for Life	0.5
9-12	World Civilizations	0.5
11-12	U.S. History/Gov't	1.0
11-12	<u>Electives</u>	1.0
TOTAL		4.5

\*It is recommended that Geography be a full-year course.

## +Other Electives

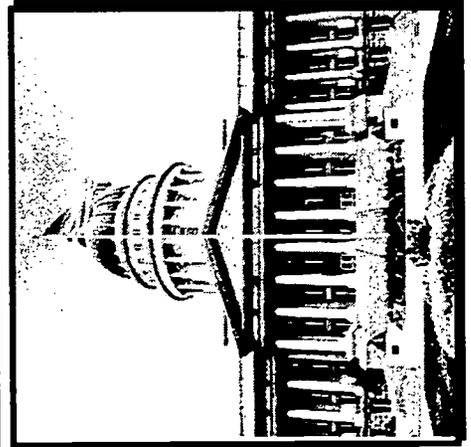
Courses which may be offered, if approved by principals and district administrators. All courses must have a written scope, sequence, standards, objectives, and syllabus to be considered by the district.

## Core Subjects

Grades 7-12: Substitutions

May be taken for core credit in place of a core subject.

Grade	Course	Credit
7	Utah Studies-Honors	0.5
8	U.S. History-Honors	1.0
*9-12	Geography for Life-Honors	0.5
9-12	World Civilizations-Honors	0.5
11-12	U.S. History/Gov't-Honors	1.0
11-12	A.P. American History	1.0
11-12	A.P. European History	1.0
11-12	Advanced Geography	1.0



## Core Electives

Grades 9-12:

Courses which fill remaining credit needs or interests.

Grade	Course	Credit
9-12	World Civilizations-II	0.5
11-12	Am. Gov't & Law	0.5
11-12	Anthropology	0.5
11-12	A.P. Am. Gov't & Law	0.5
11-12	A.P. Economics-Macro	0.5
11-12	A.P. Economics-Micro	0.5
11-12	A.P. Psychology	1.0
11-12	Economics	0.5
9-12	Geography II	0.5
11-12	Sociology	0.5
11-12	Psychology	0.5
+11-12	Other Electives	0.5

Utah State Office of Education  
1996

## Secondary Social Studies

### Standards & Objectives 1996

The chart below provides an overview of the *Standards and Objectives* which are used as a framework for all social studies subjects and grade levels. *Geography For Life* is organized around five themes and six elements of geography in grades K-12. All courses will involve some degree of study in each of the social studies fields during the course of a school year. The emphasis will be driven by the title and course description for each class.

In the course listings which follow, readers will find in detail these standards and objectives with minor variances, along with suggested examples demonstrating ways in which each concept may be taught (see the introductory page, *How to Read the Utah State Social Studies Core*).

#### 100 Process Skills

**Students will demonstrate through individual and group processes a variety of creative, critical, causal, interpretive, and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.**

- 101. Develop observation skills to foster inquiry in social studies.
- 102. Develop writing skills in social studies.
- 103. Develop speaking skills in social studies.
- 104. Develop listening skills in social studies.
- 105. Develop causal reasoning skills in social studies.
- 106. Develop critical analysis skills in social studies.
- 107. Develop interpretive skills in social studies.
- 108. Develop creative thinking skills in social studies.

#### 200 Geography

**Students will demonstrate a comprehensive geographical view of the human and physical worlds and why they influence and relate to the environment, societies, and to global interconnectedness and interdependence.**

- 201. Develop map and globe skills of space and place.
- 202. Develop and evaluate alternative uses of environments and resources.
- 203. Demonstrate local, regional, national, and international connections.

#### 300 History

**Students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced humanity.**

- 301. Compare and contrast the interpretations of historical events over time.
- 302. Identify and describe selected periods or movements of historical change within and across cultures.
- 303. Analyze social issues using appropriate historical methodology.

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<b>400</b>	<b>Political Science</b>
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**Students will demonstrate why people in different societies create and adopt systems of government, and how each addresses human needs, rights, and citizen responsibilities.**

- 401. Identify and examine ongoing issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 402. Compare and contrast various political systems.
- 403. Compare and contrast the ways societies and organizations respond to conflicts between forces of unity and forces of diversity.

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<b>500</b>	<b>Culture (Anthropology, Sociology, Psychology)</b>
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**Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.**

- 501. Apply an understanding of culture as an integrated whole that relates to traditions, behavior patterns, and material culture.
- 502. Identify and describe both current and historic examples of the interaction and interdependence of individuals and societies in a variety of cultural settings.
- 503. Explain why individuals, groups, and institutions respond to change in a particular way on the basis of shared assumptions and technologies.
- 504. Describe the various forms and roles institutions take in furthering both continuity and change.

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<b>600</b>	<b>Economics</b>
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**Students will demonstrate why societies organize available resources for the production, distribution, and consumption of goods and services.**

- 601. Explain how scarcity of resources (natural, human, and capital goods) requires the development of economic systems to make basic decisions about how goods and services are produced and distributed.
- 602. Compare and contrast the various economic institutions that comprise economic systems; e.g., households, business firms, banks, government agencies, labor unions, corporations.
- 603. Apply economic concepts and economic reasoning to historical and contemporary social developments and issues.

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700
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Life Skills
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**Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote the personal and public good.**

- 701. Show through personal actions the ability to contribute to the community.
  - 702. Demonstrate collaboration in working with others to achieve specified results.
  - 703. Demonstrate an understanding of, and a reasoned commitment to, the rule of law.
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**SOCIAL STUDIES  
LEVEL 7**

**COURSE TITLE**  
Utah Studies

**UNIT OF CREDIT**  
.5

**PREREQUISITE**  
Mastery of the Social  
Studies through Level 6

**UTAH STUDIES**

7th Grade

SIS Course Number: 6100

SIS Code: SR

**COURSE DESCRIPTION**

Students will be introduced to the significant events, people, cultures, and issues that have influenced Utah from its earliest beginnings through the present day. The first focus is devoted to history and events leading up to 1847 including Native Americans, Spanish, Mountain Men, Explorers, Mormon influences, and the westward movement. The second focus includes conflicts that led to statehood and the integration of Utah into the nation including the early development of mining, railroad, industry, and agriculture; the move from territory to statehood and the new century, structure of state and local government, and the Progressive period. The third focus will be on events leading to the present, including World War I, the Nineteen Twenties, Great Depression, World War II, post war Utah, modern Utah, and local issues.

**STANDARD**  
**6100-01**

**Students will demonstrate through individual and group processes a variety of critical, causal, interpretive, and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.**

**OBJECTIVES**

**6100-0101. Develop observation skills to foster inquiry in social studies.**

**Example**

- Observe physical and human characteristics of Utah.
- Describe relationships of people, place, time, and resources.
- Analyze primary and secondary sources such as journals, pictures, manuscripts, oral histories, art, folklore, and music in the study of Utah and the western United States.

**6100-0102. Develop writing skills in social studies.**

- Use writing skills to describe a place in Utah; e.g., Delicate Arch, a canyon, a community center.
- Develop an original project or paper on a Utah person, event, or issue; e.g., Eliza R. Snow, Patrick Connor, statehood issues, school trust lands.

- Identify an historic or current Utah problem and write a persuasive presentation defending a solution; e.g., transcontinental railroad, historic preservation, water rights, antiquities act.

**6100-0103. Develop reading skills in social studies.**

- Build and use age- and subject-appropriate vocabulary.
- Restate the main and supporting ideas given by an author.
- Arrange events in sequence.
- Develop speaking skills in social studies.
- Participate in a group discussion.
- Defend a point of view when giving an oral presentation.

**6100-0104. Develop listening skills in social studies.**

- Take useful notes from oral presentations; e.g., a local Utah historian, a community member.
- Summarize the main and supporting ideas from a video, lecture, or discussion.
- Visualize what is being said using mental mapping and graphic organizers.

**6100-0105. Develop causal reasoning skills in social studies.**

- Separate fact from opinion; e.g., comparing the facts of the local news page to the local opinions of the editorial page.
- Explain cause and effect relationships; e.g., fur trappers, westward expansion, effects of construction of Glen Canyon Dam, effects of use on Utah's National Parks.
- Conclude that events and actions have consequences.
- Practice developing guiding questions or hypotheses worthy of inquiry or research; e.g., in what ways did the Pony Express affect communication between the east and west; in what ways did the coming of the railroad affect the diversity of Utah's population; in what ways will the Olympics change the economy of Utah?

**6100-0106. Develop critical analysis skills in social studies.**

- Collect data about Utah using specific topics or themes recognizing and annotating appropriately the sources of information.
- Analyze graphs, charts, and tables from a variety of sources.
- Analyze information which is seen, heard, and read.

**6100-0107. Develop interpretive skills in social studies.**

- Recognize various perceptions about an issue of importance in the community.
- Discuss historic reports through personal accounts and essays; e.g., Mormon pioneers, early settlers, traders and trappers, 1930's, World War II.
- Define and give examples of bias.
- Interpret what is seen, heard, and read in a student's own words.

**6100-0108. Develop creative thinking skills in social studies.**

- Use brainstorming strategies to identify problems and potential solutions.
- Develop solutions and predict outcomes to current issues in Utah.

<b>STANDARD 6100-02</b>	<b>Students will demonstrate a comprehensive geographical view of the human and physical worlds and why and how they influence and relate to the environment, societies, and to global interconnectedness and interdependence.</b>
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**OBJECTIVES**

**6100-0201. Develop map and globe skills of space and place.**

**Example**

- Read and understand information from a variety of maps; e.g., absolute and relative location, direction, projection, legend.
- Read, understand, and create graphics; e.g., charts, tables, photographs, and graphs using Utah sources.
- Interpret, analyze, and create a variety of special purpose maps both past and present; e.g., Lake Bonneville, Native American settlements, the Great Salt Lake, pioneer trails, national forests, defense installations.
- Compare and contrast maps that show change over time.
- Describe and apply Utah-based examples of the current five themes of geography including location, place, movement, human-environment interactions, and region.

**6100-0202. Develop and evaluate alternative uses of environments and resources.**

- Develop and evaluate the uses of the physical environments of Utah.
- Identify and classify the natural resources of Utah.
- Evaluate uses of alternative resources in Utah; e.g., natural gas, geothermal, wind.

- Understand the distribution of school trust lands throughout Utah and the wide variety of economic uses this scattered configuration provides.

**6100-0203. Demonstrate local, regional, national, and international connections.**

- Understand and interpret demographic information from communities, counties, and the states of the region.
- Analyze and interpret trade patterns of Utah as they relate to the region and world both historically and currently.
- Predict how changes in demographic information and trade patterns may change Utah.

<b>STANDARD 6100-03</b>	<b>Students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced humanity.</b>
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**OBJECTIVES**

**6100-0301. Compare and contrast the interpretations of historical events over time.**

**Example**

- Identify periods of Utah's history from 1700 to present and analyze contributions from each period; e.g., Native Americans, explorers, trappers, mountain men, Mormon settlers, miners.
- Discuss and explain the impact of war on Utah; e.g., Utah War, World War II, Cold War.
- Consider Utah's population growth and change over time; e.g., early and modern immigration, out migration, suburbanites, ethnic groups.
- Discuss and explain the impact of changing technology in Utah; e.g., agriculture, mining, technology.

**6100-0302. Identify and describe selected periods or movements of historical change within and across cultures.**

- Review historic developments which prepared Utah for statehood and national acceptance.
- Discuss change and interaction of interest groups since the 1800's; e.g., religious groups, political groups, economic interests.
- Determine the contributions of significant individuals in Utah's past; e.g., Dominguez, Father Escalante, John Wesley Powell, Jim Bridger, Brigham Young, George Dern, Helen Z. Papanikolas.
- Investigate the history and philosophy of Utah from pioneer days to present.

**6100-0303. Analyze social issues using appropriate historical methodology.**

- Select and prioritize ongoing issues which create change in Utah; e.g., communication, production and distribution of goods and services, growth.
- Analyze the ways in which historic and present cultural attitudes influence decision making; e.g., development patterns in cities and towns, the Olympics, Sunday closing laws.
- Using primary and secondary sources analyze an issue important to Utah; e.g., military, land management, development, natural resource use.

<b>STANDARD 6100-04</b>	<b>Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</b>
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**OBJECTIVES**

**6100-0401. Identify and examine ongoing issues involving the rights, roles, and status of the individual in relation to the general welfare.**  
**Example**

- Describe one's rights and responsibilities as a citizen of Utah; e.g., citizen participation, voting, paying taxes.
- Determine and demonstrate current issues involving protection of individual rights and responsibilities.

**6100-0402. Compare and contrast various political systems.**

- Compare and contrast the Utah Constitution to the U.S. Constitution.
- Compare and contrast the structure, organization, and functions of Utah State government with city, county, and federal governments.
- Examine a current issue and possible outcomes; e.g., election process, taxes, budget, political parties, interest groups.
- Identify and implement one of a variety of ways by which one can participate in and influence government; e.g., attending local committee meetings, supporting local political candidates, serving on youth councils.

**6100-0403. Compare and contrast the ways societies and organizations respond to conflicts between forces of unity and forces of diversity.**

- Identify the various ways in which disputes are resolved; e.g., suffrage, prohibition, mediation.
- Interpret the social and organizational effects of conflict; e.g., Johnston's Army, Joe Hill, internment camps, water rights, endangered species.

<b>STANDARD</b> <b>6100-05</b>	<b>Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.</b>
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**OBJECTIVES**

**6100-0501.** **Apply an understanding of culture as an integrated whole that relates to traditions, behavior patterns, and material culture.**  
**Example**

- Identify the many and varied people of Utah; e.g., Native Americans, Greeks, Europeans, Asians, Pacific Islanders.
- Compare cultural universals of the peoples of Utah; e.g., language, food, recreation, technology, shelter.
- Identify and share elements of a culture as found in the humanities; e.g., folklore, music, art, dance.

**6100-0502.** **Identify and describe both current and historic examples of the interaction and interdependence of individuals and societies in a variety of cultural settings.**

- Determine influences made by historic and contemporary peoples in Utah; e.g., African American, Polynesian, Simon Bamberger, Richard Kletting.
- Predict changes faced by any culture as a result of contact with other cultures; e.g., migrants, Southeast Asians, Native Americans.
- Investigate challenges facing minority and majority groups in Utah and generate a variety of potential solutions.

**6100-0503.** **Explain why individuals, groups, and institutions respond to change in particular ways.**

- Examine the reasons for change in historical and contemporary Utah; e.g., trade, media, technology, travel.
- Explain why people with various points of view respond differently to change; e.g., tourism, equal rights, state liquor laws.
- Identify how institutions foster change and continuity; e.g. churches, service organizations, businesses, schools.

<b>STANDARD</b> <b>6100-06</b>	<b>Students will demonstrate why societies organize available resources for the production, distribution, and consumption of goods and services.</b>
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**OBJECTIVES**

**6100-0601.** **Explain how scarcity of resources affects economic development in Utah.**

**Example**

- List and define basic economic terminology.
- Explain how scarcity of resources requires the development of economic systems to make basic decisions about how goods and services are produced and distributed; e.g., sugar, copper, water, uranium, telephone.

**6100-0602. Compare and contrast the various economic institutions that comprise economic systems: households, business firms, banks, government agencies, labor unions, corporations.**

- Explain how individual decisions of institutions affect the economy within their geographic area; e.g., Z.C.M.I., Walker Brothers, Bureau of Land Management, Hill Air Force Base, Geneva Steel.
- Analyze public and private economic interdependence; e.g., mining, forestry, manufacturing, tourism.

**6100-0603. Apply economic concepts and economic reasoning to historical and contemporary social developments and issues.**

- Describe the interaction and the opportunity costs of one economic decision over another; e.g., conservation, environmental protection, nuclear storage, tourism, urban growth.
- Trace the changes in Utah's economic bases from early Utah to modern day; e.g., agricultural, mineral, industrial, technological.
- Describe the impact of the Great Depression on Utah's economy.

<b>STANDARD 6100-07</b>	<b>Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote the personal and public good.</b>
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**OBJECTIVES**

**6100-0701. Show through personal actions the ability to contribute to the community.**

**Example**

- Model a personal work ethic by planning, organizing tasks, meeting goals, deadlines, and expectations.
- Identify historical examples of people who, through persistence and commitment, complete tasks and meet personal or social goals.
- Manage information through appropriate research, utilization of people, materials, and technology.
- Investigate career opportunities in the social sciences.

**6100-0702. Demonstrate collaboration in working with others to achieve specified results.**

- Serve in a variety of roles: leader, recorder, and participant.
- Recognize and describe talents and abilities of self and others.
- Resolve conflicts in positive ways by balancing the needs of the individual and the group to develop consensus.
- Identify and share Utah historic and contemporary examples of respect for living and non-living things, and relate these examples to contemporary issues; e.g., rescue of handcart companies, use of trust lands to provide money for schools, state and national park preservation, respect of public and private property.
- Show respect for the rights and opinions of others.
- Resolve conflict positively.
- Use resources effectively.

**6100-0703. Demonstrate an understanding of, and a reasoned commitment to, the rule of law.**

- Predict and take responsibility for the consequences of personal actions.
- Identify opportunities for service to community or state; e.g., restoring historic landmarks, recording oral histories, recycling.
- Explain the necessity for rules and laws from pioneer times to present.
- Classify rules and laws that historically have impacted the state.
- Identify and explain how pre-determined rules and laws promote responsible citizenship; e.g., statehood, student handbook, graduation requirements.
- Demonstrate individual responsibility for self, family, community, and society.

**SOCIAL STUDIES  
LEVEL 8**

**COURSE TITLE**  
United States History

**UNIT OF CREDIT**  
1.0

**PREREQUISITE**  
Mastery of Social Studies  
through Level 7

**U S HISTORY**

SIS Course Number: 6120  
SIS Code: SR

**COURSE DESCRIPTION:**

The United States history course for Grade 8 is designed to emphasize historic events from the age of exploration to reconstruction and the western movement. Topics covered will include, but are not limited to, the age of exploration, colonization, Revolutionary War, national period, constitutional issues, Civil War, reconstruction, and the western movement. The emphasis of this course is on the 18th and 19th centuries. There will be a continued effort to review and develop content, process and thinking skills introduced in previous grades.

**STANDARD**  
**6120-01**

**Students will demonstrate through individual and group processes a variety of creative, critical, causal, interpretive, and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.**

**OBJECTIVES**

**6120-0101. Develop observation skills to foster inquiry in social studies.**  
**Example**

- Investigate the relationship of people, place, time, event, and resource use.
- Construct questions, based on observations, that can be used to address change throughout U.S. history.
- Investigate primary sources; e.g., journals, pictures, manuscripts, oral histories, art, folklore, music; and secondary sources; e.g., textbooks, encyclopedias, commentaries.
- Use current events to understand historical problems and solutions.

**6120-0102. Develop writing skills in social studies.**

- Develop an original project or paper on a United States person, place, or event.
- Write a persuasive paper on an historical American issue.
- Apply paraphrasing and summarizing skills.
- Clarify, question, summarize and apply historical information.

**6120-0103. Develop reading skills in social studies.**

- Understand appropriate vocabulary.
- Recognize key and clue words to find main and supporting ideas.
- Arrange events in sequence.
- Interpret and synthesize information found in atlases, gazetteers, almanacs, geographic information systems (GIS), and satellite images through spatial observations.
- Compare and contrast a variety of written primary and secondary sources, including literature.

**6120-0104. Develop speaking skills in social studies.**

- Participate in group discussions, activities, and planning sessions; e.g., panel discussions, role playing, simulations, mock trials.
- Defend a point of view when giving an oral presentation.

**6120-0105. Develop research and presentation skills in social studies.**

- Determine appropriate ways to present an idea or product.
- Give appropriate recognition to source and reference.
- Consider the audience to whom you will present.
- Utilize technology in research and in making presentations.

**6120-0106. Develop listening skills in social studies.**

- Find the main and supporting ideas from a discussion, case study, lecture, or media presentation.
- Visualize what is being said in a variety of oral and media presentations.
- Organize ideas and information in a variety of ways.

**6120-0107. Develop causal reasoning skills in social studies.**

- Separate fact from opinion.
- Explain simple causal relationships.
- Understand that events and actions have consequences.

**6120-0108. Develop critical analysis skills in social studies.**

- Analyze information found in an historical database.

- Develop and use historical databases; e.g., graphs, time lines, pictures, charts, computer spreadsheets.

**6120-0109. Develop interpretive skills in social studies.**

- Demonstrate respect for a variety of human experiences; e.g., immigrants, colonists, settlers.
- Analyze, compare, and contrast differing perceptions of an historical event.

<b>STANDARD 6120-02</b>	<b>Students will understand a comprehensive geographical view of the human and physical worlds and why and how they influence and relate to the environment, societies, and to global interconnectedness and interdependence.</b>
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**OBJECTIVES**

**6120-0201. Develop map and globe skills of space and place as they apply to the United States.**  
**Example**

- Locate on various maps the major physical features of the United States including the plains, major rivers and bodies of water, and mountain ranges.
- Locate on various maps major political and economic features of the United States.
- Apply the five themes of geography; i.e., location, place, human-environment interactions, movement, and region to the study of United States history.
- Describe the relationship between people, events, settlement patterns, growth, and the physical environment of the United States throughout the 18th and 19th centuries.
- Analyze the geographic influences on the United States economic system as it has changed from an agricultural to an industrial economy.

**6120-0202. Develop, plan, and evaluate alternative uses of environments and resources.**

- Determine how political movements, social policies, environmental concerns, and major historical expansion activities were influenced by geography, particularly during the 18th and 19th centuries.
- Identify current environmental issues and propose possible solutions based on historical experience.

**6120-0203. Demonstrate awareness of local, national, regional, and international connections.**

- Analyze the relationships the United States has had with other countries during the 18th and 19th centuries.

- Assess how physical geography has influenced and continues to influence United States' involvement in international trade.

<b>STANDARD 6120-03</b>	<b>Students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced humanity.</b>
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### **OBJECTIVES**

#### **6120-0301. Compare and contrast the impact of historical events over time.**

##### **Example**

- Review and explain the events that changed both the Native American and European cultures.
- Review and explain the ideas, technology, and events that prodded the European exploration of the Americas.
- Outline how social and religious movements have helped to shape United States history.
- Define the term "Manifest Destiny" and relate its significance to the expansions of the United States.

#### **6120-0302. Identify and describe selected periods or movements of historical change within and across cultures.**

- Summarize the major historical, social, economic, philosophical, and religious factors responsible for European exploration of the American continents.
- Determine the dual impact that Native American cultures and European cultures had on each other, including foods, written documents, architecture, politics, customs, tools, and religions.
- Identify causes and events which led to the American Revolution.
- Investigate various ideas and actions of historical figures; e.g., George Washington, Abraham Lincoln, Frederick Douglass, Sitting Bull, Susan B. Anthony.
- Evaluate the social, political, and economic differences and similarities between the North and the South before and after the Civil War.
- Analyze and compare the causes and outcomes of various wars involving the United States in the 18th and 19th centuries.
- Evaluate how westward expansion brought both progress and problems for the United States.

#### **6120-0303. Analyze contemporary issues using appropriate historical methodology.**

- Analyze how modern decision-making in the United States reflects the cultural and traditional methods and thinking of past cultures.

- Describe the effects of inventions and technologies on historical and current issues and problems.
- Identify the evolution of the concept of human and civil rights as applied to cultures, ethnic groups, men, women, and children.

<b>STANDARD 6120-04</b>	<b>Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</b>
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### **OBJECTIVES**

**6120-0401. Identify and examine persisting issues involving the rights, roles, and status of the individual in relation to society.**  
**Example**

- Identify the major elements of the United States Constitution and apply them to current issues.
- Explain how the Constitution and the Bill of Rights are the basis for today's legal system and apply law-related education concepts.
- Examine the purpose and role of government in a constitutional republic.
- Interpret how and why the Republic of the United States of America provides for the general welfare of its citizens in our society.
- Explain the legal basis for the Civil Rights Movement in the 18th and 19th centuries and compare them to those of the 20th century.

**6120-0402. Compare and contrast different political systems, their ideologies, institutions, processes, and political cultures.**

- Examine the principles expressed in the Declaration of Independence; e.g., equality, civil responsibility, responsibility of government.
- Trace the influence of other nations on the United States Constitution.
- Determine the original factors responsible for the present legal system in the United States.
- Discuss the historical ramifications of the basic constitutional principles in amendments 11 through 27.
- Apply law-related and citizenship education concepts to events past and present that have occurred in the United States.
- Describe the impact of various historical legal figures on the Constitution; e.g., Marshall, Taney, Holmes, Burger.
- Describe the impact of various Supreme Court decisions on the Constitution; e.g., Brown v. Board of Education, Marbury v. Madison, Hazelwood v. Kuhlmeier.

- Trace the development and evolution of the United States political party system in the 18th and 19th centuries.

**6120-0403. Compare and contrast the ways societies and organizations respond to conflict and cooperation.**

- Examine the response of groups to the rising tensions created by historic events; e.g., American Revolution, Civil War, industrialization of America.
- Examine the development of inventions and technologies on American growth.
- Examine the response of various groups to political and constitutional issues including those of race, ethnicity, gender, age, disability, religion, and culture.

<b>STANDARD 6120-05</b>	<b>Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.</b>
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**OBJECTIVES**

**6120-0501. Understand that culture is an integrated whole that relates traditions, beliefs, behavior patterns, and artifacts.**

**Example**

- Discuss how different religions affected settlement patterns in the United States.
- Analyze the sociological impact of European settlers and Native Americans on one another.
- Describe the impact of various immigrant groups on American society.
- Examine the major historical, social, economic, religious, and political factors responsible for the origins of the "American Dream" and compare them to present conditions.

**6120-0502. Explain why and how individuals, groups, and institutions respond to change on the basis of shared and divergent beliefs and technologies.**

- Collect and organize information about ways societies have dealt with change.
- Analyze the impact of changing technology on American society.

**6120-0503. Describe the various roles men, women and minorities, take in furthering both continuity and change.**

- Explain the changing roles of men and women in United States history.
- Examine the roles of minority groups in United States history.

<b>STANDARD 6120-06</b>	<b>Students will demonstrate how and why societies organize available resources for the production, distribution, and consumption of goods and services.</b>
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## OBJECTIVES

**6120-0601. Explain how resources affected the development of the United States.**

**Example**

- Analyze how the exchanges between European settlers and Native Americans economically impacted both the “New World” and the “Old World”; e.g., horse, maize, sugar cane, gold, tobacco, disease.
- Explain the historical significance of economic terms; including scarcity, opportunity cost, supply and demand, market economy, and price as the country changed from an agricultural, to pre-industrial, to industrial economy.
- Compare and contrast 18th and 19th century economic practices of traditional, planned, and market on the American continents.
- Compare and contrast the results of open and closed economic systems.
- Cite examples of the economic cycle throughout the history of the United States.

**6120-0602. Compare and contrast the institutions that comprise economic systems: households, factories, business firms, banks, government agencies, labor unions, corporations.**

- Trace the development of colonial economic systems.
- Analyze the differences between the economic systems of the North and South in the 18th and 19th centuries.
- Identify patterns of trade between the United States and other countries.
- Examine the development of the free enterprise system in the United States.

**6120-0603. Apply economic concepts and reasoning to historical and contemporary issues and social development.**

- Evaluate the impact of economic downturns to the development of the country.
- Analyze the impact of wartime and peacetime on the development and distribution of goods and services in the United States.

<b>STANDARD 6100-07</b>	<b>Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote the personal and public good.</b>
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## OBJECTIVES

**6120-0701. Demonstrate the characteristics of a lifelong learner in school activities.**

### Example

- Complete course requirements and activities.
- Organize time and resources efficiently.
- Identify historical examples of people who through persistence and commitment complete tasks and meet personal or social goals.
- Demonstrate the ability to utilize social studies information to complete tasks.
- Apply knowledge and information to new situations.
- Appreciate a variety of cultural contributions and artistic expressions.
- Manage information through appropriate research, utilization of materials and technology, and in the development of presentations and projects for class activities.
- Investigate career opportunities as an historian or an economist.

### **6120-0702. Collaborate in working with others to achieve specified results.**

- Serve in a variety of roles; e.g., leader, recorder, participant.
- Show a consideration for the rights and opinions of others.
- Balance individual and group needs when building consensus or resolving conflicts in positive ways.
- Use human, academic, and technological resources effectively.

### **6120-0703. Demonstrate an understanding of, and a reasoned commitment to, the rule of law.**

- Demonstrate individual responsibility for self, family, community, and society.
- Understand and promote the democratic principles of freedom, justice, and equality as presently defined.
- Demonstrate respect for human dignity, needs, and rights.
- Participate in activities that promote the public good.
- Understand economic, political, social, and environmental systems in historical and present settings.
- Identify and take action to meet community needs.
- Use historical and contemporary contexts to analyze individual demonstrations of respect and support for the rights, responsibilities, and dignity of all people.

**SOCIAL STUDIES  
LEVELS 9-12**

**COURSE TITLE**

**Geography For Life**

**UNIT OF CREDIT**

**1.0**

**PREREQUISITE**

**Mastery of Social Studies  
through Level 8**

**GEOGRAPHY FOR LIFE**

**SIS COURSE NUMBER: 6200**

**SIS CODE: SR**

**COURSE DESCRIPTION**

Geography for Life is designed to introduce students to the world of geographic study. All people, places, significant events, cultures, and environments studied have locations. Geography uses a locational (or spatial) approach to study human and physical phenomenon. To know geography is to live and experience life. The framework of Geography for Life is an integration of the Six Elements, the Eighteen Standards of Geography, and the Five Themes of Geography. Using process skills, the geographic perspective, content application of physical and human systems, environmental and societal interaction, and world cultural regions students prepare to become contributing life long learners.

**STANDARD  
6200-01**

**Students will demonstrate through individual and group processes a variety of critical, causal, interpretive, and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.**

**OBJECTIVES**

**6200-0101.**

**Develop observation skills to foster inquiry in geography.**

**Example**

- Observe a local landscape and describe the ways in which the physical environment has influenced people with regard to land use or settlement patterns.
- Observe and explain the mountain/valley relationships in reference to topography, precipitation, streams, vegetation, farming, urban development, recreation, and transportation patterns.

**6200-0102.**

**Develop reading skills in geography.**

- Collect geographic data by reading maps, charts, population pyramids, cartograms, or satellite images.
- Read literature that reveals the importance of "place" on people's lives in stories; e.g., Robinson Crusoe, Johnny Tremain, Huckleberry Finn.

**6200-0103.**

**Develop writing skills in geography.**

- Describe people, places, events, and environments using writing skills.

- Develop note taking skills by viewing and analyzing geographic materials; e.g., videos, tapes, CDROM, laser discs.
- Compare and contrast geographic and non-geographic databases.

**6200-0104. Develop listening skills in geography.**

- Follow directions using cardinal directions to find both an absolute and relative location.
- Create a map highlighting the journey or movement of main characters from oral histories.
- Complete an orienteering course after listening to specific instructions.

**6200-0105. Develop speaking skills in geography.**

- Debate a global issue presenting both sides of the topic.
- Present a persuasive dialogue to inform an audience about the complexity of change.
- Create and use visuals to present a geographic information system.

**6200-0106. Develop causal reasoning skills in geography.**

- Demonstrate basic geographic skills of inquiry (What? Where? Why? How? or So What?) summarizing a current event.
- Explain selected global skills including rotation, revolution, axis, seasons, solstice, equinox, and the earth/sun relationship.
- Predict the degree of potential damage done from natural disasters at specific locations; then map consequences to local, physical, and human environments.

**6200-0107. Develop critical analysis skills in geography.**

- Explain latitude, longitude, great circle routes, cardinal directions, compass rose, legend, scale, relief, grid system, and time zones on a globe.
- Collect geographic information using maps, almanacs, GIS, atlases, and gazetteers to create tables and cross-sectional diagrams.

**6200-0108. Develop interpretive skills in geography.**

- Differentiate between major types of map projections comparing the advantages and disadvantages of each.
- Interpret maps of past volcanic patterns, earthquake seismicity, tectonic plate movements, and high mountain topography to predict the location of future volcanic activity.

**6200-0109. Develop creative thinking skills in geography.**

- Develop skills for valuing and respecting self and others by writing about different cultures.
- Design and build a 3-D geographic model illustrating human or physical landscapes.
- Analyze data from satellite images and aerial photographs to compare the advantages and disadvantages to conventional maps.

<b>STANDARD 6200-02</b>	<b>Students will demonstrate a comprehensive knowledge and understanding of the geographic (spatial) perspective and apply geographic tools and techniques to the Five Themes of Geography.</b>
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**OBJECTIVES**

**6200-0201. Develop a knowledge and understanding of the geographic perspective through inquiry.**  
**Example**

- Describe the importance and role of location in geographic studies.
- Apply the geographic mode of inquiry (What? Where? How? and So What?) to problems of location.
- Compare and contrast the advantages and disadvantages of two residential locations in your community.
- Plot geographic locations from a satellite image and interpret spatial patterns.

**6200-0202. Develop mapping and graphic skills relating to space and place.**

- Know and describe geographic coordinate systems; e.g., a grid, concentric, parallel.
- Use, construct, and interpret maps, globes, and other geographic tools.
- Select appropriate maps, satellite images, and databases to evaluate the locational importance of natural resources in a selected country.

**6200-0203. Develop a knowledge, understanding, and application of the Five Themes of Geography.**

- Define the two major types of LOCATIONS: absolute and relative.
- List and describe the physical and human characteristics of specific PLACE.
- Interpret and evaluate the impact of HUMAN INTERACTION with the PHYSICAL ENVIRONMENT.

- Analyze the impact of MOVEMENTS in gaining an understanding of people, ideas, and things.
- Characterize the similarities and differences within and between REGIONS.

<b>STANDARD 6200-03</b>	<b>Students will demonstrate how and why physical systems shape earth surface patterns and create ecosystems.</b>
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**OBJECTIVES**

**6200-0301. Know physical processes that shape the earth's surface.**

**Example**

- Explain the interrelationships between earth and sun that combine to shape climatic and vegetation patterns on earth.
- Relate plate tectonic movement to landforms and bodies of water.
- Compare and contrast external forces of weathering and erosion.

**6200-0302. Understand characteristics of atmospheric systems.**

- Define hydrosphere, lithosphere, and biosphere.
- Chart weather patterns to support climatic boundaries.
- Compare regions of the earth with similar physical features; e.g., semi-arid regions in Utah and China.

**6200-0303. Describe the interrelated characteristics of ecosystems on the earth's surface.**

- Identify the characteristics and components of ecosystems at different scales of investigation.
- Use a series of climatic, temperature, precipitation overlay maps, and photographs to identify the location and distribution of global ecosystems.

<b>STANDARD 6200-04</b>	<b>Students will demonstrate how human activities affect the earth through population patterns, diverse cultures, cooperation or conflict, and economic resources.</b>
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**OBJECTIVES**

**6200-0401. Analyze the migration, settlement, and distribution of people.**

**Example**

- Justify the importance of water to settlement patterns of people around the world.
- Interpret census data establishing population midpoint within the continental United States.

- Synthesize data predicting life expectancy rates in under-developed countries.

**6200-0402. Identify and explain the earth's varied cultures.**

- List and define components of culture; e.g., race, gender, education, and religion.
- Explain effects of acculturation as growth patterns vary from country to country.
- Analyze the complexity of worldwide cultures competing for the same global resources.
- Compare and contrast the "melting pot" and "salad bowl" concepts.

**6200-0403. Describe how the forces of cooperation and conflict influence people.**

- Apply principles of compromise in establishing different ethnic biases.
- Recognize the role of consensus building as a tool in making decisions.
- Examine problem-solving techniques in democratic, theocratic, socialistic, and varied political systems.

**6200-0404. Interpret geographic patterns and networks of economic interdependence.**

- Describe the "ripple effect" in relationship to economic independence.
- Explain how changes from hunting and gathering societies to urbanized societies effects economic interdependence.
- Compare and contrast subsistence farming with commercial agriculture.

<b>STANDARD 6200-05</b>	<b>Students will understand the environmental impact and consequence of interaction between the earth's physical and human systems.</b>
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**OBJECTIVES**

**6200-0501. Understand how physical systems affect human systems.**

**Example**

- Describe how physical environments provide opportunities or place constraints on human activity.
- Compare and contrast how change in physical environments can increase or diminish the capacity to support human activity.
- Analyze how people perceive and react to natural hazards.

**6200-0502. Understand how human actions affect the physical environment.**

- Identify and explain ways that people depend on, adapt to, and effect the physical environment.
- Explain why people who modify their physical environment in one place cause change in other places.
- Evaluate the role of technology in modifying the physical environment.
- Predict the potential effect of human modification to the physical environment.

**6200-0503. Demonstrate an understanding of the production, distribution, and consumption of earth and human resources.**

- Describe the role of human and natural resources in daily life.
- Identify worldwide distribution and use of resources.
- Compare and contrast differing viewpoints on the use of renewable and non-renewable resources.
- Evaluate the role of energy resources and describe ways in which they can be conserved or recycled.

**6100-0504. Explain environmental issues resulting from the interaction of physical and human systems.**

- Map changes in worldwide desertification.
- Discuss the impact of continued deforestation on quality of life.

<b>STANDARD 6200-06</b>	<b>Students will understand and demonstrate the geographic interconnectedness of history, political science, sociology, anthropology, and economics of world regions.</b>
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**OBJECTIVES**

**6200-0601. Explain why and how attitudes, events, persons, movements, and documents over time have influenced historical geography.**  
**Example**

- Explain interpretations of specific historical events noting the impact of physical and human systems.
- Synthesize regional social issues such as desertification, deforestation, pollution, and gender roles, using historical data and appropriate scientific methodology.

**6200-0602. Describe how people in diverse societies create and adopt systems of government addressing human needs, rights, and citizen responsibilities.**

- Compare and contrast political systems within world regions.

- Analyze the ways societies and organizations respond to conflicts between forces of unity and forces of diversity.

**6200-0603. Examine how and why commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of people.**

- Apply an understanding of cultures as an integrated whole relating to traditions, behavior patterns, technologies, and material culture.
- Explain why and how individuals, groups, and institutions respond to continuity and change.

**6200-0604. Explore why societies organize available resources for production, distribution, and consumption of goods and services.**

- Illustrate how the unequal distribution of resources effects economic development.
- Contrast the utility of various economic institutions such as households, business firms, banks, government agencies, labor unions, and corporations.
- Evaluate a contemporary issue using economic reasoning and the geographic perspective.

<b>STANDARD 6200-07</b>	<b>Students will demonstrate why lifelong learning collaboration, and responsible citizenship are necessary to promote the personal and public good.</b>
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**OBJECTIVES**

**6200-0701. Show through personal actions the ability to contribute to the community through lifelong learning.**

**Example**

- Investigate and demonstrate an understanding of career opportunities available through the application of the geographic perspective.
- Exemplify respect for the environment and personal property by participating in community activities; e.g., “adopt a highway” projects, recycling, protecting school trust lands.

**6200-0702. Demonstrate collaboration in working with others to achieve specified results.**

- Model a personal and group work ethic by planning, organizing tasks, meeting goals, deadlines, and expectations surrounding a contemporary issue.
- Role play farmer, rancher, conservationist, citizen, and recreation enthusiast to solve a water rights conflict.

- Apply the geographical method of inquiry to resolve a community problem; e.g., placement of a shopping mall, vandalism of archaeological sites, building and zoning permits.

**6200-0703.**

**Demonstrate an understanding of, and a reasoned commitment to, the rule of law.**

- Recognize that both human and physical choices have natural consequences.
- Compare and contrast governing systems throughout the world to appreciate the rights of individuals in the United States.
- Promote law and order in society by knowing and respecting juvenile rights and responsibilities.

**SOCIAL STUDIES  
LEVELS 9-12**

**COURSE TITLE**  
World Civilizations

**UNIT OF CREDIT**  
.5

**PREREQUISITE**  
Mastery of Social Studies  
through Level 8

**WORLD CIVILIZATIONS**

**SIS COURSE NUMBER: 6220**  
**SIS CODE: SR**

**COURSE DESCRIPTION**

Students will understand and appreciate the history of diverse peoples and cultures of the world. This course is broad and integrative and will examine and analyze the commonalities and differences of human experience in at least six spheres of human activity: social, scientific/technological, economic, religious/philosophical, geographic and political. This course can be expanded into a two semester course as determined by local district guidelines. A minimum of two regions, one being Western European history, should be equally covered in the one semester course.

<b>STANDARD 6220-01</b>	<b>Students will demonstrate through individual and group processes a variety of creative, critical, causal, interpretive, and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.</b>
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**OBJECTIVES**

**6220-0101. Develop observation skills to foster inquiry in social studies.**

**Example**

- Observe an image, artifact, or model, and list what you see.
- Determine the geographical, cultural, or historical origin of the image, artifact, or model.
- Infer how an artifact reflects the society or culture that produced it.
- Compare and contrast characteristics of social scientists and their specific research techniques; e.g., anthropologists, sociologists, historians, geographers.

**6220-0102. Develop writing skills in social studies.**

- Write an essay about a historical period or event that includes a thesis, supporting paragraphs, and a conclusion.
- Write and document a research project on a person, place, or event in the area or period being studied.
- Find the main and supporting arguments in an author's thesis.

- Cite sources and references in an appropriate research style.

**6220-0103. Develop reading skills in social studies.**

- Understand appropriate content vocabulary.
- Arrange events in sequence.
- Compare and contrast a variety of written material, including primary and secondary sources.

**6220-0104. Develop speaking skills in social studies.**

- Participate in a group discussion.
- Defend a point of view when giving an oral presentation.
- Consider the audience to whom you will make your presentation.

**6220-0105. Develop listening skills in social studies.**

- Identify the main and supporting ideas from a discussion or lecture.
- Take notes which relate to written or verbal presentations and compare notes with peers for accuracy.

**6220-0106. Develop causal reasoning skills in social studies.**

- Separate fact from opinions and theories.
- Explain causal relationships.
- Understand that events and actions may have both positive and negative consequences based on perspective.

**6220-0107. Develop critical analysis skills in social studies.**

- Collect and categorize data about a specific world culture or historical period.
- Determine the credibility of a source.
- Analyze the importance of collected data about specific world cultures.
- Infer the motivation and bias of authors/interpreters in a social/historical source; e.g., novels, movies, television.

**6220-0108. Identify and use historical methodology.**

- Compare, contrast, and analyze differing perceptions and points of view.
- Evaluate the importance of primary and secondary sources; e.g., atlases, almanacs, graphs, charts, time lines, satellite images, computer spreadsheets, and appropriate literature.

- Utilize technology appropriate for research and presentation.

**6220-0109. Develop creative thinking in social studies.**

- Discuss problems and potential solutions using brainstorming strategies.
- Develop solutions and predict outcomes to an historic or contemporary world situation, based upon historical data.
- Determine and explain an appropriate way to present an idea or product.

**6220-0110. Show, through personal actions, the ability to contribute to the community.**

- Respect other people and their property.
- Show respect for the environment and human needs through participation in community activities.
- Describe how individuals through personal actions have contributed to their communities throughout history.

<b>Standard 6220-02</b>	<b>Students will understand a comprehensive geographical view of the human and physical worlds and why and how they influence and relate to global interconnectedness and interdependence.</b>
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**OBJECTIVES**

**6220-0201. Develop map and globe skills of space and place.**

**Example**

- Read and interpret a variety of maps and globes.
- Review and apply map and globe skills of space to historical places and events.

**6220-0202. Evaluate different uses of the environment and its resources.**

- Evaluate the effect that the interaction of humans with their environment had on historical periods; e.g., industrial renaissance in Europe, irrigation in Egypt, Mesopotamia, or China.
- Predict how alternative uses of the environment could have led to different historic results; e.g., crop selection, three-field system.

**6220-0203. Demonstrate local, regional, and national global awareness of interconnectedness and interdependence.**

- Compare and contrast the effect of physical geography between various regions; e.g., Greece, Mesopotamia, China, Japan.
- Collect data and analyze examples of the connection between past and present cultures.

- Describe the impact of global interdependence on future generations; e.g., future of NATO, impact of OPEC, Pacific Rim economics.

<b>Standard 6220-03</b>	<b>Students will demonstrate why and how beliefs, attitudes, events, persons, ideological movements, and documents have influenced humanity.</b>
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**OBJECTIVES**

**6220-0301.  
Example**

**Demonstrate that historical knowledge and the concept of time are influenced by culture.**

- Identify and explain the major themes in world history; e.g., social, political, cultural, geographical, economic.
- Collect and organize data on historical events and cultural legacies from the regions studied and interpret how they have influenced the modern world.
- Identify key events that have influenced societies over time.

**6220-0302.**

**Identify and describe selected periods of historical movements or changes within and across cultures.**

- Identify and place in sequence the commonly divided time periods such as classical civilizations and the early modern world.
- Identify and describe selected periods or movements of significant historical change within and across cultures; e.g., pre-industrial, reformation, classical.

**6220-0303.**

**Analyze contemporary issues in historical contexts.**

- Determine how ideas, theories, documents, and actions of earlier cultures influenced the development of later cultures; e.g., Aristotle, Plato, Newton.
- Analyze economic, military, technological, and other networks that link and influence nations.
- Analyze the role of international organizations in promoting peace or precipitating conflict.

**6220-0304.**

**Identify and discuss the major contributions and influences of historical figures.**

- Select a historic figure that has influenced your society and describe why and how.
- Analyze an historic figure from a civilization of the past and describe how that person has impacted society over time; e.g., Michaelangelo, Mao-Tse-Tung, Alexander The Great.

<b>STANDARD 6220-04</b>	<b>Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</b>
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**OBJECTIVES**

- 6220-0401.** **Identify and examine persisting issues involving the rights, roles, and status of the individual in relation to the general welfare.**  
Example
- Explain ways governments have effected human rights and roles through time.
  - Use documents to explain and evaluate basic principles of government law; e.g., Hammurabi's Code, the Holy Bible, the Analects of Confucius, the Koran, Leviticus, and the Magna Carta.
- 6220-0402.** **Compare and contrast different political systems, their ideologies, institutions, processes, and political cultures.**
- Determine the ideas and mechanisms used to regulate territory and resources, manage conflict, and establish order and security.
  - Differentiate between various systems of government and describe the strengths and weaknesses of each.
  - Analyze the development of major political systems as they relate to actions, ideas, and historical periods.
- 6220-0403.** **Compare and contrast the ways societies and organizations respond to conflict.**
- Compare and contrast the political problems, both past and present, of the regions studied; e.g., wars, revolutions, international agreements, trade.
  - Evaluate the role of international organizations, regional associations, and governments in conflict resolution.

<b>Standard 6220-05</b>	<b>Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.</b>
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**OBJECTIVES**

- 6220-0501.** **Apply an understanding of culture that relates to traditions, beliefs and behavior patterns, and material culture.**  
Example
- Compare and contrast the origin and beliefs of major world religions/ philosophies and their influences on world cultures.
  - Evaluate the influence of environment and technology on world cultures.
- 6220-0502.** **Identify and describe current and historical examples of group interaction and interdependence.**

- Describe the major political, social, religious, and economic movements of people, products, and ideas in the regions studied.
- Compare institutional responses to forces of change through history.
- Evaluate the ways in which selected world cultures have interacted with minority groups.

**6220-0503. Describe the various forms and roles individuals, groups, and institutions take in both furthering and inhibiting continuity and change.**

- Differentiate the roles assigned by culture, tradition, or institutions to men and women in the regions and periods of history studied.
- Collect, organize, and analyze information about ways in which institutions, governments, religions, and education foster continuity and effect change.
- Evaluate how people's choices reflect the mores of their culture including religion, economics, education, and the environment.

<b>STANDARD 6220-06</b>	<b>Students will demonstrate why and how societies organize available resources for the production, distribution, and consumption of goods and services.</b>
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**OBJECTIVES**

**6220-0601. Explain how the scarcity and abundance of productive resources including natural, human, and capital require the development of economic systems to make basic decisions about how goods and services are produced and distributed.**  
**Example**

- Describe the characteristics of traditional, planned, and market economies and compare these models to past and present economic systems.
- Identify an area where resources were or are scarce and describe the impact on people and governments.

**6220-0602. Compare and contrast the various economic institutions that comprise economic systems: households, businesses, banks, government agencies, worker organizations, and corporations.**

- Analyze the development of economic institutions in historical periods of regions studied.
- Evaluate the importance of different types of transportation, communication, and manufacturing networks as they contribute to economic development in different regions of the world.

**6220-0603. Apply economic concepts and reasoning to historical and contemporary social issues.**

- Show the relationship of economic systems to political development.
- Evaluate the effects of specialization of trade on the economic welfare and interdependence of world communities.
- Analyze shifts in regional relationships that result from tensions among local, national, and global economic interests.
- Describe one's abilities and strengths as an individual and as a member of a group.

<b>STANDARD 6220-07</b>	<b>Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote the personal and public good.</b>
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### **OBJECTIVES**

**6220-0701. Demonstrate the characteristics of a lifelong learner in school activities.**

**Example**

- Consider various alternative views and different strategies for coping with situations which arise from conflicting beliefs and socioeconomic conditions, both in the past and at the present time.
- Organize resources and time efficiently.
- Use appropriate strategies to identify and meet needs and goals.
- Investigate career opportunities as an historian or in the field of international relations.

**6220-0702. Demonstrate collaboration in working with others to achieve specified results.**

- Listen with respect to the ideas and views of others.
- Demonstrate an understanding of the group's needs or goals.
- Show respect and willingness to participate in group problem-solving activities while serving in a variety of roles.
- Recognize and use group dynamics.
- Resolve conflicts positively.
- Use resources effectively.

**6220-0703. Demonstrate an understanding of, and a reasoned commitment to, the rule of law.**

- Respect and defend individual rights and property.
- Demonstrate individual responsibility.

- Recognize how individual choices and actions affect self, family, and community, historically and presently.
- Identify the history of the development of democratic process and understand its practice and need in modern society.
- Understand the history of modern economic, political, social, and environmental systems and how those systems affect society today.
- Demonstrate responsibility, cultural understanding, and appreciation of others.

**SOCIAL STUDIES  
LEVELS 11-12**

**COURSE TITLE**

**U. S. History/Government**

**UNIT OF CREDIT**

**1.0**

**PREREQUISITE**

**Mastery of Social Studies  
through Level 10**

**U.S. HISTORY/GOV.**

**SIS COURSE NUMBER: 6250**

**SIS CODE: SR**

**COURSE DESCRIPTION**

A review of U. S. history from the age of exploration to reconstruction will precede the content below. This course emphasizes the history of the United States, through the study of basic geographic, economic, social, political, and historical developments in the United States following reconstruction and the westward movement. Particular emphasis is placed on the Constitution, the American system of government, and law-related/citizenship education. Students will identify ways to solve problems, make decisions, and participate as a responsible citizen of the United States, while developing basic tools of historical interpretation, research, and analysis.

<b>STANDARD 6250-01</b>	<b>Through the study of U.S. history students will demonstrate through individual and group processes a variety of creative, critical, causal, interpretive, and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.</b>
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**OBJECTIVES**

**6250-0101. Develop writing skills in social studies.**

**Example**

- Use writing skills to describe a place and event in U.S. history and government.
- Create a description of a person, place, or event in 20th century United States history.
- Write a persuasive paper presenting the need to help solve an American problem or legal issue.

**6250-0102. Develop reading skills in social studies.**

- Use and understand appropriate content vocabulary.
- Compare and contrast information from a variety of written materials, including both primary and secondary sources; e.g., Benjamin Franklin, *American Heritage* magazine, an account of Frederick Douglass.

**6250-0103. Develop speaking skills in social studies.**

- Participate in a cooperative learning experience; e.g., study group, group project, peer court, mock trial.
- Review an event and prepare an oral presentation.

**6250-0104. Develop listening skills in social studies.**

- Identify the main and supporting ideas from a discussion or lecture.
- Compare differing perspectives presented in a lecture or debate.
- Demonstrate the ability to respond to an event after hearing an oral presentation.

**6250-0105. Develop reasoning skills in social studies.**

- Recognize simple causal relationships.
- Separate fact from opinion.
- Evaluate the consequences of actions and events.
- Engage in conflict resolution processes.

**6250-0106. Develop critical analysis skills in social studies.**

- Develop databases about specific people, locations and events in United States history; e.g., time lines, graphs, charts, pictures.
- Analyze cause and effect relationships to determine sequential order of historical events.
- Evaluate the importance of specific data; e.g., flow charts, tables, maps.

**6250-0107. Develop interpretive skills in social studies.**

- Compare, contrast, and respect differing perceptions of events and issues.
- Interpret opposing arguments.

**6250-0108. Develop observation skills to foster inquiry in social studies.**

- Observe issues and record questions that need to be addressed to deal with change in the United States.
- Observe and describe characteristics of contemporary United States.
- Discern visually the relationship of people, place, time, and use; e.g., maps, films, charts, demographics.

**6250-0109. Develop creative thinking skills in social studies.**

- Use brainstorming strategies to discuss problems and potential solutions.
- Predict possible solutions to a historical or contemporary United States situation.

<b>STANDARD 6250-02</b>	<b>Through the study of U.S. history students will understand a comprehensive geographical view of the human and physical worlds and why and how they influence and relate to the environment, societies, and to global interconnectedness and interdependence.</b>
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**OBJECTIVES**

**6250-0201. Students will develop map and globe skills of space and place.**

**Example**

- Review key themes, skills, and concepts that relate to a geographic understanding of United States history.
- Use a variety of maps, both historical and contemporary, to explain events in the United States and their relationship to the world.

**6250-0202. Assess, plan, develop, and evaluate different uses of the environment and its resources.**

- Understand and explain the impact resources have made on the political, economic, educational, and social policies of the United States.
- Evaluate the needs and limits people have in utilizing and conserving the natural resources that are available to them.

**6250-0203. Demonstrate awareness of local, regional, national, and international connections.**

- Explain how an event in one place can affect peoples and nations worldwide.
- Propose solutions to environmental, economic, and social issues.
- Infer positive and negative implications of human interaction with the environment.

<b>STANDARD 6250-03</b>	<b>Through the study of U.S. history students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced human history.</b>
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**OBJECTIVES**

**6250-0301. Demonstrate that knowledge and interpretations of history are influenced by culture.**

**Example**

- Review the historical events and movements which have helped to bring the United States into the 20th century; e.g., colonial period, revolution, constitution, world wars.
- Define key terms, events, and interpretations of American history as established by a variety of historians.
- Compare and contrast 20th century values and beliefs to those of earlier periods.
- Analyze the Holocaust from an American, European, and Asian viewpoint.

**6250-0302. Identify and describe selected periods or movements of historical change within and across cultures.**

- Determine how the actions of political, economic, educational, social, and cultural movements have influenced the development of the United States with emphasis on the 20th century.
- Summarize basic beliefs of selected philosophies and religious groups and their impact on U.S. History; e.g., Quakers, Amish, revivalists, Bahis.

**6250-0303. Analyze contemporary issues using appropriate historical methodology.**

- Discuss the changing roles of men and women; e.g., read biographies, letters, diaries, newspapers; view movies.
- Analyze and assess the role of the United States in 20th century international affairs by defining a focused topic, investigating and evaluating past and present sources; e.g., newspapers, historical documents, charters, treaties.
- Evaluate major political and social movements and describe how they have influenced military policies of the United States Government.

<b>STANDARD 6250-04</b>	<b>Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</b>
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**OBJECTIVES**

**6250-0401. Examine the evolution of the American legal system, the United States Constitution, and the Bill of Rights.**  
**Example**

- Trace the origin of the United States Constitution to its English roots, e.g., English Common Law, Magna Carta.
- Compare the rights and freedoms guaranteed to American citizens in the United States Constitution and the Bill of Rights with other political documents.
- Evaluate and discuss significant Supreme Court cases; e.g., Brown v. Board of Education, Dredd Scott v. Sanford, Goss v. Lopez, McCulloch v. Maryland.

- Explain how and why laws change over time.

**6250-0402. Analyze and understand the judicial system in the United States.**

- Explain and discuss the punitive and rehabilitative nature of the court system, contrasting federal, state, and local courts, and their impact upon a citizen's life.
- Compare and contrast juvenile rights and responsibilities to those of adults.
- Analyze the impact legislative decisions and judicial interpretations have on the social, religious, political, and economic aspects of our society; e.g., Miranda, Plessy, Civil Rights '64, The American Disabilities Act (ADA).
- Evaluate the power of judicial review and its impact on the legislative and executive branches in both state and federal governments.

**6250-0403. Demonstrate knowledge about the rights and responsibilities of citizens.**

- Identify basic rights and responsibilities of good citizenship and relate these to political and legal processes; e.g., voting, community service, workplace.
- Analyze the meaning of the terms democracy, republic, and federalism, explaining the values basic to all; e.g., liberty, justice, equality of opportunity, consent of the governed.
- Describe and assess the roles played by special interest groups and the mass media.

**6250-0404. Identify and examine persisting issues involving the rights, roles, and responsibilities of the individual in relation to society.**

- Explain how United States governmental policies affect human rights.
- Identify, defend, or question solutions to specific political developments as they affect the individual.

**6250-0405. Compare and contrast the United States political system, including ideologies, institutions, processes, and political cultures.**

- Demonstrate an understanding of the meaning and symbolism of political terms and slogans used in American history.
- Recognize the difference in the historical interpretation of 20th century American political history versus 19th century interpretations.
- Reconstruct 20th century political developments in the United States to the present.

<b>STANDARD 6250-05</b>	<b>Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.</b>
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**OBJECTIVES**

- 6250-0501.** **Apply an understanding of culture as it relates to traditions, ideas, and technologies.**  
**Example**
- Describe how historical movements have both shaped and been shaped by beliefs, traditions, literature, arts, and technology manifested in different regions of the country.
  - Compare and contrast how the origins and beliefs of religious and philosophical movements have influenced America.
- 6250-0502.** **Explain why individuals, groups, and institutions respond to change on the basis of shared and divergent ideas and technologies.**
- Illustrate how social issues influence political and diplomatic events.
  - Evaluate different responses to cultural change throughout the 20th century.
- 6250-0503.** **Utilize a variety of resources to interpret cultural values and standards.**
- Examine material culture and create an artifact representing your own or another culture.
  - Investigate art, music, literature, and artifacts and involve resource people to expand information.

<b>STANDARD 6250-06</b>	<b>Through the study of U.S. history students will demonstrate why societies organize available resources for the production, distribution, and consumption of goods and services.</b>
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**OBJECTIVES**

- 6250-0601.** **Explain how resources impact the development of economic systems in United States history and government.**  
**Example**
- Distinguish how different resources have affected economic development throughout United States history.
  - Describe the characteristics of traditional, planned, and market economies.
  - Compare and contrast economic philosophies and programs presented by various administrations and political parties. Show the relationship between various economic institutions.
- 6250-0602.** **Apply economic concepts to historical and contemporary social developments and issues.**

- Examine the impact that individual interests and national corporations have on economic programs.
- Evaluate the effects of specialization and trade on the economic welfare and interdependence of world communities in their relations with the United States.

<b>STANDARD 6250-07</b>	<b>Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote the personal and public good.</b>
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### OBJECTIVES

**6250-0701. Demonstrate the characteristics of a lifelong learner in school activities.**  
Example

- Identify common American values; e.g., honesty, responsibility, equality, patriotism.
- Identify personal attributes and abilities that have potential for making a contribution to society.
- Describe various views and different strategies for coping with situations which arise from conflicting ideas and socioeconomic conditions both past and present.
- Organize resources and time efficiently.
- Use appropriate strategies to identify and meet needs and goals.

**6250-0702. Demonstrate collaboration in working with others to achieve specified results.**

- Discuss the importance in a democratic society for people to communicate and express different points of view.
- Analyze the influences of social institutions and mass communication on an individual's perception of the world.
- Describe ways in which government works to deal with conflict and to make decisions relating to the common good.
- Listen with respect to the ideas and views of others.
- Identify appropriate problem-solving strategies to meet group needs.
- Resolve conflicts positively.

**6250-0703. Demonstrate an understanding of, and a reasoned commitment to, the rule of law.**

- Respect and defend individual rights and property.

- Demonstrate individual responsibility.
- Recognize how individual choices and actions affect self, family, and community.
- Demonstrate an understanding of the development of the United States' legal system and how it has emerged over time.
- Demonstrate an understanding of the juvenile and adult justice systems.
- Understand the role of the three branches of government.
- Identify careers in government and law.

**SOCIAL STUDIES  
LEVELS 11-12**

**COURSE TITLE**

**American Government  
and Law**

**UNIT OF CREDIT**

**.5\***

**PREREQUISITE**

**Mastery of Social Studies  
through Level 10**

**AMERICAN GOVERNMENT AND LAW**

**SIS COURSE NUMBER: 6300**

**SIS CODE: SO**

**COURSE DESCRIPTION**

**This course will provide students with a general understanding of the governmental, political and legal systems of the United States. Practical learning skills will be combined with outside resource persons and varied instructional activities which will enable students to learn about law and the legal system of this nation.**

**\*This course is a Core elective and may be offered for either .5 or 1.0 unit of credit.**

<b>STANDARD 6300-01</b>	<b>Students will demonstrate through both individual and group processes a variety of creative, critical, and reflective thinking skills through reading, writing, listening, speaking, and problem solving.</b>
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**OBJECTIVES**

**6300-0101. Develop writing skills in social studies.**

**Example**

- Enhance writing skills through descriptions of the government, political, and legal processes.
- Develop an original project or paper on government policy articulation, formulation, implementation, adjudication.
- Write a paper on a legal issue presently confronting the United States and evaluate possible solutions.

**6300-0102. Develop social studies process skills.**

- Use appropriate vocabulary and terminology.
- Identify main and supporting ideas and arguments in assigned reading materials.
- Comprehend and arrange events in chronological order or some other sequence.
- Interpret or create graphs, charts, statistics, newspapers, political articles, and observations of political events.

<b>STANDARD 6300-02</b>	<b>Students will understand a comprehensive geographical view of the human and physical worlds and why and how they influence and relate to the environment, societies, and to global interconnectedness and interdependence.</b>
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**OBJECTIVES**

**6300-0201. Develop map and globe skills of space and place.**  
**Example**

- Demonstrate how sectionalism and geographic location have caused conflict throughout United States governmental history; e.g., the Civil War, economic policy disputes, solid south, farm parity movement, Jim Crow laws.
- Demonstrate an understanding of the practical consequences of political geography on demographics; e.g., Congressional reapportionment, gerrymandering, the electoral college, geographic ticket balance.
- Explain how geographic divisions at the community, county, state, and national levels relate to the unique American approach to federalism.
- Demonstrate knowledge of how United States domestic and foreign policy has been affected by geographical factors.

**6300-0202. Develop, plan, and evaluate alternative uses of the environment and natural resources:**

- Explain how governments balance costs and benefits in their formulation of environmental policy.
- Discuss how governments attempt to control or modify the environment to satisfy the needs of their citizenry and the national interest.
- Predict how environmental issues result in changing needs and conflicts for various groups and interests.

<b>STANDARD 6300-03</b>	<b>Students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced humanity.</b>
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**OBJECTIVES**

**6300-0301. Historical interpretations of the role of government and law evolve with change in society.**  
**Example**

- Identify and describe major historical eras of U.S. history as they relate to the development of American governmental, legal, and political processes.
- Identify the key principles and provisions of the United States Constitution.
- Apply law-related and citizenship education concepts to a legal issue currently being discussed in the court, government, or legal system.

- Demonstrate an understanding of the historic development and structure of the federal judicial system.
- Explain how specific Constitutional concepts including judicial review, states' rights, due process, and national supremacy have affected the historical development of the United States.

**6300-0302.** **Students will demonstrate why and how our governmental and legal systems have been influenced over time by ideas, attitudes, events, persons, movements, and documents.**

- Define major periods in the development of American political culture and ideology.
- Describe the development and dynamics of the two-party system.
- Trace the broadening of participatory democracy over the course of American history; e.g., expanding voting, civil, criminal, and juvenile rights.
- Discuss significant contributions of philosophy, religion, art, literature, sociology, science, and other fields to American government and law.

**6300-0303.** **Students will analyze and apply various political and economic theories to the development of contemporary society.**

- Describe various political and economic theories; e.g., Turner, Marx, strict constructionism, economic determinism.
- Hypothesize how specific sociopolitical factors influence change; e.g., in population, economy, societal values.

<b>STANDARD 6300-04</b>	<b>Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</b>
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**OBJECTIVES**

**6300-0401.** **Identify and examine the competing ideas about the necessity and purposes of politics, government, and law.**  
**Example**

- Explain the role of government and how the law affects individual citizens and groups using law-related and citizenship education concepts and methods.
- Discuss the purposes of constitutions and judicial systems and how they affect the political, economic, and social systems of societies.
- Examine the conditions under which constitutional governments flourish and conditions under which they do not and the role that citizens play.
- Compare alternative governments and political systems.

**6300-0402. Identify and examine persisting issues involving the balance between individual rights and the general welfare.**

- Describe how political change and stability affect the values and needs of individuals and groups.
- Summarize the historical importance of various Supreme Court decisions and Acts of Congress in the development of individual rights; e.g., Dred Scott v. Sanford, Goss v. Lopez, Brown v. Board of Education, the Civil Rights Acts of 1964 and 1991, Miranda v. Arizona, Gideon v. Wainwright, Texas v. Johnson.
- Describe similarities and/or differences of various groups seeking civil rights.
- Describe how the federal government has become the primary protector of individual civil rights through constitutional interpretations of the Supreme Court.
- Describe and analyze civic responsibilities.
- Explain how the courts' role in citizenship protects individual rights using law-related strategies.

**6300-0403. Compare different political systems, their ideologies, institutions, processes, and political cultures.**

- Explain the differences between federal and centralized systems of government and give examples of each.
- Compare different ways governments gain legitimacy; e.g., the constitutional monarchy of Great Britain, representative democracy of the United States.
- Compare and contrast the structure and function of political parties in the United States and other nations.
- Discuss the political attitudes and responsibilities of American citizens.

**6300-0404. Compare the ways societies and organizations respond to conflicts between forces of unity and forces of diversity.**

- Evaluate activist versus a restrained Supreme Court.
- Discuss tolerance in relation to a variety of issues.
- Discuss mistrust of government.
- Explain the difference an individual citizen can make.
- Explain why a certain level of political diversity, competition, and tolerance is necessary in a functioning democracy.

**STANDARD  
6300-05**

**Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.**

**OBJECTIVES**

**6300-0501.  
Example**

**Apply an understanding of how societal traditions, ideas, and behavior patterns affect political culture and legal traditions.**

- Define political culture and identify the dominant aspects.
- Discuss factors affecting ideology and party identification.
- Write an elected official and express your opinion or concerns regarding a law-related issue.
- Visit the legislature during the legislative session and analyze a piece of legislation under discussion.

**6300-0502.**

**Utilize a variety of resources to interpret cultural values and standards.**

- Discuss how American political culture and law have been influenced by a wide variety of events and factors; e.g., English Common Law, the American Revolution, the nation's religious heritage, and the changing of family structure and roles.
- Analyze class consciousness in the United States.

**6300-0503.**

**Explain why individuals, groups, and institutions respond to change in a particular way on the basis of shared assumptions, ideas, and technologies.**

- List the sources and assess the influence of political attitudes in the United States.
- Describe the role that perceptions, beliefs, and interests play in defining government policy.
- Use technology to research case law.

**6300-0504.**

**Describe the various forms and roles that institutions take in furthering both continuity and change within their governments and legal systems.**

- Describe and differentiate majoritarian, interest-group, client, and entrepreneurial politics; e.g., League of Women Voters, Libertarian, ACLU.
- Explain why members of Congress differ over how to address public policy issues.
- Describe how Congress and the Supreme Court affect the role of the President.
- Discuss the role bureaucracy plays in policy-making.

- Explain how an activist court system can influence public policy.

<b>STANDARD 6300-06</b>	<b>Students will demonstrate why societies organize available resources for the production, distribution, and consumption of goods and services.</b>
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### OBJECTIVES

**6300-0601.** **Explain how the scarcity of productive resources requires the development of economic systems to make basic decisions about how goods and services are produced and distributed.**

**Example**

- Identify the key agencies and actors in the formulation of economic policy.
- Summarize the major competing economic theories that have influenced American economic policy.

**6300-0602.** **Compare and contrast the various economic institutions that comprise economic systems including households, business firms, banks, government agencies, labor unions, and corporations.**

- Compare and contrast political systems and describe how these respective governments make economic decisions; e.g., democracy, socialism, communism, dictatorships, monarchies, oligarchies, aristocracies, and fascism.
- Demonstrate how financial institutions work and what services they provide.
- Explain the interrelationship between business interests and government.
- Analyze the influences of social institutions and mass communication on an individual's perception of the world.
- Consider different strategies for dealing with situations arising from conflicting beliefs, levels of education, and socioeconomic status.

**6300-0603.** **Apply economic concepts and economic reasoning to historical and contemporary developments in government and law.**

- Discuss how the development of the United States from an agricultural to an industrial nation has altered our approach to government.
- Trace the development of monopolies and their effect on society.
- Trace the interactions of government and various special interest groups.
- Display a practical knowledge of how collective bargaining is utilized by labor unions and business.
- Distinguish between democratic, republican, and other ideological views on unions and business.

**STANDARD  
6300-07**

**Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote personal and public good.**

**OBJECTIVES**

**6300-0701. Demonstrate the characteristics of a lifelong learner in school activities.**

**Example**

- Consider different strategies for coping with situations which arise from conflicting ideas and socioeconomic conditions in the past and at the present time.
- Organize resources and time efficiently.
- Use appropriate strategies to identify and meet needs and goals.

**6300-0702. Demonstrate collaboration in working with others to achieve specified results.**

- Describe ways in which government works to deal with conflict and to make decisions relating to the common good.
- Understand how citizens can work together to change or implement legislation.
- Listen with respect to the ideas and views of others.
- Demonstrate an understanding of the group's needs or goals.
- Show respect and willingness to participate in group problem-solving activities while serving in a variety of roles.
- Demonstrate the ability to resolve conflicts positively.
- Use multiple resources effectively.
- Participate in a community, county, or state political campaign.
- Identify careers in government and law.

**6300-0703. Demonstrate an understanding of, and a reasoned commitment to, the rule of law.**

- Respect and defend individual rights and property.
- Demonstrate individual responsibility; e.g., school policy, voting, motor vehicle laws.
- Recognize how individual choices and actions affect self, family, and community.
- Understand the development of government and law and its function and practice in modern society.

- Demonstrate respect for elected authorities.

**SOCIAL STUDIES  
LEVELS 11-12**

**COURSE TITLE**  
**Anthropology**

**UNIT OF CREDIT**  
**.5\***

**PREREQUISITE**  
**Mastery of Social Studies  
through Level 10**

**ANTHROPOLOGY**

**SIS COURSE NUMBER: 6310**  
**SS CODE: SO**

**COURSE DESCRIPTION**

This course focuses on the four sub-disciplines of anthropology: physical, cultural, archeology, and linguistics. Fieldwork among virtually all of the earth's peoples, combined with theories of explanation, bring unique insights to the wide spectrum of human behavior. A geographical and historical sampling of human institutions and ways of life will help students develop a greater understanding of the role of culture in human behavior.

\* This course is a Core elective and may be offered for either .5 or 1.0 unit of credit.

<b>STANDARD 6310-01</b>	<b>Students will demonstrate through individual and group processes a variety of critical, causal, interpretive, and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.</b>
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**OBJECTIVES**

**6310-0101. Develop observation skills to foster inquiry in social studies.**

**Example**

- Make lists of a variety of human customs; e.g., types of food, types of body decoration, different family types.
- Recognize the differences in the four sub-disciplines of anthropology and be able to sort information according to each sub-discipline.
- Analyze magazine and newspaper articles to broaden awareness of unfamiliar customs and beliefs.

**6310-0102. Develop writing skills in social studies.**

- Recreate a life story of a person from a different culture; e.g., Kung Bushmen, Mid-East Nomad, Amazon Indian.
- Develop a glossary of anthropological terms, people, and concepts.
- Compile a list of questions about a new group of people and write a persuasive position paper on a technologically primitive lifestyle; e.g., Plains Indians during the 19th century, modern tribes in the Amazon, Amish in North America.

**6310-0103. Develop reading skills in social studies.**

- Read a biography of a famous anthropologist.
- Read and summarize an anthropological monograph about another culture.
- Read an autobiography of a person from another culture and outline or chart the similarities and differences.
- Isolate the probable relationship between a culture's environment and its ideology; e.g., examine how cultures differ between the people of Highland New Guinea and the people in the Middle East.

**6310-0104. Develop critical analysis skills in social studies.**

- Analyze the world's seven major language groups by making a language tree, showing which languages have developed into others; e.g., Indo-European, Athabaskan, Swahili.
- Compare and contrast the relationship between a culture's social structure and the types of gods and supernatural beings the culture believes in.
- Use the concept of culture to analyze individual and cultural choices including how much influence culture has on choices.

**6310-0105. Develop interpretive skills in social studies.**

- Compare, contrast, and analyze differing perceptions of fellow classmates, teachers, and theorists.
- Identify what biases and ethnocentric tendencies anthropologists have; e.g., Malinowski, Mead, Evans-Pritchard, Goodall, Leakey.
- Discuss an anthropological topic that affects daily living; e.g., benefits of technology, available food resources, rites of passage.

**6310-0106. Develop creative thinking skills in social studies.**

- Compare and contrast the lives of various peoples in the world; e.g., indigenous communities, gender roles, treatment of the elderly.
- Predict and justify the demographic layout of the world in one hundred years.
- Make a time line or chart which demonstrates how social institutions have changed over time.

<b>STANDARDS 6310-02</b>	<b>Students will understand a comprehensive geographical view of the human and physical worlds and why and how they influence and relate to the environment, societies, and to global interconnectedness and interdependence.</b>
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## OBJECTIVES

### **6310-0201. Develop map and globe skills of space and place.**

#### **Example**

- On a map, locate and identify four sample cultures from each of the main technological levels of human development; e.g., hunter-gatherer, pastoral, horticultural, agricultural, industrial.
- Locate and label with dates the major fossil finds in Africa relevant to human ancestry.

### **6310-0202. Develop, plan, and evaluate alternative uses of environments and resources.**

- Identify similar environments and hypothesize how the cultures are similar and different; e.g., vegetation, animal sources, weather.
- Chart or graph the use of finite natural resources and predict the effects on human population.
- Outline ten different cultures around the world according to the way they use resources and energy.

### **6310-0203. Demonstrate global awareness of interconnectedness and interdependence.**

- Diagram and chart specific cultures involved in the international trading of products; e.g., ownership, location, benefits.
- Interview doctors and pharmacists to determine discoveries from rain forests that have medicinal value.
- Predict the effect of the chain reaction if natural resources are altered.

<b>STANDARD 6310-03</b>	<b>Students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced humanity.</b>
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## OBJECTIVE

### **6310-0301. Demonstrate that historical knowledge and the concept of time are culturally influenced.**

#### **Example**

- Compare and contrast the "linear" concept of time that modern America uses with the "circular" concept of time that Native American cultures use.
- Distinguish the historical perspectives that different cultures have on a variety of topics.
- Collect examples of the way cultures interpret and understand medical and scientific experiences.

**6310-0302. Identify selected periods or movements of historical change within and across cultures.**

- Summarize the main theories of cultural change in anthropology and identify examples of each from different parts of the globe and at different times in history.
- Select and write an historical account of cultural change from a society's perspective; e.g., how the Trobriand Islanders substituted the game of cricket for war, a battle between U. S. Cavalry and North American Indians.
- Evaluate the effects of culture clash on communities; e.g., colonialism, exploration, missionary work.

**6310-0303. Use ideas, theories, and modes of inquiry drawn from history in the analysis of contemporary society.**

- Evaluate contemporary American society in light of the beliefs and views of primitive people; e.g., divorce rates, levels of violence, family time, destruction of environment, equality, child care, treatment of elderly.
- Identify concepts and principles adopted from other cultures that have influenced American democracy; e.g., Magna Carta, English Common Law, Hammurabi's Code, League of the Iroquois.

<b>STANDARD 6310-04</b>	<b>Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</b>
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**OBJECTIVES**

**6310-0401. Identify and examine persisting issues involving the rights, roles, and status of the individual in relation to the general welfare.**  
**Example**

- Identify differences in community between cultures; e.g., Bedouins, Hutterites, Yanomamo, Pygmies.
- Compare and contrast the rights, roles, and status of individuals in various types of cultures; e.g., hunter/gatherer, horticultural, pastoral, agricultural, industrial.
- Describe how the roles, rights and status of minorities have changed throughout history in the U.S.

**6310-0402. Compare and contrast different political systems, their ideologies, institutions, processes, and political cultures.**

- Identify several groups in the U.S. and the ways they have participated in the political process.
- Examine the similarities and differences of the political systems of various North American Indian groups.

**6310-0403. Compare and contrast the ways in which societies and organizations respond to conflict.**

- Specify how different cultures solve conflict; e.g., banishment, divination, trial by ordeal, judicial system with codified law.
- Isolate the factors that typically ensure victory in a societal conflict.
- Evaluate a historical conflict between two cultures; e.g., Cortez in Mexico, India's struggle for independence from Britain, the Sioux, and the U.S.

**STANDARD  
6310-05**

**Students will demonstrate why and how commonalities and differences of ideas, attitudes, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.**

**OBJECTIVES**

**6310-0501. Apply an understanding of culture as an integrated whole that includes traditions, ideas, behavior patterns, and artifacts.**

**Example**

- Summarize the traditions, ideas, and artifacts of one culture from each of the six continents.
- Analyze several definitions of culture.

**6310-0502. Identify and describe both current and historic examples of interdependence between individuals and societies.**

- Demonstrate how change in one area of a culture has a ripple effect and causes change in other areas of the culture.
- Explain the effects of religion on various aspects of culture; e.g., Christianity, Hinduism, Taoism, Animism.

**6310-0503. Explain why individuals, groups, and institutions respond to change in a particular way on the basis of shared assumptions and technologies.**

- Investigate the concepts of cosmology, religious explanations, and scientific explanations and how they effect world view; e.g., how does the world work, how do humans control nature, why do people suffer?
- Research examples of how a particular culture responded to change based on shared assumptions, beliefs, and technologies.

**6310-0504. Describe the various forms and roles institutions take in furthering both continuity and change.**

- List those institutions which encourage continuity within a culture.
- Debate the effects that institutions have on cultural change.

**STANDARD  
6310-06**

**Students will demonstrate why societies organize available resources for the production, distribution, and consumption of goods and services.**

**OBJECTIVES**

**6310-0601.  
Example**

**Explain how the scarcity of productive resources including natural, human and capital goods require the development of economic systems to make basic decisions about how goods and services are produced and distributed.**

- Examine the relationship between what a society values; e.g., gold, seashells, oil, water, and their scarcity in their local environment.
- Determine what factors go into basic decisions about how goods and services are produced and distributed; e.g., is it scarcity of resources? is it who owns the resources? is it who benefits in the sale of the resources? is it the type of governmental system? is it religious ideology?
- Compare and contrast the ways different cultures determine how to produce and distribute scarce resources.
- Find examples in American history and culture of unusual methods of redistribution of scarce goods; e.g., what in America resembles a barter system? what in America resembles a redistribution system?

**6310-0602.**

**Compare and contrast the various economic institutions that comprise economic systems; e.g., households, business firms, banks, government agencies, labor unions, corporations.**

- Compare and contrast various economic institutions in our system with typical economic customs in preindustrial cultures including household production, sharing of natural resources, feasts to redistribute, trading to get equal return rather than profit.
- Compare the structure of a corporation to a unilineal clan organization.
- Explain the concept of a household as an economic system and as a domestic mode of production.

**6310-0603.**

**Apply economic concepts and economic reasoning to historical and contemporary social developments and issues.**

- Analyze cultures that were forcibly changed by outside influences; e.g., black slaves that were brought to the United States, South American Indians who were conquered by the conquistadors, Amish who were assimilated into American life.
- Determine and predict changes in the class system of the United States; e.g., wages, tax laws, welfare.
- Recognize and explain the two theories in the field of economic anthropology, formal western economics and substantive economics.

<b>STANDARD 6310-07</b>	<b>Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote the personal and public good.</b>
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**OBJECTIVES****6310-0701. Demonstrate the characteristics of lifelong learning in school activities.****Example**

- Analyze how people are similar or different depending upon their culture.
- Consider various views and different strategies in a variety of cultures for coping with situations which arise from conflicting beliefs, and socioeconomic conditions.
- Evaluate the strategies used by various groups to identify and meet needs and goals.
- Organize personal resources and time efficiently.
- Investigate career opportunities in anthropology, archeology, linguistics, and physical anthropology.

**6310-0702. Demonstrate collaboration in working with others to achieve specified results.**

- Investigate the importance of the individual in various types of societies.
- Discuss the reasons why people in American society might join and contribute to group activities. Compare and contrast those reasons with the reasons that might be listed for a hunter-gatherer society or a horticultural society.
- Demonstrate the ability to work in a group and to develop consensus or a course of action.
- Resolve conflicts positively.
- Use resources effectively.

**6310-0703. Demonstrate an understanding of, and a reasoned commitment to, the rule of law.**

- Compare and contrast the source of laws in American society to the source of law and rules in pre-industrial and/or non-democratic societies.
- Select several cultures and specify the differences between their legal systems and the legal system in the United States.
- Discuss the importance of participation in the civic process.
- Recognize how individual choices and actions affect the individual, the family, and the community in several societies.

- Understand the impact of resources upon the development of economic, political, social, or environmental systems.
- Demonstrate cultural understanding, responsibility, and appreciation.

75

**SOCIAL STUDIES  
LEVELS 11-12**

**COURSE TITLE**

Economics

**UNIT OF CREDIT**

.5\*

**PREREQUISITE**

Mastery of Social Studies  
through Level 10

**ECONOMICS**

SIS COURSE NUMBER: 6320

SIS CODE: SO

CIP CODE: 52.0611 (Business)

CIP CODE: 08.0601 (Marketing)

**COURSE DESCRIPTION**

This course focuses on the study of economic problems and the methods by which societies solve them. Characteristics of the market economy of the United States and its function in the world and methods of applying economics to one's life will be explored.

\* This course is a Core elective which may be offered for either 0.5 or 1.0 unit of social studies or applied technology education (ATE ) credit. Persons who teach this course would be required to have a social studies, business, or marketing composite with a minimum of six quarter hours in economics. The credentials of the instructor do not determine the credit options for students. Students may decide to take this class for social studies, business, or marketing credit (but not all). However, to generate ATE add-on dollars, a social studies teacher must also have an approved ATE endorsement.

<b>STANDARD 6320-01</b>	<b>Students will demonstrate through individual group processes a variety of creative, critical, causal, interpretive, and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.</b>
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**OBJECTIVES**

**6320-0101. Develop observation skills to foster inquiry in economics.**

**Example**

- Use current events to predict possible economic problems and solutions.
- Construct questions, based on observations, that can be used to address changes in the economy.

**6320-0102. Develop writing skills in economics.**

- Define in your own words basic economic concepts; e.g., opportunity cost, supply, demand, equilibrium, price, elasticity.
- Write and document a research project reflecting an economic problem or concept.

**6320-0103. Develop reading skills in economics.**

- Use appropriate vocabulary; e.g., opportunity cost, supply, demand, equilibrium, price, elasticity.
- Read and identify different points of view concerning economic theory and/or decisions.

**6320-0104. Develop speaking skills in economics.**

- Participate in group discussions, activities, and planning sessions.
- Defend a point of view when giving an oral presentation.

**6320-0105. Develop listening skills in economics.**

- Listen to and evaluate various sources of information when forming an opinion or course of action in solving an economic problem.
- Find the main and supporting ideas from a discussion, lecture, or media presentation.

**6320-0106. Develop causal reasoning skills in economics.**

- Separate fact from interpretation of facts.
- Explain cause and effect relationships.
- Evaluate the idea that events and actions have consequences.
- Apply causal reasoning to information seen, heard, or read.
- Evaluate the economic value of community service for individuals, businesses, and government entities.

**6320-0107. Develop critical analysis skills in economics.**

- Use analogies from the lives of students to explain economic choices.
- Collect economic data about Utah using specific topics or themes.
- Construct a simple analysis of data using graphs, charts, and tables from databases.

**6320-0108. Develop interpretive skills in economics.**

- Modify opinions and solutions based on additional information.
- Read and interpret economic graphs and apply them in their appropriate context.

**6320-0109. Develop creative thinking in economics.**

- Develop solutions and predict outcomes to an economic situation, based on economic data.
- Discuss problems and potential solutions using brainstorming strategies.
- Predict how future changes in technology may affect your personal life.

**6320-0110. Develop research and presentation skills.**

- Demonstrate how to access information on current economic indicators and market conditions.
- Present an oral report on an economic concept using current events.
- Explore general economic trends using relevant sources; e.g., The Wall Street Journal, business/economic television programming, weekly business publications.

**6320-0111. Explore career opportunities in economics.**

- Identify employment trends.
- Explore the educational paths recommended to be a business or social economist.
- Show how economic knowledge can be used in any occupation.

<p><b>STANDARD</b> <b>6320-02</b></p>	<p><b>Students will understand a comprehensive geographical view of the human and physical worlds and why and how they influence and relate to the environment, societies, and to global interconnectedness and interdependence.</b></p>
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**OBJECTIVES**

**6320-0201. Develop map and globe skills of space and place.**

**Example**

- Use natural resources and population density maps to predict the potential economic activity of a region.
- Locate historical and/or current regions where examples of the world's major economic systems can be found; i.e., traditional, market, mixed-market, command.

**6320-0202. Develop, plan, and evaluate alternative uses of environments and resources.**

- Analyze how human and physical changes on the earth can affect business cycles; i.e., inflation/deflation, depression/recession, expansion/contraction.
- Analyze how comparative and absolute advantage may lead to or impede international trade.

- Explain how major economic indicators such as gross national product, unemployment, stock market, and consumer price index reflect the interaction among nations.

<b>STANDARD 6320-03.</b>	<b>Students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced humanity.</b>
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**OBJECTIVES**

**6320-0301.** **Demonstrate that historical interpretation and knowledge of economic systems are socially influenced.**  
**Example**

- Trace the development of the world's major economic systems over time; i.e., traditional, market, mixed-market, command.
- Trace the development of money as a socially acceptable medium of exchange.
- Briefly outline the history of the Federal Reserve System.

**6320-0302.** **Identify and describe selected periods or movements of historical change within and across cultures.**

- Describe the nature and causes of business cycles using examples from selected periods of time; i.e., inflation/deflation, depression/recession, expansion/contraction.
- Identify and summarize specific examples of international trade throughout history; e.g., the Roman Era, European, African and Asian trade routes, mercantilism, and Post-Cold War economic unions.
- Compare and contrast labor force trends which have affected economies and predict the future of the labor movement based on past history.
- Identify and compare examples of taxation throughout different historical periods with the 1990s.

**6320-0303.** **Use ideas, theories, and modes of inquiry drawn from history in the analysis of contemporary social arrangements.**

- Cite examples of how the philosophy of capitalism has impacted attitudes toward private property, private enterprise, and freedom of choice.
- Compare and contrast current examples of four types of market structures found in the United States; i.e., pure monopoly, oligopoly, monopolistic competition, pure competition.

<b>STANDARD 6320-04</b>	<b>Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</b>
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## OBJECTIVES

**6320-0401.** **Identify and examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.**  
Example

- Explain the role of the “invisible hand” and the “profit motive” in redirecting self-interested behavior toward serving the public interest.
- Analyze situations where the market system fails to maximize the public interest including monopolies and externalities.

**6320-0402.** **Compare and contrast different political systems, their ideologies, institutions, processes, and political cultures.**

- Analyze the economic advantages and disadvantages of the major economic systems; i.e., traditional, market, mixed-market, socialist, command.
- Explain how free enterprise answers the basic economic questions of what, how, when, and for whom goods and services are produced.

**6320-0403.** **Compare and contrast the ways societies and organizations respond to conflicts between the forces of unity and the forces of diversity.**

- Explain how the market economy coordinates the actions of otherwise competitive individuals and firms.
- Evaluate the role of international trade agreements in reducing and/or escalating global conflicts.

**6320-0404.** **Identify the relationships between the private and public sectors of the economy.**

- Illustrate the relationship between households, firms, government, and international sector using the concept of the circular flow of economics.
- Explain how individuals and groups use the public sector to serve the private interest.

<b>STANDARD</b> <b>6320-05</b>	<b>Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.</b>
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## OBJECTIVES

**6320-0501.** **Apply an understanding of culture as an integrated whole that relates to traditions, attitudes, behavioral patterns, and artifacts.**  
Example

- Analyze the ways in which available resources can help to shape the traits of culture within a given group.
- Evaluate how cultural traditions, attitudes, and behavior patterns influence the perceived value of various factors of production within a given society.

**6320-0502.** Identify and describe both current and historical examples of the interaction and interdependence of individuals and societies in a variety of cultural settings.

- Describe the various roles and norms that govern the production, distribution, and consumption of goods and services within the following societies; e.g., hunter/gatherer, pastoral, horticultural, agricultural, industrial, information/technological.
- Explain the operation of supply and demand in the mixed-market economy of the United States.

**6320-0503.** Explain why individuals, groups, and institutions respond to change in a particular way on the basis of shared assumptions and technologies.

- Compare and contrast the ways in which cultural variation within and among societies helps to create differences in the economic value of resources.
- Explain how change in personal life situations helps to shape personal economic decisions.

**6320-0504.** Describe the various forms and roles institutions take in furthering both continuity and change.

- Analyze the role of education in helping individuals to change their economic status.
- Compare and contrast the ways in which government economic policies both impede and promote economic growth within society.

<b>STANDARD</b> <b>6320-06</b>	<b>Students will demonstrate why societies organize available resources for the production, distribution, and consumption of goods and services.</b>
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#### OBJECTIVES

**6320-0601.** Explain how the scarcity of productive resources including natural, human, and capital goods requires the development of economic systems to make basic decisions about how goods and services are to be produced and distributed.  
Example

- List and describe the primary factors of production.
- Identify the principal elements of scarcity in the context of unlimited wants and limited resources.
- Evaluate the tradeoffs involved in alternative uses of resources using the production possibilities curve.

**6320-0602.** Compare and contrast the various economic institutions that comprise economic systems: households, firms, banks, government agencies, labor unions, corporations, and the stock market.

- Analyze the advantages and disadvantages of the four types of market structures; i.e., pure monopoly, oligopoly, monopolistic competition, pure competition.
- Explain the relationship between financial institutions and the Federal Reserve System in creation and control of the money supply.
- Compare and contrast the basic forms of business ownership; e.g., sole proprietorship, partnership, corporation, franchise, and cooperatives.
- Explain the role of entrepreneurs in organizing and allocating economic resources.

**6320-0603. Apply economic concepts and economic reasoning to historical and contemporary social developments and issues.**

- Identify and discuss major economic indicators; e.g., gross national product, unemployment, price indexes, stock and bond market indexes.
- Evaluate the usefulness of alternative economic indicators as measures of social welfare and progress.
- Describe the nature and causes of business cycles.
- Explain the relationship between saving, investment, and economic growth.
- Explain the relationship among sustainable economic growth, environmental issues, and other social goals.

<b>STANDARD 6320-07</b>	<b>Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote personal and public good.</b>
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**OBJECTIVES**

**6320-0701. Demonstrate the characteristics of lifelong learning in school activities.**

**Example**

- Use appropriate strategies to identify and meet needs and goals.
- Organize resources and time efficiently.
- Explore and reflect on the philosophical views of others and support your own views with logical reasoning.
- Analyze the influence of economic institutions and mass communication on an individual's perception of the world.
- Investigate career opportunities in economics.

**6320-0702. Demonstrate collaboration in working with others to achieve specified results.**

- Listen with respect to the ideas and views of others.
- Demonstrate an understanding of the group's needs or goals.
- Show respect and willingness to participate in group problem-solving activities while serving in variety of roles.
- Recognize and use group dynamics.
- Demonstrate the ability to resolve conflicts positively.
- Use resources effectively.
- Explain how the major groups in a capitalist economy are independent entrepreneurs, workers, and consumers.
- Consider the opportunity costs of disagreements that arise from conflicting attitudes and socioeconomic conditions.

**6320-0703. Demonstrate an understanding of, and a reasoned commitment to, the rule of law.**

- Respect and defend individual rights and property.
- Demonstrate individual economic responsibility.
- Recognize how individual economic choices and actions affect self, family, and community.
- Understand how an economic system can impose order on a society.
- Evaluate the opportunities in a society in which people are allowed to communicate and to express different economic points of view.
- Analyze the causes, effects, strengths, and problems of the free enterprise system.
- Analyze historical and contemporary examples in which individuals demonstrated respect and support for the rights, responsibilities, and dignity of all people.

**SOCIAL STUDIES  
LEVELS 11-12**

**COURSE TITLE**  
Psychology

**UNIT OF CREDIT**  
.5\*

**PREREQUISITE**  
Mastery of Social Studies  
through Level 10

**PSYCHOLOGY**

**SIS COURSE NUMBER: 6340**  
**SIS CODE: SO**

**COURSE DESCRIPTION**

This course introduces the student to the study of the behavior of individuals. It emphasizes the manner in which the individual can apply various psychological theories and concepts to better understand one's self, one's motives, and one's relationships with other people.

\*This course is a Core elective and may be offered for either .5 or 1.0 unit of credit.

<b>STANDARD</b> <b>6340-01</b>	<b>Students will demonstrate through individual group processes a variety of creative, critical, causal, interpretive, and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.</b>
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**OBJECTIVES**

**6340-0101.**  
**Example**

**Develop observation skills to foster inquiry in psychology.**

- Observe peoples' body language by charting or taking notes.
- Compare the attitudes of siblings to one another and to other people.

**6340-0102.**

**Develop writing skills in psychology.**

- Create and maintain a journal; e.g., ideas, impressions, memories.
- Create an original paper showing the differences between the two major theories of personality.
- Review daily newspapers and bi-monthly magazines and write a summary of how each treats the discipline of psychology.
- Identify a current problem in the treatment of a mood disorder.

**6340-0103.**

**Develop reading skills in psychology.**

- Understand subject-appropriate vocabulary.
- Define key words according to subject matter.

- Compare and contrast a variety of written materials; e.g., magazines, newspapers, books, primary and secondary sources.
- Analyze charts, graphs, and almanacs.

**6340-0104. Develop listening skills in psychology.**

- Find the main and supporting ideas from lectures, discussions, and forums.
- Use visualization to assist in conceptualizing or problem solving.

**6340-0105. Develop speaking skills in psychology.**

- Participate in group discussions dealing with factors that influence personality.
- Defend a psychologist's point of view when giving an oral presentation.
- Participate in oral questions and examinations.

**6340-0106. Develop causal reasoning skills in the study of psychology.**

- Separate fact from fiction when dealing with certain psychological hypotheses.
- Explain the pros and cons of psychological philosophies; e.g., Freud's ideas on dream analysis, Piaget's developmental theory, Pavlov's theory of conditioning, Maslov's theory of self-actualization.
- Predict outcomes based on studies and/or surveys dealing with behavior.

**6340-0107. Develop critical analysis skills in psychology.**

- Determine the credibility of a source.
- Analyze data on specific disorders in humans and animals.
- Infer the motivation and bias of theorists in psychology; e.g., Skinner, Rogers, Maslow, Watson.

**6340-0108. Develop interpretive skills in psychology.**

- Compare, contrast, and analyze differing perceptions of theorists.
- Identify mental disorders, causes and cures; e.g., obsessive-compulsive, panic disorders, eating disorders, depression, character disorders.

**6340-0109. Develop creative thinking in psychology.**

- Brainstorm strategies to discuss problems and potential solutions in today's world.
- Explain how media influences thinking and behavior.

<b>STANDARD 6340-02</b>	<b>Students will understand a comprehensive geographical view of the human and physical worlds and how and why they influence and relate to the environment, societies, and to global interconnectedness and interdependence.</b>
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**OBJECTIVE**

**6340-0201.**      **The student will be able to understand the impact of the human and physical environment on personality development.**  
**Example**

- Recognize communication styles, both globally and regionally.
- Understand the effect that observational learning has on behavior; e.g., aggression, violence, age appropriate relationships, coping skills, grief and loss.

**6340-0202.**      **Develop, plan, and evaluate alternative uses of environments and resources.**

- Understand the effect of temperature, altitude, and pollution on behavior.
- Analyze the effect of external stimulation on behavior; e.g., noise, crowding, traffic.
- Recognize factors that contribute to suicide; e.g., culture, substance abuse, physical and emotional stress.

<b>STANDARD 6340-03</b>	<b>Students will demonstrate why and how ideas, attitudes, events, people, and documents have influenced the study of behavior over time.</b>
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**OBJECTIVES**

**6340-0301.**      **Identify and describe selected major trends or movements in the development of psychology.**  
**Example**

- Compare and contrast major schools of thought in psychology from 1800 to the present.
- Evaluate the contributions of selected philosophers and psychologists to the field of psychology and how they have influenced thinking today.

**6340-0302.**      **Examine the growth and development of the goals and methods of psychology.**

- Outline the four basic goals of psychology.
- Compare and contrast different methods used in psychological research.
- Explore the influence that culture, race, and gender of the researcher have on psychological research.
- Evaluate the strengths and limitations of basic and applied research.

- Articulate various ethical issues in psychological research.
- Explain the guidelines governing treatment of research subjects, both human and non-human.

**6340-0303. Trace the development of specialty fields in psychology.**

- Describe various sub-areas of study in the field of psychology.
- Gather information on various careers in psychology.
- Investigate possible areas of expansion for using psychology to enhance our lives.

<b>STANDARD 6340-04</b>	<b>Students will demonstrate why people in diverse societies create and adopt systems of government and how each addresses human rights and citizen responsibilities.</b>
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**OBJECTIVES**

**6340-0401. Identify and examine persisting issues involving the rights, roles, and status of the individual in relation to society.**  
**Example**

- Describe the rights, roles, and responsibilities of citizens in several world societies.
- Evaluate the status of workforce hierarchies; i.e., women, men, children, the disabled, elderly, minorities.

**6340-0402. Compare and contrast different political systems, their ideologies, institutions, processes, and political cultures as they pertain to psychology.**

- Debate 20th century issues relating to individual rights.
- Examine the influence that political parties, election processes, taxes, and the media have on issues.

**6340-0403. Compare and contrast the ways individuals respond to conflict between forces of unity and forces of diversity.**

- Compare and contrast the positions of psychologists in various conflicts of the 20th century.
- Evaluate the social and organizational effects of conflict using current examples in our state; e.g., smoking in public places, laws governing alcohol, separation of church and state, hosting the 2002 Olympics.

**STANDARD  
6340-05**

**Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.**

**OBJECTIVES**

**6340-0501.  
Example**

**Apply an understanding of human behavior that relates to traditions, beliefs, and behavioral patterns.**

- Identify several behaviors associated with local traditions.
- Compare and contrast different socioeconomic levels in urban and rural areas.

**6340-0502.**

**Identify and describe both current and historic examples of the interaction and interdependence of individuals and society in a variety of cultural settings.**

- Determine major influences made by historic and contemporary people in psychology.
- Trace the evolution of how societies have perceived and treated mental illness.
- Investigate and hypothesize behavioral challenges in the next decade.
- Predict changes faced by individuals as a result of contact with others.

**6340-0503.**

**Explain why human behavior responds to change in a particular way on the basis of shared assumptions, beliefs, and technologies.**

- Collect and organize information about ways people have dealt with change.
- Evaluate technologies that are being used today in the study of human behavior.
- Describe why responses to change differ based on points of view.

**6340-0504.**

**Describe the various forms and roles institutions take in furthering both continuity and change.**

- Explain how institutions and organizations influence cultural values; e.g., media, family, school, religion, peer groups.
- Collect and organize information about the roles institutions have played in furthering change in the treatment of mental illness.

**STANDARD  
6340-06**

**Students will demonstrate why societies organize available resources for the production, distribution, and consumption of goods and services.**

**OBJECTIVES**

**6340-0601.**

**Evaluate economic benefits derived from psychological wellness.**

**Example**

- Identify how positive coping strategies impact the work environment. Compare and contrast the economic significance positive and negative stress has on individuals.
- Identify and provide a plan for the personal and economic cost of stressful incidents in one's life; e.g., death, divorce, violence, change of residence, illness.

**6340-0602. Describe and evaluate the economic impact of mental illness on society.**

- Describe the implications of mental illness on society; e.g., homelessness, abuse, crime, welfare.
- Identify the economic impact of mental illness on the workforce and productivity.
- Calculate the cost of various treatments for mental illness; e.g., in-patient, out-patient, drug, electro-shock.

<b>STANDARD 6340-07</b>	<b>Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote the personal and public good.</b>
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**OBJECTIVES**

**6340-0701. Demonstrate the characteristics of lifelong learning in school activities.**

**Example**

- Use appropriate strategies to identify and meet needs and goals.
- Organize resources and time efficiently.
- Explore the philosophical views of others.
- Use the scientific method to test a hypothesis.
- Understand how learning strategies facilitate individual learning.

**6340-0702. Demonstrate collaboration in working with others to achieve specified results.**

- Show respect for ideas, possessions, and work of self and others.
- Describe why supporting and dissenting communication is important to scientific inquiry and a productive society.
- Demonstrate understanding of a group's needs and goals.
- Demonstrate respect and willingness to participate in problem-solving activities while serving in a variety of roles.
- Resolve conflicts positively.

- Use resources efficiently and effectively.

**6340-0703. Demonstrate an understanding of, and a reasoned commitment to, the rule of law.**

- Demonstrate respect for other humans, animals, and all living and non-living things.
- Use contemporary and historical data to analyze cases in which human behavior demonstrates respect and support for the rights and dignity of people.
- Explain the necessity for people to abide by rules and laws.
- Classify rules and laws that impact society; e.g., family, school, community, nation.
- Practice responsible citizenship.

**SOCIAL STUDIES  
LEVELS 11-12**

**COURSE TITLE**  
Sociology

**UNIT OF CREDIT**  
.5\*

**PREREQUISITE**  
Mastery of Social Studies  
through Level 10

**SOCIOLOGY**

**SIS COURSE: 6350**  
**SIS CODE: SO**

**COURSE DESCRIPTION**

This course introduces the student to the principles of sociology. Students will study society, one's role in it, issues and problems, social change, and social movements. It includes a study of basic institutions including the family, with an emphasis on political and social organizations.

\* This course is a Core elective and can be offered for either .5 or 1.0 unit of credit.

<b>STANDARD 6350-01</b>	<b>Students will demonstrate through individual and group processes a variety of creative, critical, causal, interpretive and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.</b>
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**OBJECTIVES**

**6350-0101. Develop observation skills to foster sociological inquiry.**  
**Example**

- Explain social interaction through the view of the participants, setting, and activity.
- Explain the function(s) of social interaction.

**6350-0102. Develop sociological reading skills.**

- Define common terms used by sociologists.
- Compare and contrast a variety of written materials, including both primary and secondary sources.
- Interpret and synthesize information contained in textbooks and other instructional materials.

**6350-0103. Develop sociological writing skills.**

- Write an essay on a social issue utilizing a thesis, supporting paragraphs, and a conclusion.
- Write and document a research project on a sociological topic using multiple resources and mediums.

**6350-0104. Develop listening skills in sociology.**

- Identify the main and supporting ideas from a discussion or lecture.
- Organize information into notes.

**6350-0105. Develop speaking skills in sociology.**

- Prepare and present an oral report on a social issue.
- Participate in a group discussion of a social issue.

**6350-0106. Develop causal reasoning skills in sociology.**

- Separate fact from opinion.
- Recognize and describe bias.
- Explain causal relationships.
- Explain that events and actions may have both positive and negative consequences.
- Predict an outcome based on a given scenario.

**6350-0107. Develop critical analysis skills in sociology.**

- Analyze the importance of collecting sociological data.
- Infer the motivations and biases of noted sociologists in their social and historical contexts.
- Collect and categorize data about a specific social phenomenon.
- Compare, contrast, and analyze differing perceptions.

**6350-0108. Develop creative thinking skills in sociology.**

- Use brainstorming strategies to discuss problems and potential solutions.
- Develop solutions and predict outcomes to a current sociological problem based on data collected from a variety of sources.

<b>STANDARD 6350-02</b>	<b>Students will understand a comprehensive geographical view of the human and physical worlds and why and how they influence and relate to the environment, societies, and to global interconnectedness and interdependence.</b>
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**OBJECTIVES**

**6350-0201. Describe sociology as a unique discipline within the social sciences.**

**Example**

- Distinguish sociology from other social sciences; i.e., anthropology, economics, geography, history, political science, psychology.
- Explain how social institutions and situations influence individual behaviors from a sociological perspective.

**6350-0202. Develop and practice methodological techniques, including the scientific method.**

- Conduct an experiment on a hypothetical or real social situation using the scientific method.
- Employ a variety of approaches in the examination of world social problems; e.g., participant observation, survey, historical analysis, case study.

**6350-0203. Compare and distinguish between theoretical perspectives as they relate to the physical and social environment.**

- Identify and compare classical and contemporary theoretical approaches to sociology; e.g., Comte, Durkheim, Marx, Weber, Mills.
- Apply one or more sociological theories to a contemporary social problem using one of the five themes of geography.

<b>STANDARD 6350-03</b>	<b>Students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced humanity.</b>
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**OBJECTIVES**

**6350-0301. Define culture and recognize the characteristics of culture.**

**Example**

- Recognize nonmaterial, material, and symbolic cultural traits.
- Describe how cultural components of language, time and space, norms and values form the basis of a unique culture.
- Recognize the roles of archeologists and ethnologists.
- Discuss the processes of cultural transmission.

**6350-0302. Compare a variety of different cultures.**

- Demonstrate a knowledge of other cultures.
- Compare and contrast the concepts of ethnocentrism and cultural relativity.
- Define and identify subcultures; e.g., hippies, gangs, Mexican Americans, Mennonites.
- Analyze fashion and fads.

**6350-0303. Understand the factors which promote and inhibit cultural diffusion.**

- Explain how population growth and movement change a culture.
- Describe how war, technology, environment, and other factors effect cultural diffusion.
- Explain how the vested interests of a culture effect cultural change.

<b>STANDARD 6350-04</b>	<b>Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.</b>
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**OBJECTIVES:**

**6350-0401. Determine what elements must be present for a society to exist.**

**Example**

- Compare and contrast American society with other societies.
- Describe changes and differences in American society from 1700 to the present.

**6350-0402. Describe the basic types of social organizations and social structures in the United States.**

- Explain the differences among primary groups, secondary groups, aggregates, and categories.
- Discuss the impact and relationship of reference groups on a group's dynamics.
- Distinguish between in-groups and out-groups.
- Identify types of formal organizations.
- Identify the primary characteristics of a bureaucracy.
- Compare and contrast groups on the basis of their respective activities; e.g., power/authority, norms, criteria for membership, communication.

**6350-0403. Identify and explain the major social institutions of society.**

- State the purposes and social activities associated with family, education, government, and religion.
- Distinguish between various philosophies, forms, and practices associated with the family institution; e.g., nuclear, extended, matriarchal, patriarchal.
- Compare and contrast various philosophies, forms, and practices associated with educational institutions; e.g., public, private, parochial, alternative.

- Evaluate various philosophies, forms, and practices associated with governmental institutions; e.g., authoritarian, totalitarian, monarchical, democratic.
- Distinguish between various philosophies, forms, and practices associated with economic institutions; e.g., pre-industrial and contemporary market, centrally-planned and alternative.
- Distinguish between various philosophies, forms, and practices associated with religious institutions; e.g., Buddhist, Christian, Islamic, Jewish.

**6350-0404. Explain the process of socialization.**

- Explain the nature v. nurture concept regarding socialization.
- Describe the effects of social isolation on humans and other primates.
- Identify the agents of socialization; e.g., family, schools, peer groups, mass media, social structures.
- Examine the influence of status and roles on the development of individuals.
- Describe the effect of social norms and values on human behavior.
- Discuss key theories of socialization; e.g., Sigmund Freud's model of personality, Jean Piaget's cognitive development, George H. Mead's social self.
- Compare and contrast the modes of socialization in childhood, adolescence, adulthood, and old age.
- Cite personal observations related to the socialization process.
- Examine different applications of resocialization.

<b>STANDARD 6350-05</b>	<b>Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices, and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.</b>
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**OBJECTIVES**

**6350-0501. Analyze the causes and effects of discrimination, prejudice, and racism.**  
**Example**

- Discuss the impact of racial and/or ethnic discrimination within the United States and other countries.
- Discuss explanations for the onset of discrimination; e.g., labeling, stereotyping, ethnocentrism, scapegoating.
- Describe how and why institutions and individuals apply the following: assimilation, accommodation, discrimination, and genocide.

**6350-0502. Analyze gender discrimination.**

- Observe and relate examples of gender bias and discrimination within the United States and other countries.
- Explain the origins and consequences of gender discrimination within different cultural contexts.
- Discuss solutions to gender-based social problems.

**6350-0503. Analyze social inequality based upon class stratification.**

- Compare examples of class stratification within the United States and other countries.
- Explain the origins and consequences of class stratification in the United States and other countries; e.g., the caste system in India, apartheid in South Africa, worldwide homelessness.
- Develop solutions to a class stratification-based social problem; e.g., caste, poverty, sexual harassment.

**6350-0504. Analyze additional forms of social inequity.**

- Observe and relate examples of social inequity; e.g., age, economics, disability.
- Discuss how individuals have assisted minority groups to gain status and affect social change; e.g., Caesar Chavez, Martin Luther King, Eleanor Roosevelt, Sitting Bull.
- Identify and describe how individuals and groups rationalize social inequities.

<b>STANDARD 6350-06</b>	<b>Students will demonstrate why societies organize available resources for the production, distribution, and consumption of goods and services.</b>
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**OBJECTIVES:**

**6350-0601. Investigate poverty, crime, conflict, and other relevant social problems.**

**Example**

- Describe why and how a particular economic issue constitutes a social problem; e.g., poverty, wealth, health care.
- Examine social problems from different economic conditions: welfare, middle-class, affluent.

**6350-0602. Consider various sociological methods in resolving economic problems.**

- Discuss solutions to past, present, and future economic problems.

- Synthesize historical and contemporary sociological principles as they apply to the resolution of a socioeconomic problem; e.g. homelessness, school dropouts, unemployed.

<b>STANDARD 6350-07</b>	<b>Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote the personal and public good.</b>
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### **OBJECTIVES**

#### **6350-0701. Demonstrate the characteristics of lifelong learning in school activities.**

##### **Example**

- Use appropriate strategies to identify and meet needs and goals.
- Organize resources and time efficiently.
- Explore the three major theories of social change and discuss the strengths and weaknesses of each theory.
- Recognize the importance of social movements in fostering or inhibiting social change.
- Investigate career opportunities in sociology and social work.

#### **6350-0702. Demonstrate collaboration in working with others to achieve specified results.**

- Listen with respect to the ideas, beliefs, and views of others.
- Demonstrate an understanding of a group's needs or goals.
- Show respect and willingness to participate in problem-solving activities while serving in a variety of roles.
- Resolve conflicts positively.
- Use resources effectively.
- Distinguish between social movements and collective behavior.
- Understand the role of the media in influencing social change.

#### **6350-0703. Demonstrate an understanding of, and a reasoned commitment to, the rule of law.**

- Respect individual rights and property.
- Demonstrate individual responsibility.
- Recognize how individual and social decisions effect self, family, and community.

- Recognize how fashion, fads, media, and advertising can affect social actions and decisions.
- Analyze historical and contemporary examples of social change and determine whether they were positive or negative.
- Identify individuals who have demonstrated respect and support for the rights, responsibilities, and dignity of people or social groups.



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