Expectations of Excellence
CURRICULUM STANDARDS FOR SOCIAL STUDIES
Draft Revision
Fall 2008
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EXECUTIVE SUMMARY

Why this Update?

The NCSS curriculum standards were first published in 1994. Since then, the standards have been widely and successfully used as a framework for teachers, schools, districts, states, and other nations as a curriculum alignment and development tool. However, much has changed in education and the world in the years since these curriculum standards were published. This revision aims at greater articulation and consistency in sections of the document, incorporating current research and suggestions for improvement from many dedicated practitioners. The revised NCSS curriculum standards are the result of a re-examination of educational thinking, as well as maintaining continuity of curriculum expectations that focus on the essentials that an effective social studies program Pre-K - 12.

It is important to re-articulate that these curriculum standards, in themselves, do not dictate a specific body of subject matter, nor sequence of content, or any one preferred teaching method. Rather, these curriculum standards provide a principled framework for social studies professionals to select and organize knowledge and modes of inquiry for purposes of instruction. The standards serve as a starting point for local and state design and development of social studies curriculum.

The approach originally taken in these curriculum standards has been well received in the United States and internationally; therefore, the document has been updated while retaining the same organization around major themes basic to social studies learning. As in the original document, the framework moves beyond the transmission of knowledge alone or any single approach to teaching and learning. This updated framework retains emphasis on inviting students to become active participants in the learning process.
What Are the NCSS Curriculum Standards?

The NCSS curriculum standards provide a framework for professional deliberation and planning about what should occur in a social studies program, by which we mean curriculum and instruction across pre-K through grade 12. The curriculum standards contain the following components:

**Ten themes** are seen as vital to a comprehensive social studies program.

These themes can be adapted to content in discipline-based courses, such as those primarily focused on U.S. history or economics, but likely to draw on other disciplines as well. The themes also support an organization for more highly integrated courses that cut across disciplinary boundaries such as Problems of Democracy or World Cultures.

**Learning Expectations** illustrate the kinds of knowledge, processes, and dispositions that students at early, middle, and high school grades should develop as the result of effective social studies programs.

**Snapshots of Classroom Practice** provide examples of classroom instruction and assessment to illustrate learning expectations in action.

How Do Content Standards Differ from Curriculum Standards?

Content standards (e.g., standards for civics, history, economics, geography, psychology), provide a detailed description of content and methodology considered central to a specific discipline by experts, including educators, in that discipline. NCSS provides instead curriculum standards that articulate a set of principles by which content can be selected and organized to build a defensible social studies curriculum. The NCSS standards address broader issues than identifying content currently specific to a particular discipline. For example, this might take the form of teaching about the theme of Civic Ideals and Practices and how one would go about selecting suitable historic, geographic or other content to address this theme. Likewise, if one took the U.S. Civil War, which is identified as a major topic in the history standards,
the NCSS standards will assist in making decisions about what content at specific levels is suitable for the civic purposes of social studies.

**What is the Relationship between Curriculum Standards and Content Standards?**

Since standards have been developed both in social studies and in many of the individual disciplines that are integral to social studies, one might ask: what is the relationship among these various sets of standards? The answer is that the social studies standards address overall curriculum design and comprehensive student learning expectations, while the individual discipline standards (civics and government, economics, geography, history, and psychology) provide a range of specific content through which student learning expectations can be accomplished. The social studies curriculum standards should remind curriculum developers and others of the overarching purposes of social studies: to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world.

**Meeting the Challenge of Educating for Civic Competence**

Consideration of civic competence does not refer exclusively to those who are legally recognized members of a nation, but more broadly to the responsibilities and relationships everyone has as a member of a complex network of groups and communities. Realizing social studies’ mission of promoting civic competence requires students to learn both a body of knowledge and how to think flexibly and act responsibly to address civic issues in a diverse and interdependent world. The national curriculum standards for social studies represent educators’ best thinking about the framework needed to educate young people for the challenges of citizenship.
Introduction

What Is Social Studies and Why Is It Important?

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

… the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The purpose of social studies is the promotion of civic competence—the knowledge, intellectual processes, and dispositions required of students to be active and engaged participants in groups and public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than any other subject area in the schools. By making civic competence a central aim, NCSS long has recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence requires the ability to use knowledge about one’s community, nation, and world, apply inquiry processes, and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.

The civic mission of social studies demands the inclusion of all students --
addressing cultural, linguistic and learning diversity including differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of learners. Diversity among learners embodies the democratic goal of embracing pluralism to make making social studies classrooms laboratories of democracy.

In democratic classrooms and nations, understanding civic issues—such as health care, immigration, and foreign policy—involves several disciplines. How social studies marshals the disciplines to this civic task takes various forms. It can be taught in one class, often designated “social studies,” that integrates two or more disciplines. On the other hand, it can be taught as separate discipline-based classes (e.g., history, geography). These standards are intended to be useful whatever the organization or instructional approach (for example a problem-solving approach, an approach centered on controversial issues, a discipline-based approach, or some combination of approaches). These decisions are best made at the local level. To this end, the standards provide a framework for effective social studies within various curricular perspectives.

What is the Purpose of the NCSS Curriculum Standards?

The NCSS Curriculum Standards provide a framework for professional deliberation and planning about what should occur in a social studies program, pre-K through grade 12. The framework provides ten themes that represent a way of organizing knowledge about the human experience in the world. The learning expectations, at early, middle, and high school levels, describe democratic dispositions/purposes, knowledge, and intellectual processes, that students should exhibit in forms/student products as the result of the social studies curriculum. These curriculum standards represent a holistic lens through which to view disciplinary content standards and state standards, as well as other curriculum planning documents.
The Ten Themes are organizing strands for the social studies program. The ten themes are:

I  Culture
II  Time, Continuity, and Change
III  People, Places, and Environments
IV  Individual Development and Identity
V  Individuals, Groups, and Institutions
VI  Power, Authority, and Governance
VII  Production, Distribution, and Consumption
VIII  Science, Technology, and Society
IX  Global Connections
X  Civic Ideals and Practices

The themes represent strands that should thread through a social studies program, pre-K through grade 12 as appropriate at each level. While at some grades and courses, some themes will be more dominant than others, all themes are highly interrelated. To understand culture, for example, students need to understand time, continuity, and change; the relationship among people, places, and environments; and civic ideals and practices. To understand power, authority, and governance, students need to understand the relationship among culture; people, places, and environments; and individuals, groups, and institutions. As an illustration, history is not confined to Theme III. Similarly, geography draws from more than Theme III.

The thematic strands draw from all of the social science disciplines and other related disciplines and fields of study to provide a framework for social studies curriculum design. The themes provide a basis from which social studies educators will more fully develop their program by consulting detailed content in the standards developed for history, geography, civics, economics, psychology, and other fields. Thus, the NCSS social studies curriculum standards serve as the organizing basis for the social studies program and content and other standards provide additional detail for the curriculum design.
The Learning Expectations provide recommendations of what students will learn at each level in the social studies program. The language of the learning expectations is aimed at teachers and seeks to capture the expectations of over-arching, long-range outcomes. At each level, Pre-K through early years, middle, and high school, the learning expectations provide illustrations of the types of democratic dispositions/purposes, knowledge, intellectual processes that students should exhibit in forms of student work as the result of the social studies curriculum. The democratic purposes/dispositions for social studies learning represent the values and attitudes involved in civic engagement. Learners build knowledge as they work to integrate new information into existing cognitive constructs. Intellectual processes represent the abilities involved in the thinking, reasoning, researching, and understanding that learners engage in as they encounter new concepts, principles and issues. Students represent what they learn in various forms or products.

Snapshots of Practice provide educators with images of how the standards would look when enacted in classrooms. Typically a Snapshot illustrates a particular Theme and one or more Learning Expectations; however, the Snapshot may also touch on other related Themes and Learning Expectations. For example, a lesson focused on the Theme of Time, Continuity and Change in a World History lesson focused on early river valley civilizations would certainly suggest attention to the theme of People, Places and Environments. These Snapshots also suggest ways in which Learning Expectations may not only shape practice, but also provide examples of both ongoing and culminating assessment.

Who Can Use the Social Studies Standards and How?

The social studies curriculum standards offer educators, parents, and policymakers the essential conceptual framework for curriculum development to prepare informed and active citizens. The standards represent the framework for professional deliberation and planning of the PK-12 social studies curriculum. They address overall curriculum development while the
content standards serve as guides for specific content that fits within this framework. Classroom teachers, scholars, and state, district, and school administrators can use this document as a starting point for the systematic development of an effective Pre-K–12 social studies curriculum.

State governments and departments of education can use the standards to:
- guide standards-based education by clarifying long-range goals and expectations;
- review and evaluate current state curriculum guidelines or frameworks; and
- develop a state curriculum framework which focuses both on short range content goals and long range social studies goals.

School districts and schools can use the standards to:
- provide a framework for Pre-K-12 curriculum development;
- review and evaluate current social studies curriculum with a view toward long-range goals;
- provide ideas for instruction and assessment; and
- serve as the basis for professional development experiences.

Individual teachers can use the standards to:
- provide learning expectations for units and courses that are consistent with long-range social studies goals within and across grade levels;
- evaluate current curriculum, instruction and assessment practices; and
- glean ideas for the alignment of learning expectations, instruction and assessment.

Teacher educators can use the standards to:
- introduce pre-service and in-service teachers to the nature and purpose of social studies;
- enable pre-service and in-service teachers to plan instruction consistent with long range purposes of social studies;
- assess the instructional planning and supervise the teaching of pre-service and in-service teachers; and
guide the development of pre-service and in-service teacher education programs and courses.

Parents and community members can use the standards to:

- understand how social studies develops civic competence for the benefit of both the individual and society;
- advocate for social studies teaching and learning PreK-12;
- assess the quality of social studies education in local school districts; and
- assess children’s development as social studies learners.

The civic mission of social studies requires taking into account the content taught and more. Since social studies has as its primary goal the development of a democratic citizenry, the experiences students have in their social studies classrooms should enable learners to engage in civic discourse and problem-solving, and to take informed civic action. To inform positive civic thought and action these standards present purposes worth caring about, processes worth engaging in and knowledge worth learning.
THEMES

I. Culture

*Social studies curriculum should include experiences that provide for the study of culture and cultural diversity.*

Human beings create, learn, and adapt to culture. Culture helps people to understand themselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. All, for example, have systems of belief, knowledge, values, and traditions. Each is also unique. In a multicultural democratic society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding allows them to relate to people in this and other nations.

Cultures are dynamic and change over time. The study of culture prepares students to ask and answer questions such as: What is culture and what roles does it play in human and societal development? What are the common characteristics of different cultures? How is unity developed within and among cultures? What is the role of diversity within society? How is diversity maintained within a culture? How do belief systems, such as religion or political ideals, influence other parts of a culture? How does culture change to accommodate different ideas and beliefs?

Through experience and observation, students will identify cultural similarities and differences. They will acquire background knowledge through multiple modes of research and recognize the complexity of cultural systems.

In schools, this theme typically appears in units and courses dealing with geography, history, and anthropology, as well as multicultural topics across the curriculum. Young learners explore concepts of likenesses and differences through school subjects such as language arts, mathematics, science, music, and art. Socially, they begin to interact with other students, some of whom are like the student and some are different. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.
II. Time, Continuity, & Change   edited 9/1

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

People need to understand their roots and to locate themselves in time and place. Histories and cultures integrate stories about peoples, nations, and events, to help identify roots that feature both continuity as well as change over time. Understanding the theme of Time, Continuity, and Change involves actively seeking knowledge of the past and learning the ways in which people, societies, nations, and cultures retain many traditions but also change, today more rapidly than ever.

Studying changes over time helps us to become grounded in knowledge about the past, enabling us to more fully understand the present, and make informed decisions about the future. The appreciation for historical perspectives leads us as responsible citizens to draw on what we know about the past in shaping the future.

Knowing how to read, reconstruct, and interpret the past allows us to develop a historical understanding and to answer questions such as: Why is the past important to us today? How has the world changed and how might it change in the future? How do we learn about the past? What is a reliable account of past eras and events? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do historical perspectives reflect varying points of view and inform contemporary ideas and actions?

Learners in early grades gain experience with sequencing to establish a sense of order and time. The use of stories helps children learn historical concepts rooted in ethical and moral traditions. In addition, children begin to recognize that individuals may hold different views about events in the past. They begin to offer explanations for why views differ, and to develop the ability to defend interpretations based on evidence from multiple sources. They begin to understand the linkages between human decisions and consequences. The foundation is laid for the further development of historical knowledge, skills, and values in the middle grades. Through a more formal study of history, students continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry. They develop a deeper understanding and appreciation for differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions. They are increasingly able to use multiple sources to build credible interpretations of past events and eras. High school students use historical methods of inquiry to engage in examining more sophisticated sources. They are able to locate and analyze multiple sources, build and defend interpretations to reconstruct the past and draw on their knowledge of history to make informed choices and decisions in the present. High school students are increasingly able to examine the relationship between the past and present in order to predict possible consequences of specific courses of action in the future.
III. People, Places, and Environments

Social studies curriculum should include experiences that provide for the study of people, places, and environments.

Technological advances connect students at all levels to the world beyond their personal locations. Geography helps students understand the world they live in and gives them insight into where things are located, why they are there, and why students should care. The study of people, places, and human-environment interactions assists learners as they develop their spatial views and geographic perspectives of the world. This area of study helps learners make informed and critical decisions about the relationships between human beings and their environment.

Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as: How do people interact with the environment and what are some consequences of those interactions? Why is location important? What physical and human characteristics lead to the creation of regions? Why do people move and decide to live where they do? What are the implications of natural and human interaction on the environment? How do maps, globes and other geographic tools contribute to understanding of people, places and environments?

Student experiences will encourage increasingly abstract thought as they use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse peoples and places, both historical and contemporary. The importance of core geographic concepts to public policy is recognized and should be explored as students address issues of domestic and international significance.

In schools, this theme typically appears in units and courses dealing with regional studies and geography. In the early grades, young learners draw upon immediate personal experiences in their neighborhoods, towns and cities, and states as well as peoples and places distant and unfamiliar to explore geographic concepts and skills. They also express interest in and have concern for the use and abuse of the physical environment. During the middle school years, students relate their personal and academic experiences to happenings in other environmental contexts as they explore peoples, places and environments in this country and in different regions of the world. Students in high school are able to apply understanding of geographic tools and systems across a broad range of themes and fields, including the fine arts, sciences, and humanities.
IV. Individual, Development, and Identity

*Social studies curriculum should include experiences that provide for the study of individual development and identity.*

Personal identity is shaped by one's culture, by groups, and by institutional influences. Given the nature of individual development in one’s own cultural context, students need to be aware of the processes of learning, growth and development at every level of their own school experiences. Examination of various forms of human behavior enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

Questions around identity and development are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally and intellectually? Why do individuals behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop over time?

Students will be able to describe factors important to the development of personal identity. Students will be able to explore the influence of peoples, places, and events on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals and tolerating other’s beliefs, feelings, and convictions.

In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals and groups relate to others. In the middle grades, issues of personal identity are refocused as the individual begins to explain self in relation to others, collaborate with peers and with others, and study society and different cultures. At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, social psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.
V. Individuals, Groups & Institutions

*Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.*

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. They also help mediate conflicts. Institutions such as schools, churches, families, government agencies, and the courts all play an integral role in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the core social values of those who comprise them.

It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

Students identify those institutions that they encounter. They will analyze how these institutions operate and find ways that will help them participate more effectively with these institutions. Finally students will examine the foundations of the institutions that they face, and determine how they can contribute to the shared goals and desires of society.

In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, when the school board prohibits candy machines in schools vs. a class project to install a candy machine to help raise money for the local hospital. They should also have opportunities to explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests.
VI. Power, Authority, & Governance

*Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.*

Understanding the foundations of political thought, the historical development of various structures of power, authority, and governance and their evolving functions in contemporary U.S. society, as well as in other parts of the world, is essential for developing civic competence.

By examining the purposes and characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security.

In exploring this theme, students confront questions such as: What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What is the proper scope and limits of authority? How are individual rights protected within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?

Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people in groups function for societal change, instead of personal gain.

In schools, this theme typically appears in units and courses dealing with government, politics, political science, civics, history, law, and other social sciences. Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. High school students develop their abilities in the use of abstract principles At every level, learners should have opportunities to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.
VII. Production, Distribution, & Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

People have wants that often exceed the limited resources available to them. Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed?

In exploring this theme, students confront such questions as: What factors influence decisionmaking around issues of the production, distribution and consumption of goods. What is the most effective allocation of the factors of production (land, labor, capital, and management)? What are the best ways to deal with market failures? How does interdependence brought on by globalization impact local social systems?

Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources. The economic way of thinking will also be an important tool for students as they analyze complex aspects of the economy.

In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics. Young learners begin by prioritizing their economic wants. They explore economic decision-making as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions. High school students develop economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, unemployment, and trade.
VIII. Science, Technology and Society

*Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.*

Science, and its application, technology, affect cultural change and people’s interaction with their world. Technological advances allow people around the world to be connected instantaneously beyond their immediate locations. Modern life as we know it would be impossible without technology and the science that supports it.

But both raise many questions about how we perceive our culture and the role science and technology play in our lives. Is new technology always better than that which it will replace? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control? How can we manage technology so that the greatest numbers of people benefit? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? How does science and technology affect our sense of self and morality? How are disparate cultures, geographically separated, impacted by events, e.g., the spread of AIDS?

This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues and the knowledge base for considering responses to the societal issues related to science and technology.

Young children can learn how technologies influence beliefs and how their daily lives are intertwined with a host of technologies. They can study how basic technologies such as ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams, and irrigation to modify our physical environment and contribute to changes in global health and economics. From history (their own and others'), they can construct examples of how technologies such as the wheel, the stirrup, and an understanding of DNA altered the course of history. By the middle grades, students can begin to explore the complex relationships among technology, human values, and behavior. They will find that science and technology bring changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to our universe, the genetic basis of life, atomic physics, and others. As they move from the middle grades to high school, students will need to think analytically about how we can manage technology so that we control it rather than the other way around. Students must confront such issues, the protection of privacy in the age of the Internet, electronic surveillance, and the opportunities and challenges of genetic engineering, test-tube life, and medical technology with all their implications for longevity and quality of life and religious implications.
IX. Global Connections

*Social studies curriculum should include experiences that provide for the study of global connections and interdependence.*

Globalization has intensified and accelerated the changes faced at the local, national and international level. The effects are evident in the rapidly changing social, economic, and political institutions and systems. Technology has removed or lowered many barriers bringing far-flung cultures together. The connections we have to the rest of the world provide opportunities for creativity and empowerment, yet they also create power vacuums that bring about uncertainty. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies.

In exploring this theme, students confront questions such as: What is “globalization” and what are its consequences? What are the benefits from and problems associated with global interdependence? How should people and societies balance global connectedness with the need for local roots? What is needed for life to thrive on an ever changing, shrinking planet?

Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues. Interpreting patterns and relationships within and among world cultures, helps learners examine policy alternatives that have both national and global implications.

This theme typically appears in units or courses dealing with geography, culture, and economics, but again can draw upon the natural and physical sciences and the humanities, including literature, the arts, and language. Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale. Within this context, students in early grades examine and explore global connections and basic issues and concerns, suggesting and initiating responsive action plans. In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.
X. Civic Ideals, and Practices

Social studies curriculum should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home, and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based.

Questions faced by students studying this might be: What is the balance between rights and responsibilities? What is civic participation? How do citizens become involved? What is the role of the citizen in the community and the nation, and as a member of the world community?

Students will explore how individuals and institutions interact. They will also recognize and respect different points of view. Students learn by experience how to participate in community service and political activities and how to use democratic process to influence public policy.

In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities. In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places through stories and drama. By the middle grades, students expand their ability to analyze and evaluate the relationships between ideals and practice. They are able to see themselves taking civic roles in their communities. High school students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good.

Re-write??

Social studies curriculum should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic. An understanding of civic ideals and practices of citizenship is critical to full participation in a democratic society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies, as well as one's own to determine how to close the gap between present practices and the ideals upon which our democratic republic is based.

Questions faced by students studying this theme include: What is citizenship? How does one become a citizen? What is the balance between rights and responsibilities of citizenship? What is civic participation? How do citizens become involved in the processes of democratic governance? What is the role of the citizen in the community and
the nation, and as a member of the world community? How can individual rights and minority rights be protected within the context of majority rule?

Students will explore how individuals and institutions interact. They will also seek to understand different points of view and weigh the evidence used to support various perspectives. Students learn through active learning experience how to participate in community service and political activities and how to use democratic processes to influence public policy.

In schools, this theme typically appears in units or courses dealing with civics and government, history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities. In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to democratic ideals, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places as well as the development of democratic ideals through narrative and drama. By the middle grades, students expand their ability to analyze and evaluate the relationships between ideals and practice. They are able to take civic roles in school communities and often in the community beyond the school. High school students increasingly recognize the rights, roles and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good.
LEARNING EXPECTATIONS

Theme I: Culture

Social studies program should include experiences that provide for the study of culture and cultural diversity.

Early Grades

Purposes:

The learner will understand how human beings create, learn, and adapt to culture. They will understand how multiple perspectives derive from different cultural vantage points in order to better relate to and interact with people in this and other nations. This information will help learners make informed decisions in an increasingly interconnected world.

Key Questions (exemplars) for Exploration:

What is culture?
How are groups of people alike and different?
How do the beliefs, values and behaviors of a group of people help the group meet its needs and solve problems?
How does culture unify a group of people?
What is cultural diversity and how does diversity develop both within and across cultures?

Knowledge – the learner will understand:

that “culture” refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;¹
concepts such as: similarities, differences, values, cohesion, and diversity;
how cultural beliefs and behaviors allow human groups to solve the problems of daily living and how these may change in response to changing needs and concerns;
how individuals learn the elements of their culture through interactions with other members of the culture group;
how people from different cultures develop different values and ways of interpreting experience;

Processes – the learner will be able to:

¹ the United Nations Educational, Scientific and Cultural Organization (Unesco) (2002) described culture as follows: "... culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs."
explore and describe similarities and differences in the ways different social
groups meet similar needs and concerns;
give examples of how information and experiences may be interpreted differently
by people from different cultural groups;
describe the value of cultural unity, as well as diversity, within and across groups;
demonstrate how holding different values and beliefs can contribute or pose
obstacles to understanding between people and groups

Possible student products – learners might demonstrate their knowledge, skill and
dispositions:
through interviews and observations, developing a description of a sub-culture to
which they belong or have access (e.g. friends, school, and neighborhood);
selecting a social group and investigating the commonly held beliefs, values,
behaviors and traditions which characterize the culture of that group;
presenting a comparison and contrast chart demonstrating the similarities and
differences between two or more social groups in given cultural categories (such as
food, shelter, language, religion, arts, beliefs);
presenting ways in which cultural differences between two or more groups can
cause conflict and can contribute to solving problems.

Snapshots into Practice

Example #1

The staff of Broadwater Elementary School, a kindergarten through sixth grade
building, decides to focus on world cultures as a theme for the coming spring. In part, this
reflects the mixture of students that have moved into the environs of this neighborhood
school. The teachers, supported by their principal, plan a school wide exploration of
various nations and their cultures.

Teachers working in close harmony with the PTA decide to turn the entire school
into a mini-world with the individual classrooms each representing a different nation.
Students and staff in each room create the environs of another nation. Teachers decide to
focus on music, food, religion, and others factors that help foster a cultural identity. At
the planning meeting, teachers chose countries that represented Asia, Africa, Europe, and
South America and with the music and art teachers, media specialists and PTA
representatives devise the research plan for the students. Community members who had
emigrated from other countries and others who had lived or worked extensively overseas
are consulted on cultural nuances.

Students work for several weeks, both researching online and visiting local cultural
centers for realistic portrayals of art, clothing, food, music, and religion. Each classroom
creates a presentation that introduces their audience to the various components of their
chosen people. Some students learn appropriate music and dances, while others serve
snacks that reflect common foods. Teachers agree to assess the students with a rubric
that include their participation, research skills, and their interpretation of their information.

Example #2

Mrs. Karen Cox is going to introduce her fourth graders to the culture of American Indians by celebrating American Indian Heritage Day. She uses websites, books, and articles to research many different games that Native Americans played. In addition, Mrs. Cox invites members of the International Traditional Native Games Society to visit her classroom. Two men and one woman come on the appointed day to demonstrate and teach the students games of skill and of chance. Students learn from their instructors about the importance of participating and what the different games meant to their creators.

Students then are responsible for demonstrating and teaching the skills to their first grade buddies. Mrs. Cox observes her students in their relationship to their younger partners and how they translate their own learning. Mrs. Cox understands that teaching others forces one to learn. She asks her students to write a short reflection piece that asks them to describe their experience.
Culture

Middle Grades

Purposes:

The learner will understand how human beings create, learn, and adapt to culture. They will understand how multiple perspectives derive from different cultural vantage points in order to better relate to and interact with people in this and other nations. This information will help learners make informed decisions in an increasingly interconnected world.

Key Questions (exemplars) for Exploration:

What is culture and what roles does it play in personal and group behavior?  
What are different ways in which various cultures solve common problems such as food, shelter and social interaction?  
How does culture unify a group of people?  
What is cultural diversity and how does diversity develop both within and across cultures?  
How do people’s cultural beliefs, such as religion or political ideals, influence other parts of a culture?  
How does culture change to accommodate different ideas and beliefs?

Knowledge – the learner will understand:

that “culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;
that the beliefs and behaviors of a culture form an integrated system that helps shape the activities and values of that culture;
concepts such as: values, institutions, cohesion, diversity, accommodation, adaptation, assimilation and dissonance.
how cultural traits allow human groups to solve the problems of daily living and may change in response to changing needs and concerns;
how individuals learn the elements of their culture through interactions with others;
how people from different cultures develop different values and ways of interpreting experience;
that behaviors and beliefs of different cultures can pose barriers to cross-cultural understanding.

\(^2\) the United Nations Educational, Scientific and Cultural Organization (Unesco) (2002) described culture as follows: "... culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.\(^6\)"
Processes – the learner will be able to:

- predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- describe the value of cultural diversity, as well as cohesion, within and across groups;
- explain how patterns of behavior reflect cultural values and beliefs;
- demonstrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding;
- Draw inferences about the ways in which given cultures respond to persistent human issues.

Possible student products – learners might demonstrate their knowledge, skill and dispositions:

- through interviews and observations, develop a description of a sub-culture to which they have belonged or have access to (e.g. adolescents, jocks or other student sub-groups).
- select a social group and investigate the commonly held beliefs, values, behaviors and traditions which characterize the culture of that group, hypothesizing about how those elements of culture contribute or fail to contribute to meeting the needs of the members of that group;
- analyze a current or past conflict between two or more groups of people by identifying the relevant cultural beliefs and behaviors of the groups involved, the differences and similarities of those beliefs and behaviors, and the ways in which these contribute to or present obstacles to resolving conflict.

Snap Shots into Practice

Example #1

Mr. Jarvis wants his seventh graders to understand the role culture plays in their town which is planning a celebration of its founding. In a brainstorming session, the students decide what aspects of culture (religion, music, art, language and others) that they need to investigate. Next, the students determine that resources include the local history museum with its rich collection of photographs, the local library maintains a rare books/manuscripts room with several diaries, the local retirement home, and local societies dedicated to preserving their ethnic identities.

Working in small groups, the students begin researching photographs to learn about dress; they find old recordings that give them a glimpse of music; and, the residents of the retirement home volunteer to come work with the children and tell them stories passed down from their own families. Buoyed by a visit from a local oral history expert who gave them advice on researching techniques, Jarvis and the students plan an exhibit in the school auditorium that combines their learning.
They discover that local farmers first invited the Latino population early in the 20th century to come work on farms. The original farm population came from Northern Europe because of the inducements by government programs and the blandishments of the railroads. The original inhabitants, the Native Americans of the region, while forced to the reservation in the late nineteenth century, they had preserved a vibrant cultural tradition. The Jewish community had built a small house of worship, as had a group of Muslims. Religious leaders from both visit with the class to discuss the basic tenets of their religions. Students are surprised to learn that members of both religions had been present in their community for many years. The newest migrants to their town have come from Eastern Europe and Asia; many had relocated following wars and famines in their home countries.

Excited students weave together presentations that reflect what they learned from older residents, religious leaders, and their research in the museum and library. They invite their parents and the others involved in the project to an evening celebration that merges video presentations, students talking, and static displays. The students are assessed on the depth of their research, how well their presentations show an accurate understanding of the cultural elements they investigated, and the organization and creativity of their presentations.

Example #2

Ms. Lind loves music, especially jazz and bluegrass. Greeting her eighth graders the morning after she had enjoyed a particularly good concert, she realizes that students’ thoughts often center more on their playlist than on their social studies. Ms. Lind decides to challenge her students to seek the cultural background for the music they enjoy.

The next day Ms. Lind brings to class several songs that she enjoys and plays them for the class. Amused at what they see as "old" music, the students are able to recognize several instruments and ask to hear more. Ms. Lind divides the class into multiple groups after a discussion of how music influences culture. She writes a summary of the different ideas on the board as a prompt for each group to use. Students have access to the school’s mobile computer lab and access to websites that offer music from around the world.

After several days of research both in class and at home, groups have discovered rich resources, including interviews with modern musicians crediting earlier songs for their inspiration. They have also found how instruments such as drums that played key roles in communication in Africa before coming to the Americas; other students found that folk songs from England were still played in the Appalachian Mountains. The rich mixture of music helped create the jazz sound of the 1920s.

Lind, after observing each group’s work, devised a presentation order that reflected a logical approach to showing the influence of music. She had also developed a rubric that scored the students on their presentation and reflected their research skills, use of visuals, and other skills.
Culture

High School

Purposes:

The learner will understand how human beings create, learn, and adapt to culture. They will understand how multiple perspectives derive from different cultural vantage points in order to better relate to and interact with people in this and other nations. This information will help learners make informed decisions in an increasingly interconnected world.

Key Questions (exemplars) for Exploration:

What is culture and what roles does it play in human and societal development?
What are common characteristics of different cultures?
How is unity developed within and among cultures?
What is the role of diversity within a culture?
How is diversity maintained within a culture?
How do belief systems, such as religion or political ideals, influence other parts of a culture?
How does culture change to accommodate different ideas and beliefs?

Knowledge – the learner will understand:

that “culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; ³
that culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns; concepts such as: norms, mores, values, institutions, cohesion, accommodation, adaptation, acculturation, assimilation and dissonance.
how cultural traits develop and change in ways that allow human societies to address their needs and concerns;
that individuals learn the elements of their culture through collective experience;
that people from different cultures develop diverse cultural perspectives and frames of reference; and
that behaviors and beliefs of different cultures can pose barriers to cross-cultural understanding.

Processes – the learner will be able to:

³ the United Nations Educational, Scientific and Cultural Organization (Unesco) (2002) described culture as follows: "... culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs." [6]
predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference; compare and analyze societal behaviors for preserving and transmitting culture while adapting to environmental or social change; demonstrate the value of cultural diversity, as well as cohesion, within and across groups; interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding; construct reasoned judgments about specific cultural responses to persistent human issues; and explain and apply ideas, theories and modes of inquiry from anthropology and sociology in the examination of persistent issues and social problems.

Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

- analyzing a current or past problem or issue through an analysis of the cultural patterns of the groups involved and the ways in which these contribute or present obstacles to finding solutions; and
- using interview and observation, develop a description of a sub-culture to which they have access (e.g. adolescents, jocks or other student sub-groups, workplace groups).

**Snapshots into Practice**

*Example #1*

After reviewing basic patterns of economic activity and daily life in Mediterranean Europe at the time of Marco Polo, students in June Smith’s high school world history class prepare a general summary of the “world view” of that place and time. Smith then gives them an edited version of Marco Polo’s account of his travels, with the assignment that they identify: 1) ways in which this account reflects the worldview of Polo’s time and 2) information in the account that might challenge that worldview. Students are then asked to predict the impact of Marco Polo’s story on the culture of Mediterranean Europe of his time.

Next, Smith asks students to read a section in their textbook to test their predictions. Following a class discussion of this reading, each student writes a summary paragraph of the impact of Marco Polo’s story on the culture of his time and society. They are then asked to write a second paragraph as it would have been written by a person living in Mediterranean Europe from the perspective of that time and place. The students are assessed on the accuracy of the portrayal of the culture of the time.

*Example #2*
Bill Tate’s United States Government class has been looking at controversial court cases. Class ended yesterday with a discussion about prayer in schools. As the bell rings for today’s class, students begin talking right away.

“I don’t see why we can’t have prayer in school,” says 17-year-old Marcus to his teacher, Bill Tate, and the rest of his U. S. Government class. “After all,” continues Marcus, “every important document of this country makes reference to God. When a president or a judge is sworn in, they place their hands on the Bible. You place your hand on the Bible before you testify in court. What’s the big deal?”

“Marcus makes an interesting point,” says Mr. Tate, and asks the class, “What is the big deal?”

“Well for me, the big deal is that I’m Buddhist,” says Amy Wantanabe. “My concept of God and religion is probably different from what Marcus is talking about.”

“Mine, too,” says Saleem Hassan, “and Islam is the fastest growing religion in the world. What if Muslims become a religious majority in the United States? Which American principle would prevail, majority rule or freedom of religion?”

“I think ‘freedom of religion’ really means freedom from a state-imposed religion,” said Marcia. “The big deal is that we live in a democracy not a theocracy, and even though God is mentioned in our documents and certain ceremonies, the public school shouldn’t sanction any one form of religion.”

Tate records the students’ comments on the smart board in columns that represent positions that are either for or against religion in the schools. As he writes, more students chime in with their views. Tate’s primary role is to facilitate the discussion so that everyone is heard and no one’s ideas are subjected to ridicule by other students. As the period draws to an end, Tate presents the students with a case study about a city’s decision which was contested in court, to place a nativity scene on public property. For homework, the students are to state whether or not they would support the city’s actions in the court case, and explain their reasoning. In addition, they are to research analogous historical or contemporary situations.

In the next class session, students present their homework in small groups. Each group is given a recording sheet to list the points students make to support their views. The results are presented to the class and compared. Tate evaluates the individual assignments and group charts on demonstrated understanding of the issues and historical or contemporary comparisons used to support the argument as well as on the basis of the clarity of presentation and reasoning and the argument.
Theme II: Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Early Grades

Purposes:

Knowledge of history enables students to see their lives as part of the larger story of humankind over time and to better understand their roles as contributing citizens of the community and nation, and members of an increasingly interdependent world.

Key questions (exemplars) for Exploration:

What happened in the past?
How do we learn about the past?
How was life in the past different from life today?
What caused certain events?
What are the consequences of past events for the present and future?

Knowledge – the learner will understand:

that we can learn our personal past and the past of our community, nation, and world by means of stories, biographies, interviews, and sources such as documents, letters, photographs, artifacts, etc.
key concepts such as past, present, future, similarity, difference, and change
key people, events, and places associated with the history of the community, nation, and world.
key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world
that people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.
that historical events occur in times that differed from our own, but often have lasting consequence into the future.

Processes—The learner will be able to

identify and use a variety of primary and secondary sources for reconstructing the past such as documents, letters, diaries, maps, textbooks, photos, and others.
identify examples of both continuity and change as described in stories, photographs, documents…and to describe examples of cause-effect relationships.
compare and contrast differing stories or accounts about past event, people, places, or situations, and offer possible reasons for the differences.

use sources such as artifacts, documents, stories… to develop an understanding of the past and begin to see how knowledge of the past can inform decisions about actions on issues of importance today.

use methods of inquiry of history and literacy skills to research and present findings.

Possible Student Products—Learners might demonstrate their knowledge of Time, Continuity, and Change by:

drawing illustrations to show their interpretation of multiple accounts of the same event and offering ideas about why the accounts differ
using artifacts to offer guesses to reconstruct events and life of the past
participating in role-playing and reconstructing events
constructing timelines that indicate an understanding of a sequence of events

Snapshots Into Practice

Example # 1

For the past three months, Leah Moulton’s class of first, second, and third grade students has been studying their community and its history. Moulton organizes the class into groups of four students and gives each group a copy of an historical photograph of their community. The teacher says: “We have read and talked a lot about our community. Photographs can help us learn much about its history. Study and discuss the photo I gave to your group. Appoint a recorder, and have the recorder write answers to these questions about the photos on your worksheets:”

1. What is the photo showing?
2. What are two important things you noticed?
3. What are two things in the photo that you might not see if the photo were taken today in our community?
4. What is an example of something that would be the same?
5. Think of a title for the photo.

Moulton then has the groups exchange photographs so that each photo is examined by a second group. That group completes the same worksheet questions. Next, she has the two groups work together to discuss their responses and, using their responses to the questions, prepare to tell the class about the photo.

After each group reports on their photo, she asks the class to determine which photo is the oldest and asks students to give reasons for their choice. The class also discusses what all of the photos together can teach them about the history of their community—especially which changes have occurred and which things have remained the same.
As an assessment activity, Moulton organizes the class into pairs and asks them to choose one of the following topics: transportation, land use, schools, people, businesses, or residences. The pair are to create two pictures about their chosen topic—one, that shows something about the topic as it appears in the community today and the other as it appeared long ago in our community’s past. The children write or dictate a statement describing what each picture shows and its time period. Moulton is looking to see if the drawing and statements show that the children have an accurate concept of the past, present, continuity, and change.

Example #2

Ms. McAllister’s fourth grade class anxiously awaits their upcoming unit on their state history for they know that they will explore the beginnings of their community founded by the Northern Pacific railroad. A traveling trunk of artifacts from the local historical society that McAllister requested has just arrived. It contains objects of the original inhabitants, the Crow, and also goods that came with the westward migration of Europeans and Chinese coming across the Pacific. The region has seen a rich mixing of cultures from the beginning: the Crow and other native people, French Canadian trappers, American explorers, and with the arrival of the railroad, an influx of homesteaders from across Europe. One corner of the trunk contains remnants of the Chinese settlers who came in the late 1800s and became an integral part of the community before disappearing during WW I.

Using the artifacts which include clothes, tools, toys, and other common day objects of the cultures, Ms. McAllister instructs the students to construct “a day in the life …” of exhibit of one of the cultures whose artifacts are included in the trunk. Students help to construct a rubric to use in developing their exhibits (e.g., accurate information about the culture, link between the artifact selected and the exhibit, evidence of using sources to research, clarity of the exhibit in representing the culture etc.). The same rubric will be used to evaluate the exhibits for both self-evaluation by members of the group and for teacher evaluation. Using resources found with the media specialist’s assistance, the students decide to host a day that celebrates the peoples who have lived and some of whose descendants still live in their area. The students build exhibits for each culture and show how each group illustrates the ideas of continuity or change or both over time. Ms. McAllister also invites parents and other community members interested in their own cultural heritage to attend the celebration and contribute to the exhibition by sharing their own family history and culture.

Example #3

All fifth graders in the school district studied the American Civil War for several weeks in late spring. The focus this year centered on changes at home. Miss Schillinger decided to use the University of Virginia’s website, The Valley of the Shadows, as major supplement to the school textbook. She knew that her students could access visual materials in addition to diaries and letters. Moreover, the site offered bountiful materials from both the North and the South.
Schillinger knows the focus of her lesson will be on women’s lives in a Pennsylvania county and a Virginia county. Descriptions from the diaries show the stress of the war, the toils of women left to manage farms, and the unrelenting impact of the weather. Lighter notes describe the play of children and the joys of family and friends. Miss Schillinger decides to have the students work in small groups and gives each group a series of letters and diary snippets and photographs. Their task is to write a letter that illustrates the concerns of a typical woman from the Civil War era. The letters are assessed for accuracy of the content, relevance of information to the topic, clarity, and correctness of a letter format.
Time, Continuity, and Change
MIDDLE SCHOOL

Purposes:

Knowledge of history enables students to see their lives as part of the larger story of humankind over time and to better understand their roles as contributing citizens of the community and nation, and members of an increasingly interdependent world.

Key questions (exemplars) for Exploration:

What happened in the past and how do we know?
Why is the past important to us today?
How do we distinguish the important from the unimportant?
What sequences of events are important in history and why?
What connections are there between the past, present, and future?

Learning Expectations:

Knowledge—The learner will understand:

- key historical periods and patterns of change within and across cultures (e.g., the rise of civilizations, the development of technology, the breakdown of colonial systems, etc.);
- key concepts such as chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, cause/effect, etc.:
- the contributions of key persons, groups, and events from the past and their influence on the present and future:
- sequences of events and how events influence both continuity and change:
- that historical interpretations of the same event may differ based on such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher:
- the history of democratic ideals and principles and how they are represented in documents, artifacts, symbols, etc.; and
- the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.

Processes—The learner will be able to:
formulate questions about topics in history, predict possible answers, and use the historical method of inquiry and literacy skills to research and present findings;

research and analyze past periods, events, and issues, using a variety of sources (e.g., documents, letters, artifacts, testimony, etc)—validating, and weighing evidence for claims, and checking the credibility of sources to develop a supportable interpretation;

exercise critical sensitivities such as empathy and skepticism regarding descriptions of the past; and

use historical facts, concepts, and processes to make informed decisions as responsible citizens to plan and take action on an issue of importance today.

Possible Student Products—Learners might demonstrate their knowledge of Time, Continuity, and Change by:

discussing historical issues
presenting findings in oral, written, visual, or electronic formats
role-playing in the reconstruction of an historic event
developing a project or exhibit representing an historic era or event
writing an editorial offering historical evidence to support the position
interviewing persons who have participated in a recent historical event and developing an exhibition based on these oral histories.

developing an illustrated timeline of a sequence of events representing an important historic era.

Snapshots Into Practice

Example #1

Mr. Nordstorm’s eighth grade class at Lewis and Clark Middle School were surprised to learn that many cultures had followed the great waterways of the North American interior. Indian people, French, Spanish, Scottish, and English had preceded the Americans into the vast prairies. Nordstorm decided his students should reconstruct the history of the waves of people moving to their community over time. Using the state historical society’s website, students found dozens of oral histories available. For the local Indian nation, they used the tribal college’s website to access information. They also decided to invite a tribal elder to class to answer questions and provide additional background. Teaming with the technology instructor, the students filmed the river and the countryside around their community. Using photographs found on a state museum website, students built props for scenes to represent the history of various groups. The local historical society also provided the opportunity for research of artifacts as the community historian allowed students access to the storage facility. A local historian also served as a resource for students. Using findings from this research and available
technology the students plan to construct an interactive website that allows guests from around the world to follow the travails and experiences of the emigrants to the community. The students help to create a rubric to guide the development of an interactive website (e.g., accurate information, clear and accurate portrayal of the histories of various groups, ease of use of the site, etc.). The students and teacher assessed the website using the rubric before it went live and plan to assess its success by means of the number of “hits” the site gets and any questions or responses the students receive from site visitors to the site.

Example #2

Mrs. Olson’s class was studying the American Civil War as the concluding unit of their year. She had to construct a lesson on the Emancipation Proclamation as an example of how events, such as the Battle of Antietam, made it possible for dramatic shifts to take place in ideas and events that followed. The conclusion of the battle, which halted a Confederate advance into Maryland, gave President Lincoln the confidence to carry out a plan he had been considering and issue the Emancipation Proclamation freeing the slaves in the South, behind Confederate military lines. Even though Lincoln did not have the power to enforce the proclamation, its symbolism and impact were highly significant.

Students, as part of the introduction to the topic, had watched a portion of Ken Burn’s Civil War series, read the Emancipation Proclamation, primary sources related to responses to the proclamation, and pages from their textbook. Mrs. Olson wants students to understand how the Proclamation received varied reactions from different segments of American society.

The class was divided into groups: each group is asked to research the perspective of one of the following: Lincoln, a Radical Republican, a white Southerner, and a slave. Each group conducted research using a variety of additional sources to answer the following questions: How does the person or group react to the news? How does their reaction reflect their beliefs? How does the Proclamation change their life? How does it set the stage for the rest of the war? The groups were asked to prepare a visual to show the perspective of the person or group they have researched—including references to sources they have used to support their responses to the research questions. The class discussion, based on the visuals created to share each group’s research, leads to an understanding of how Americans can view the same event much differently—both the people involved and historians who interpret history. The students and teachers assess understanding by looking for a clearly stated response in the visual to the research questions, support for the response, a reasonable interpretation of the person or groups point of view based on evidence, etc.
Time, Continuity, and Change

High School

Purposes:

Knowledge of history enables students to see their lives as part of the larger story of humankind over time and to better understand their roles as contributing citizens of the community and nation, and members of an increasingly interdependent world.

Key questions (exemplars) for Exploration:

- What are various interpretations of what happened in the past and how are they supported?
- How do historians use sources and methods to support reliable reconstruction and interpretations of past events?
- What sequences of events and turning points are important in history and why?
- How do historical perspectives reflect varying points of view and inform contemporary ideas and actions?
- Why is the past important to us today?

Learning Expectations:

Knowledge—The learner will understand:

- key historical periods and patterns of change within and across nations, cultures, and time periods (e.g., history of democratic principles and institutions, development of political and economic philosophies, developments of civilizations, etc.)
- key concepts such as era, chronology, change, continuity, historiography, historical method, primary and secondary sources, perspective, etc.
- key themes such as nationalism, globalization, power, leadership, revolution, war, rights and responsibilities, politics, religion, etc.
- that knowledge of the past is influenced by the questions investigated, the sources used, and the perspective of the historian
- the contributions of philosophies, ideologies, individuals, institutions and sequences of events in shaping history
- the importance of history as a guide to the present and future

Processes—The learner will be able to:

- formulate research questions to investigate topics in history, predict possible answers, and use the historical method of inquiry to research and literacy skills to present findings;
research and analyze past periods, events, and recurring issues, using a variety of sources (e.g., documents, letters, artifacts, testimony, etc)--validating, and weighing evidence for claims, and checking the credibility of sources to develop an interpretation supported with evidence;

exercise critical sensitivities such as empathy and skepticism in analyzing and interpreting descriptions of the past; and

use historical facts, concepts, and methods to make informed decisions as responsible citizens to plan and take action on an issue of importance today.

Possible Student Products—Learners might demonstrate their knowledge of Time, Continuity, and Change by:

- discussing historical issues;
- presenting findings in oral, written, visual, or electronic formats;
- reenacting an historic event;
- developing a project or exhibit representing an historic era or event;
- writing a position paper exploring multiple perspectives and offering historical evidence to support the position;
- interviewing persons who have participated in a recent historical event and developing an exhibition based on these oral histories to contribute to a history museum; and
- developing an illustrated timeline highlighting important historic events, or themes.

Example #1

Mrs. Sanchez’s state history class embarked on a study of their community (located on the edge of the Great Plains) and its place in the Cultural mix that had characterized the region in the late 19th century. She had been inspired after reading *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado*, Elliot West’s study of how of the collision of ethnic groups at the edge of the Rocky Mountains. The area had been home for generations to Crow and Northern Cheyenne, while Chinese had mixed with Northern Europeans and Mexicans to create a polyglot community.

Her students read a short article published in the state historical journal that chronicled the founding of their community, but wanted to know more about the changes in their area during the late 19th century. Mrs. Sanchez, whose own grandparents had emigrated from Mexico decades earlier as invited workers for the local sugar beet factory, knew that the dynamics of the city were more complex than simply the arrival of Europeans. Having worked with the community historian at the local museum, Sanchez had access to a wealth of primary resources, including the local Polk Directories that have listed businesses in the community for each year back to its founding. In addition, the local library had a room devoted to sources on local history. The state historical society also
has pertinent diaries, newspapers, oral histories, and railroad materials available online and through requests. State librarians are available as resources for many requests and often send copies of primary documents for a small fee.

Sanchez divided the class of 30 into seven groups of 4 or 5 students. Each group chose a time period germane to the community to investigate. They knew that at the end of the three weeks each group would produce a record in the form of a section of a mural to represent their time period. They also selected accompanying artifacts that they labeled and wrote paragraph of information to explain the relationship of the artifact to the period of history represented in their section of the mural. The sections of the mural taken together would provide an interpretation of the forces that built their town. The mural would become part of the community gallery of the local history museum. The community historian worked closely with Sanchez’s students to help them investigate photographs, archival records, and oral histories. Ultimately, students chose the artifacts they thought most closely illustrated their particular subjects. Before the historian agreed, the students wrote proposals justifying their choices. They also knew they would write the labels and paragraphs of information that would accompany the artifacts in the exhibits. Mrs. Sanchez and the students developed criteria each group would use in creating their part of the mural and artifact. The rubric would be used as a guide by students as they developed the work and for assessment. It focused on such things as clear and accurate representation of the time period selected by each group, correct labeling and information showing the relationship of the artifact to the time period, etc.

After the weeks of research, writing, and editing, the mural exhibit was finalized and displayed; the public was invited for an evening open house. Local townspeople crowded the galleries to enjoy this visual representation, to learn new knowledge of their community, and to congratulate young people who created this learning opportunity.

*Example #2*

Students in Mr. Visser’s junior American History were ready to begin their study of the American Civil War and most of them were complaining that they had already done that in middle school. Visser, however, had a challenge for the students: to think like historians. He reminded the class that the original colonies had fought a revolution against England; now, the students were to think of the Civil War as the second American Revolution. Students quickly realized Visser interpreted the definition of “revolution” differently than they had in their earlier history classes. Many historians,Visser said, contended that the Civil War both revived and restructured core beliefs of the United States.

Visser assigned the students key documents from both periods (e.g., the Declaration of Independence, the Preamble to the United States Constitution, President Lincoln’s inaugural addresses, Gettysburg speech, and Emancipation Proclamation, etc.). The teacher divided the students into groups to study documents from the Revolutionary period and from the Civic War period, looking for the continuity and change in American ideals in these two periods. Students were also asked to look for significant shifts (e.g.,
in the role of the federal government, the place of African Americans in the new nation, the concept of liberty. etc.).

Each group was asked to produce a visual comparing ideals from each period with examples from history to illustrate their comparisons. The teacher looked for evidence that the visuals portray elements of both continuity and change, were clear and accurate, and that examples from history were true to the period and compared in a defensible manner. Each student was asked to write an essay drawing on what he/she had learned and addressing the question: What does it mean to be an American? The teacher looks for ideals and principles from the documents from each period (the American Revolution and the American Civil War), examples that demonstrate that the student understands the concepts of continuity and change, that comparisons made between the two periods are defended with evidence from the study, etc.).
Theme III: People, Places and Environments

Social studies curricula should include experiences that provide for the study of people, places and environments.

Early Grades

Purposes:

The study of people, places, and human-environment interactions assists learners as they develop their spatial views and perspectives of the world. This theme helps learners understand the world they live in and gives them insight into where things are located, why they are there, and why anyone should care. This area of study helps learners make informed and critical decisions about the relationships between human beings and their environment.

Key questions (exemplars) for Exploration:

- How do people interact with their home, school, community and regional environments?
- What is location?
- How do humans forge relationships with places in their community, state and region?
- How are school, community, state and region defined by physical and human characteristics?
- How do simple geographic skills and tools help humans understand spatial relationships?
- How do changes in the meaning, use and distribution of resources in school, community state and region affect peoples’ lives?
- Why do people move?

Learning expectations:

The learner will:

- evaluate effects of spatial relationships on learner’s own lives and the lives of others in school, community, state and region;
- explore relationships among physical and human systems in school, community, state and other regions;
- consider how people change environments in the community, state and region to reflect culture and human needs;
- analyze human migration and settlement in the community, state and region; and
- apply geographic knowledge and processes in learning about school, community, state and region
Knowledge - the learner will understand:

- core concepts such as: location, physical and human characteristics of school, community, state and region and the interactions of people in these places with the environment;
- relationships among various community, state and regional patterns of geographic phenomena such as availability of land and water or and places people live;
- physical changes in community, state and region, such as seasons, climate and weather, plants and animals;
- cultural patterns and their interactions in community, state and region such as migration and settlement, changes in customs or traditions ideas, and ways people make a living;
- benefits and problems resulting from the discovery and use of resources in community, state and region; and
- factors that contribute to similarities and differences among peoples of school, community, state and region including ethnicity, language, and religious beliefs.

Processes - the learner will be able to:

- ask and find answers to geographic questions related to school, community, state and region;
- research, analyze, and evaluate information from atlases, data bases, charts, graphs, and maps to interpret relationships among geographic factors and historic events in school, community, state and region; acquire, organize and analyze geographic information from data sources and geographic tools to draw conclusions about community, state and region;
- interpret information from various representations of earth, such as maps, globes and satellite images to inform study of community, state and region; and
- use map elements to inform study of people, places and environments in community, state and region, both past and present.

Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

- asking and answering geographic question related to the school, community, state or region, e.g. What people first lived in this community (or state, or region)? What other peoples settled in this community? Why did they move here? What are the benefits and problems that resulted from their migration?
- constructing a map depicting the school, community, state or region that demonstrates understanding of relative location, direction, boundaries, and significant physical features;
- developing a table to compare population data for the school, community, state or region in different decades or centuries;
applying knowledge of physical and human systems by investigating the impact of communication or transportation on the land and peoples living in the school, community, state or region; and examine how land in different parts of the community, state or region is used (farming, industry, homes, stores, etc.).

Snapshots Into Practice

Example 1

As they come into class, the young learners are very excited to find a large strip of paper going down the middle of the classroom floor. Their teacher, Jacob Becker, asks them to sit beside the paper strip. He tells them that the strip is the main street connecting one end of town to the other.

Becker takes a toy car and starts driving it along the street. He tells the learners that it takes time to get from one part of town to the other. He asks, “What might happen as someone drives along and stops several times along the way?” After much discussion, the children mention stopping for gas, being hungry, getting tired. He then asks, “What services might be necessary for people as they drive from through the town?” The children respond with ideas such as gas stations, restaurants, and stores.

“Since you suggested it, Letoya, would you like to own the gas station?” She happily agrees, and Becker says, “This gas station will be Letoya’s Gas Station.” He continues like this, using small milk cartons for the various buildings.

Now, several decisions must be made by the children. Becker asks, “Where will you put your gas station?” Letoya decides the gas station should be located where a side street crosses the main street so that the station can be seen by drivers and they can get to it easily. Letoya wants her station to be Letoya’s Conoco Station. Becker writes the name on the station.

The next question is where Letoya will live. Becker asks, “Do you want to live close to your business? Do you want to live near the main street or on one of the side streets? Do you want to be on the same side of the street?” Letoya puts her house next to the gas station on a side street.

The learners now know about the idea for building the town, and many stores and houses start developing. Miguel wants to open a restaurant and must decide whether it is to be a fast-food place or an expensive restaurant. Shoji wants to open a hotel; Sarah, a grocery store. The young learners continue to think about the needs of the people living in the town. Becker observes that individual children are able to cite specific needs. As they contribute ideas about adding stores, schools, churches, banks, parks, and a power company, the town grows.

Becker leads activities in which the town is named, decisions about streets and parks and open space are made, and problems with changing the land are discussed. In small
groups, they draw maps of their town on large sheets of paper. As the students work at making decisions, Becker encourages them to think about the ways in which human made features change the physical environment. He uses Google Earth to show the students a “real world” view of their town, and reads “Me on the Map” to students. They discuss why some people may want to move to the town while others may want to move away. He is able to observe the accuracy with which the young learners illustrate the relative locations, directions, and sizes of buildings on their maps. Over the course of several months, the children develop greater accuracy in map-making and greater sophistication in the inferences they draw.

Example #2

The young learners in Pat Robeson's multi-age primary classroom are gathered around pictures recently hung on the wall. The pictures are those gathered by Mrs. Robeson to help the learners acquire and process knowledge of physical and human characteristics of places. She chooses three pictures— a snow storm, a bear and her cub, and an empty beach with an expansive ocean view. As students discuss what they see in the picture, she introduces, in turn, the physical characteristics of weather and climate, animal life and physical features— characteristics of the natural environment of a place. She asks for other examples of each, from the community in which they live, places they have visited or books they have read, and lists them by category on the SMART Board.

Mrs. Robeson selects three additional pictures--a modern bridge, a sign in a foreign language, a store clerk working with a customer. As students discuss what they see in the pictures, she introduces, in turn, the human characteristics of human made features-- what people build on the land--then language and economic activities, or how people make a living. She asks for other examples of each of these as well, from the community in which they live, places they have visited or books they have read, and lists them by category on the SMART Board.

The other pictures on the wall are distributed to some of the learners. Each is asked to work with 2 other students. In triads, they decide if the picture represents a physical or human characteristic, and then determine the category to which it belongs. The pictures are redistributed to different triads and the directions repeated. Finally, students return to their desks and are directed to a specific text or other resource to find an example of one physical and one human characteristic that has not already been shown. They can draw or write a description on one side of an index card and identify the type of feature on the other. These are later shared with other students as concepts are reviewed.

As the year progresses, Mrs. Robeson often returns to these concepts, and, as learners read stories set in places around the world, they identify physical and human characteristics. The learners also acquire knowledge of additional physical characteristics, including soil, vegetation and minerals. Other human characteristics they learn about include government, religion and population distribution.
Example #3

The learners in Lori Jansen’s fifth grade class are studying the migration of peoples from Europe to the east coast of North America during the period of colonization. They begin by discussing their own families, and focusing on those who moved to this community from some other place, where they moved from, and reasons for moving. These reasons are listed on the Smart Board. Ms Jansen explains the concept push/pull factors then has decide if the reasons listed might be considered a push or pull factor, or both, i.e. jobs, climate.

Learners are divided into teams of four, with each assigned to one group of people who migrated. Each is provided with a chart with the names of those who migrated heading the columns: French, Spanish, English, and African. The rows provide questions for student investigation: Why did these people leave their homes? Where, on the East Coast, did they settle? What hardships did they face in their new homes? How did they make their living in the colonies? Each learner gathers information on a different group of colonists then meets with other learners who gathered information on that group, to compare answers. They then meet with learners in their original team to discuss the responses for all groups of migrants. Mrs. Jansen reviews all responses with the class. The teams then study their charts to look for similarities and differences among their responses to different questions for different groups of colonists, and these are discussed. Finally, they categorize the push/pull factors that lead to colonization, and compare colonists reasons for migrating long ago with reasons that people, like those in their own families, migrate today. Ms Jansen assesses their work for accuracy..
People, Places and Environments

Middle School

Purposes:

The study of people, places, and human-environment interactions assists learners as they develop their spatial views and perspectives of the world. This theme helps learners understand the world they live in and gives them insight into where things are located, why they are there, and why anyone should care. This area of study helps learners make informed and critical decisions about the relationships between human beings and their environment.

Key Questions (exemplars) for Exploration:

- How do people interact with the historical, cultural or world regional environment?
- Why is location important?
- How do humans forge relationships with places in this nation and other parts of the world?
- How are historic, cultural or world regions defined by physical and human characteristics?
- How do geographic skills and tools help humans understand spatial relationships?
- How do changes in the meaning, use and distribution of resources in this nation and others affect peoples’ lives?

Learning Expectations: Middle School

The learner will:

- evaluate effects of spatial relationships on their own lives and the lives of others;
- explore relationships among physical and human systems; consider how people change environments to reflect culture, human needs, governmental policy and current values;
- analyze the processes, patterns and functions of human migration and settlement; and
- apply geographic knowledge and processes in examining the past and planning for the future.

Knowledge - the learner will understand:

- core concepts such as: location, physical and human characteristics of historic or current national and global regions, and the interactions of humans with the environment;
relationships among various historic or current national and global patterns of geographic phenomena such as availability of arable land and distribution of population;

physical system changes in historic or current national and global contexts, such as seasons, climate and weather, and the water cycle;

physical and cultural patterns and their interactions in historic or cultural contexts, such as changing national boundaries, migration and settlement, transmission of and changes in customs and ideas, and human modifications of the environment;

benefits and problems resulting from the discovery and use of resources in historic or current national and global contexts; and

factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion and political beliefs.

Processes - the learner will be able to:

ask and find answers to geographic questions related to historic or current national and global contexts;

research, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, and maps to interpret relationships among geographic factors and historic events at the national and global levels;

acquire, organize and analyze geographic information from data sources and geographic tools to draw conclusions about historic or current national and global environments;

create, interpret and synthesize information from various representations of earth, such as maps, globes and satellite images to inform study of historic or current national and global environments; and

calculate distance, scale, and area, to inform study of historic or current national and global environments.

Determine “push” and “pull” factors involved in the migrations of people in this nation and other parts of the world

Possible student products - learners might demonstrate their knowledge, skill and dispositions by:

being able to ask and answer geographic questions related to the causes of the Civil War: How did the differences in the peoples, places and environments of the North, South and West contribute to sectional conflict between 1820 and 1860?

constructing a map depicting the historical expansion of the United States that demonstrates understanding of relative location, distance, direction, boundaries, major physical features, size and shape;

developing a table to compare population data for this nation or other nations of the world in different decades or centuries;
applying knowledge of physical and human systems by investigating the impact of the Gold Rush on the land and peoples living in different parts of this nation; and
examing current land use policies in this nation and one other related to mining of energy resources, and then determine similarities and differences.

Determine the largest migration of the 20th century and the reasons it occurred.

Snapshots Into Practice

Example 1

Sylvia Tweedle knew that her 6th grade students would be using lots of different maps and map projections during the course of their sixth grade studies. She wanted to be sure that they could identify essential map elements, analyze different maps to determine completeness and draw conclusions related to the completeness of maps and their uses. She began a lesson by having learners close their eyes and visualizing the shortest route from home to school. She encouraged them to “see,” in their mind’s eye, all that they might see along that route. Then each learner used a plain sheet of paper to make a map of the route. Next, learners worked in pairs based on neighborhoods so that those students who lived in close proximity could work together. They shared and compared their maps by discussing how the maps were similar and different.

Mrs. Tweedle discussed with the class the components maps had in common and what might be added to their maps after seeing those of a partner. She informed the class that all maps should have basic map elements, and asked what these essential elements were. After hearing all ideas, she had students write the acronym DOGS TAILS vertically in their notebooks, and began explaining the elements as students took notes. She also used a wall map to show an accurate example of each element. These included: Date, Orientation, Grid, Scale, Title, Author, Index, Legend, and Source. Next to each element, learners were encouraged to draw a picture or icon to help them remember it.

Learners were directed to their textbooks to analyze a series of maps listed by Mrs. Tweedle. They worked in pairs to note the page number of the map, and list the letters of DOGSTAILS that they found on each map. She brought this activity to a close by discussing with the class the elements that were found on all—or most—of the maps, the elements missing from some maps, and possible reasons why they might be missing.

To assess their understanding of map elements, Mrs. Tweedle had learners refer to the maps drawn at the beginning of class. Each learner analyzed his or her own map to determine if DOGS TAILS had been included, and had an opportunity to revise based on new learning.
Chris Earl’s 7th grade class was beginning their study of ancient civilizations. He wanted to be sure that learners had a clear understanding of “place,” characteristics of place, and the interaction of these characteristics, concepts that would be revisited throughout the year. He began the lesson by having learners identify places they visited and listing these on the SMART Board, with learners describing any that were unfamiliar to most of the class. He asked the class to think about why each of these were called “places.” He explained that places are parts of Earth’s surface, large or small, which have been given meaning by and for humans. They include: continents, islands, countries, regions, states, cities, neighborhoods, villages, rural areas, and uninhabited areas. Places usually have names and boundaries. Learners then applied the explanation to several of the places they listed, and Mr. Earl made sure they took notes for later use.

Next, Mr. Earl selected two very different examples from the list, and had learners describe characteristics of each. He uses Google Earth to show each location, and then discusses the characteristics. Redondo Beach in CA was described as hot and humid, with lots of sun, sand and salt water. Disney World in FL was described as crowded with people, with lots of amusement rides and places to shop. Mr. Earl listed these characteristics in two columns then asked learners how they were different. After much discussion, he noted that column 1 listed physical characteristics and column 2 listed human. Learners took notes on physical characteristics that describe the natural environment of a place, including physical features -- landforms and bodies of water--weather and climate, soil, vegetation, and animal life. They then took notes on human characteristics that describe the people of the place--past and present--and their modifications of the environment, including human-made features -- modifications people have made to the land, such as buildings, bridges, tunnels, railroad tracks, dams, monuments, piers, and cultivated land—language, religion, political systems, economic activities (how people make a living in a place), and population distribution (rural and urban). Each learner then selected one of the places from the original list that they knew about, and identified physical and human features.

Mr. Earl introduced a question to the class: How are the physical and human characteristics that shape the identity of places interrelated? During the discussion, he rephrase several times to be sure that all students knew what was being asked: How are physical and human characteristics connected? How do they influence one another? An example was provided, beginning with a physical characteristic: fertile soil farming economic activities. Another began with a human characteristic and learners described how it could impact physical characteristics: Increased population near a river increased demand for water pollution. Learners then worked in pairs to use one of the places on the original list to describe a similar pattern of interaction between physical and human characteristics. To assess their ability to apply the concepts, Mr. Earl directed learners to their textbook and assigned a predetermined page to each pair that contained a picture. Students had analyzed the picture by listing physical and human characteristics illustrated and describing the interaction between them. Many of these strategies were
practiced and applied again as students moved through their studies of different civilization.

Example 3

Teri Modlik’s class has been fascinated by stories of people moving West during the period of territorial expansion, and she has noted that many harbor misconceptions about the journeys of those who migrated and the peoples who inhabited the land. She has learners discuss their images of settlement, development, and expansion, most formed more by popular media—television and movies—than by primary and/or secondary source material. She decides on an interactive lesson using the cooperative learning “jigsaw” technique. Learners develop a class paragraph that captures their current collective image of the West then work in “expert” groups to examine actual quotes from one of four group’s images—Women, Native Americans, Children, and African Americans. They next form teams consisting of one member from each expert group and analyze all images to determine similarities to and differences with the class paragraph. Learners match images with pictures the teacher has collected or draw a picture, and reexamine the paragraph written by the class to determine its accuracy. Ms Modlich assesses their learning by having each learner write a summary of their learning on images of the West. [adapted from a 2000 NCSS publication Favorite Lesson Plans: Powerful Standards-Based Activities]
People, Places and Environments

High School

Purposes:

The study of people, places, and human-environment interactions assists learners as they develop their spatial views and perspectives of the world. This theme helps learners understand the world they live in and gives them insight into where things are located, why they are there, and why anyone should care. This area of study helps learners make informed and critical decisions about the relationships between human beings and their environment.

Key Questions (exemplars) for Exploration:

- What are the benefits and problems associated with peoples interaction with the environment?
- How have relationships humans forged with places changed over time?
- How are global regions defined by physical and human characteristics?
- How do complex geographic skills and tools of the 21st century help humans understand spatial relationships?
- How do changes in the meaning, use and distribution of resources in this nation and others affect the quality of peoples’ lives?

Learning Expectations: High School

The learner will be able to:

- evaluate effects of spatial relationships on their own lives and the lives of others;
- explore relationships among physical and human systems;
- consider how people change environments to reflect culture, human needs, governmental policy and current values;
- analyze the processes, patterns and functions of human migration and settlement;
- and apply geographic knowledge and processes in examining the past and planning for the future.

Knowledge - the learner will understand:

- core concepts such as: location, region, place, human systems, physical systems and environment as well as the interaction among human and physical systems;
- relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources and population;
- consequences of physical system changes in regional and global contexts such as seasons, climate and weather, and the water cycle;
physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes; social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms and drought; and trends and issues related to world population density and distribution

Processes - the learner will be able to:

ask and find answers to geographic questions;
research, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, and maps to interpret relationships among geographic factors and events at the local, regional, national and global levels;
acquire, organize and analyze geographic information from data sources and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), and cartography;
create, interpret and synthesize information from various representations of earth, such as maps, globes and satellite images; and
calculate distance, scale, area, and density, and distinguish spatial distribution patterns.

Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

interpreting maps pre- and post-World War I Europe, Asia and Africa to determine changes in borders and balance of power;
applying knowledge of physical and human systems by investigating the immediate and long-term impact of the Dust Bowl on the land and peoples living in different parts of this nation;
examining current land use policies in this nation and one other related to mining of energy resources, then determine similarities and differences; and researching, analyzing, synthesizing, and evaluating information from atlases, data bases, grid systems, charts, graphs, and maps to determine the impact of dam construction on people, places and environments in different parts of the nation (Colorado, Tennessee, Columbia, Missouri rivers, etc) world (Nile, Yangtze, Parana rivers, etc).

Snapshots Into Practice

Example #1
The population of the community is growing rapidly, which has created a high demand for new, affordable housing. The nearest and most economical areas that could be developed are wetlands, which originally attracted many residents to move to the community and are,
as well, an integral part of local ecological balance. The problem presented to Nancy Gilligan’s civics class is: Where will the new houses be located? What are the benefits and drawbacks of building houses in this location? The students have been studying how national issues and problems affect local communities. Now they have undertaken the task of finding solutions to a real community problem.

The students, working in small groups, are required to develop a set of criteria for examining potential building sites, determine the location of at least two available sites in their community, and assess those locations against their criteria. Each group presents arguments to support its decision to locate the houses in a particular area. Such items as charts, videos, taped interviews with affected residents, and environmental impact projections are packaged into a multimedia production for class review and evaluation.

The group presentations are assessed on: strength of criteria used to make the decision; persuasiveness of presentation; accuracy and appropriateness of supporting data; and overall quality of the presentation.

Example #2

Vivian Lake is concerned that students in her junior geography class lack understandings of significant geographic and economic relationships that she had thought the students grasped when she had them in their sophomore United States history course. Thus, to grasp how transportation influences the location of economic activity today, she reminds the students of their study of the effects of the opening of the Erie Canal. She asks how bulky goods reached markets in the Eastern cities before the completion of the canal. After some discussion, the students piece together that land transportation across the Appalachians from the Old Northwest was simply too expensive for bulky products such as grain and hence how trade had been directed through the Mississippi river system. The teacher distributes a primary source showing advertisements for shipping rates just before and soon after the opening of the Erie Canal. She arranges the class into six groups of five students each. Each group member is assigned a location and a product to ship to New York City before and after the canal’s completion. She asks each group to predict how shipping from its location might have been affected and how this might have affected economic activity. She then asks the entire class to formulate a generalization on how shipping costs direct trade and, more generally, affect where economic activity is located. Students are asked for homework to find information in newspapers that demonstrates, whether explicitly or implicitly.

Example #3

Marlon Gunter’s world cultures class is studying Asia. Gunter uses a variety of maps to initiate the study of the region showing countries, physical features, climate regions, vegetation patterns, and population patterns. He typically highlights a phenomenon or
characteristic for each major society that makes it distinctive in some way. For the study of India, he chooses the monsoon. He wants students to gain an understanding of the monsoon from an Indian perspective, so he searches for an Indian account of the monsoon experience. He finds just such an account in Raul Singh’s *Kushwat Singh’s India Without Humbug*. The account, which he reads to his students, defines monsoon as a season and describes the two monsoon seasons—winter and summer—and how Indians respond to them. The reading concludes:

The monsoon is the most memorable experience in our lives. For others to know India and her people, they have to know the monsoon. It is not enough to read about it in books, or see it on the cinema screen, or hear someone talk about it. It has to be a personal experience because nothing short of living through it can fully convey all it means to a people for whom it is not only the source of life, but also our most exciting impact with nature. What the four seasons of the year mean to the European, the one season of the monsoon means to the Indian. It is preceded by desolation; it brings with it the hopes of spring; it has the fullness of summer and the fulfillment of autumn all in one.

Our attitude to clouds and rain remains fundamentally different from that of the Westerner. To the one, clouds are symbols of hope; to the other, of despair. The Indian scans the heavens and if nimbus clouds blot out the sun his heart fills with joy. The Westerner looks up and if there is no silver lining edging the clouds, his depression deepens. The Indian talks of someone he respects and looks up to as a great shadow, like the one cast by the clouds when they cover the sun. The Westerner, on the other hand, looks on a shadow as something evil and refers to people of a dubious character as shady types. For him, his beloved is like the sunshine and her smile a sunny smile. He escapes clouds and rain whenever he can seek summer climes. An Indian, when the rains come, runs out into the street shouting with joy and lets himself be soaked to the skin. (Singh, pp. 59–65)

An initial discussion follows in which students express a variety of personal views, such as: “I never thought about weather and climate as being that important”; “I don’t think I could handle that way of life”; “We have droughts and floods in the U.S. too, but not in yearly patterns like that; it’s one thing to get hit by an unexpected period of drought, or a tornado or something, but to know that every year you would go through the same extremes”; and, “We have some of the same feelings when it is hot and dry or when it rains for long periods.”

Gunter acknowledges their responses, sometimes probing for clarification or asking for evidence, but does not react either positively or negatively to students’ positions. At the conclusion of the discussion, he writes the following statements on the board:

1. To know India and its people, you have to know the monsoon through personal experience.
2. Indians’ attitudes about rain, clouds, and the weather are very different from those of Westerners.

He asks students to select one of the two statements and to write their reactions to it in a short essay of a page or so. He reads their essays, looking for a clear position statement, accurate description, and interpretation of the monsoon reading, use of other evidence, and sound reasoning.

**Theme IV: Individual Development and Identity**

*Social studies program should include experiences that provides for the study of individual development and identity.*

**Early Grades**

Purposes:

Personal identity is shaped by one's culture, by groups, and by institutional influences. In order to understand identity development, learners should know how cultures, groups and institutions influence individual growth, development and identity formation. Examination of various forms of human behavior within their cultural contexts enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation, and the ethics underlying individual action.

Key Questions (exemplars) for Exploration:

- Who am I and how am I different from and similar to others?
- How have others influenced who I am and who I am becoming?

Knowledge – learners will understand:

- individuals have characteristics that are both unique from and similar to those of others;
- individuals change over time;
- physical, intellectual and emotional growth affect individual identity, change and interactions with others;
- people’s interactions with their social and physical surroundings influence individual identity and change; and
- individual choices arise within the context of personal and social factors that impact individual identity.

Processes – the learner will be able to:
describe their personal characteristics, including interests, capabilities and perceptions; 
explore factors that contribute to one’s personal identity such as physical attributes, 
gender, race, culture; and 
evaluate how they can express their own identity;

Possible student products - learners might demonstrate their knowledge, skills and dispositions by:

Using appropriate media to describe who they are and how they have changed during the year; and 
analyzing the factors which contributed to the identity development of important people in the community, throughout history and/or in literature.

Snapshots into Practice

Example #1

One day in early September, Lorraine Lapsley takes her kindergarten class on a walk around the school. The children notice a beautiful dogwood tree they can see from the window in their room. They decide to “adopt” the tree – to care for and observe it as it changes during the school year due to the temperate climate of the school’s location. When they return to the classroom, each child creates a picture of the tree, how it looks and how they plan to watch this “friend” all year long. The next day Ms Lapsley explains to the children that, like the tree, they will each change over the coming year. Then each child draws a picture of her or himself as they each see themselves at this time and writes the date on it.

About six weeks later, the children take another walk around the school, noticing especially “their” dogwood tree. The tree’s leaves have changed color. The children take a few of the leaves that have fallen back to the room, create pictures of the tree as it appears on this day, and create another story that describes how the tree has changed. They also draw and date pictures of themselves, noting any changes since their last pictures.

This process is repeated several times throughout the school year, as the tree changes with the seasons. At the end of the school year the children draw a final picture of the tree and of themselves. Each child also creates a story about how they and the tree have changed over time. Ms Lapsley uses the series of pictures and the final story to assess the children’s understanding of the changes that occurred over the year. The pictures and stories become part of the work each child will take to first grade.

Example #2

Jan Gonzales has been reading stories to her third grade class. The stories include characters that, for a variety of reasons, see the same situations differently. The children
have noticed and discussed the fact that characters form their ideas about situations based upon their own experiences, beliefs, and attitudes. The class has also been studying the way U.S. courts work and have discussed how different witnesses sometimes see the same situation differently.

Ms. Gonzales decides to follow up on these discussions with an activity focused on how and why people may see the same event in different ways. She begins by projecting a copy of a news photo that is open to different interpretations as to what is occurring. After giving the students a few minutes to examine the photo, she removes it from view and each child writes a description entitled “What I Saw.” Ms. Gonzales emphasizes writing statements based on what they observed and that they are prepared to defend (as a witness would “under oath”).

Once the children have completed their statements, they move into groups of five or six and share their written descriptions. They make note of the differences they see from one “witnesses’” version to another’s. The children then prepare individual written statements describing two or three discrepancies noted among the accounts offered in their group and explain why they think the differences may have occurred. Criteria for evaluation include the learner’s ability to recognize and describe differences, suggest causes for these differences, and recognize the ways an individual views an incident reflects personal beliefs, experiences, and attitudes.
Individual Development and Identity

Middle Grades

Purposes:

Personal identity is shaped by one's culture, by groups, and by institutional influences. In order to understand identity development, learners should know how cultures, groups and institutions influence individual growth, development and identity formation. Examination of various forms of human behavior within their cultural contexts enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation, and the ethics underlying individual action.

Key Questions (exemplars) for Exploration:

- How do people change physically and emotionally over time and why?
- How do specific groups, such as family, friends and the larger community, influence the personal identity development of individuals?
- How do the choices individuals make impact who they are now and who they can become?
- What factors influence how individuals are perceived by others?
- What factors influence how individuals perceive other individuals, groups and cultures?

Knowledge – the learner will understand:

- over time individuals change, physically, cognitively and emotionally;
- personal, social and environmental factors contribute to the development of personal identity;
- individuals choices impact identity development; and
- perceptions are not reality people interpret information about individuals can be impacted by stereotypes.

Processes – the learner will be able to:

- examine the relationship between individual identity development and social, cultural, and historical contexts;
- describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;
- examine the impact of stereotypes, conformity and altruism;
- describe the influence of perception, attitudes, values, and beliefs of personal identity; and
- relate such factors as physical endowment and capabilities, learning, and motivation to individual development.
Possible student products - learners might demonstrate their knowledge, skills and dispositions by:

- creating identity portraits which describe the factors which impact development;
- using vignettes, cases or works of literature, identify stereotypes and analyze their impact on the individual; and
- identifying goals for personal development and create a plan which demonstrates courses of action which can lead to those goals.

Snapshots into Practice

Example #1

Jim O’Neill’s 7th grade class is just finishing a unit about careers. During the past week, there have been a number of classroom visitors describing various careers, as well as the skills, experiences and personal attributes needed to work in those careers. O’Neill reminds the class that these skills, experiences, and personal attributes make up what economists call, human capital. He reviews each career described by the speakers, illustrating examples of the human capital needed for the various careers.

O’Neill asks the class to think about the careers that they might want to pursue. He passes out a sample resume and discusses how resumes are used to highlight various characteristics of a person that might make that person successful in a particular career. He indicates that students in the classroom already have some of the experiences, skills, and personal attributes that would appear on a resume. He gives examples such as volunteer activities, education, and student work experiences. He asks the class to prepare their own resume for the future. He asks them to think about some career that the student might be interested in pursuing, and to use that as a goal for their future. Based on this career goal, student will use a variety of media to access, analyze, and report on the human capital that their career choice demands.

The next day, O’Neill asks students to form small groups and share the resumes for the future that they have created. He asks the students to focus on three questions as they review each resume in the group. The questions are:

1. Do the resumes include the skills and experiences needed to achieve the career goal;
2. Are they achievable; and
3. What strategies would the student need to use to gain the skills, experiences and personal attributes needed to complete the resume accurately?

Once the resumes are reviewed and groups have recorded the answers to these questions, O’Neill has groups report out about their discussions, and the answers to the questions. During this discussion, he points out that some attributes are inherited, but most are achievable in some way or another. He explains that these factors of human capital are
the result of choices made and that some of these choices are made at the age of students currently in the class. He illustrates how people have choices that change their human capital with an example from his own life. He describes how his brother decided to switch careers. His brother wanted to work with computers, instead of selling cars. O’Neill explains that his brother knew that in order to change careers, he would need additional education, focusing on computer programming. He would do this by taking some classes at the local vocational college. He also knew that he needed to expand his social network to include people who worked in the computer industry, or in companies that might hire him. In order to expand his personal network, he joined some local civic organizations. O’Neill’s brother had always been shy, but he knew if he wanted to change careers, he needed to work on his ability to meet new people. By joining these groups, he was able to work on his personal interaction skills and confidence, and at the same time meet new people. O’Neill felt that by making these choices and acting on them, his brother was able to expand his human capital. This would allow his brother to develop a resume that would better serve him as he worked to change his career.

O’Neill had students begin developing plans for achieving the career goal outlined by their resume. He reviewed these plans looking for examples of human capital that students currently demonstrated, as well as ones that they hoped to gain. He also noted the realistic steps students would take to achieve the skills, knowledge, experiences, and personal attributes that they would need for their future career. He assessed students on how well they demonstrated an understanding that the attributes they already had were valuable, but that they must choose strategies that would help them achieve new attributes required for their career goal.

Example #2

Henry Alston’s eighth grade class is fascinated by how historians interpret important events in different ways. He devises an exercise to utilize their interest in recreating the past and the role of historians in analyzing data and sources to create their views of history. Alston suggests students reflect on the differences between their memory of events and the accounts written in the history books and to take into consideration essential questions of history as to why different historians consulted about the same event disagree with each other. He knows that one way for his students to appreciate history as a reconstruction of the past is to write history for themselves. He also knows that the students will discover that what is history often mirrors the writers own perceptions of the past and that students will recognize the need to explore the many voices of history that give life and identity to specific historical events or periods.

Alston starts class the next day by saying, “History is someone’s retelling of the past and analyzing why and how events took place. Often the historian was not actually present at the event being described. Each of us has a personal history. Think back and select three or four events from your own past—events that form your own personal history. You have one advantage over most historians: you were personally present at the important events you select. You are going to become the author of a personal history. As a historian, you have to confront prejudices, stereotypes and biases of your own background
and in your sources. You select as important the details to provide an interpretation for your audience. You cannot deliberately make up any event in your personal history and should report each event as accurately as you can. Integrate your personal events with a few larger historical events that happened about the same time as your important personal events—for example, a presidential election or a compelling natural disaster, such as a major hurricane. Write your history in a narrative form. Eventually, we will put your historical events on a timeline and give the timeline a title such as ‘The Life and Times of Jennifer Northcross.’”

The students begin composing their versions. They select important national and/or international events that have occurred during their lifetimes and recall important events in their own lives. In the last fifteen minutes of the class, Alston asks the students to meet in groups of three to share their life histories to each other. He asks them to choose one member of the group who will report on his or her history to the class tomorrow.

The next day nine students relate their histories. The students are amazed at how interesting their classmates’ lives have been in thirteen short years. Some have moved many times and have lived in various parts of the country; some have traveled to unique places; and some have endured illnesses and other challenges. The students also notice that they often selected national and international events that were linked to their own lives. For example, James selected the last presidential election because an uncle served in the campaign headquarters during the election; and Marge selected the launch of a space shuttle from Cape Canaveral because she was living near there at the time.

Next, the students each construct a timeline using the appropriate medium, finding photos to illustrate their histories. Alston gives the following instructions: “Select one of the national or international events you remember best, and write a three-paragraph essay that includes: one paragraph that describes what you remember as important about the event, one paragraph after you read two or more primary documents relevant to the event, and a third paragraph exploring how the historical accounts differ and explaining your interpretation of why you believe the differences exist.”

Alston reads each essay to determine the plan of the essay and to assess the logic of the reasons cited for differences between historical accounts. He bases his assessment on his rubric that reflects the students’ ability to provide analysis and the relevance of the documents chosen to the events.
Individual Development and Identity

High School

Purposes:

Personal identity is shaped by one's culture, by groups, and by institutional influences. In order to understand identity development, learners should know how cultures, groups and institutions influence individual growth, development and identity formation. Examination of various forms of human behavior within their cultural contexts enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation, and the ethics underlying individual action.

Key Questions (exemplars) for Exploration:

- What are the genetic and social processes that influence personal identity?
- How do social norms influence identity?
- How does the study of human development give insight into commonalities and differences among individuals?
- What is the role of ethics in individual development and identity?
- What influences how humans learn, perceive and grow?

Knowledge – the learner will understand:

- Core concepts for understanding human behavior are drawn from the behavioral sciences (psychology, sociology, anthropology);
- Many factors, both genetic and environmental (such as family, religion, gender, ethnicity, nationality, socio-economic status, communication, media and other influences), contribute to human development;
- Individuals interact with others in complex, multifaceted ways;
- Personal identity is dynamic because of these complex interactions;
- A variety of factors contribute to and damages the mental health of individuals.
- Learning is affected by internal and external factors.

Processes – the learner will be able to:

- Use the methods and domains of the behavioral sciences to understand the complexity of individual identity and development;
- Discuss the nature of stereotyping, altruism and conformity in society;
- Examine factors that contribute to and damage one’s mental health and analyze issues related to mental health and behavioral disorders in contemporary society;
- Describe similarities and differences in development across cultures;
- Discuss the relative importance of peers’ versus parents’ influence in different cultural groups; and
distinguish differences in social behavior among individuals relative to their exercise of power (e.g., persons with less power may show greater awareness of persons with more power).

Possible student products - learners might demonstrate their knowledge, skills and dispositions by:

- developing a small group presentation (paper, wiki, blog, case study etc) in which students describe and analyze local examples of vandalism toward ethnic minority businesses; and
- creating a media product that presents and publicizes mental health resources for young adults.

Snapshots Into Practice

Example #1

After a two week unit on the influence of family and close friends on one’s attitudes and beliefs and the means that social scientists use to gather information about such topics, Kendra Green provides her senior high school psychology students with an opportunity to demonstrate their understanding of how social scientists investigate such influences on people. Each student develops a series of interview questions to be addressed to parents, siblings, grandparents, other family members, and close friends related to a current social issue; each student also develops a process for gathering this interview data. Green works with students to avoid questions that might be offensive and to permit those invited to participate in an interview to decline to participate if they so choose.

Following data collection, each student examines the responses to determine the values and attitudes he or she shares with other family members and with close friends, and identifies possible ways in which family and friends have influenced the development of those values and attitudes. Each student writes a report comparing the attitudes and values of family and friends to his or her own and proposes hypotheses about the degree to which his or her attitudes and values have been learned from family and friends.

Green evaluates students’ reports on the basis of their design of the survey questions, the process used in conducting the interviews, their data presentation and analyses, and the appropriateness of the conclusions drawn on the basis of data presented. She particularly looks for an examination of the relationship between the values of family and friends and the student’s own position on the selected social issue.

Example #2

The high school community service seminar meets twice a week to explore experiences participants are having in their community service placements. Each student has a placement that requires sustained interaction with the same person or group for the entire semester. Some class members serve in school-age daycare programs before and after
the regular school day. Other placements are in a nursing home; others assist in community education programs as tutors of adult immigrants. Students keep journals gathering data based upon their experience.

Seminar topics guide the content of their journal entries, and the entries are often the basis of group discussions.

During the second week of the course, Dr. James Lipide, a local psychologist, presents a guest lecture on the topic of life-long development of positive self-identity. Over the next week, students observe and record in their journals incidents and practices that seem to enhance positive self-identity among the participants in the programs they are serving.

Students share their observations in a seminar discussion. Each student develops guidelines that he or she believes represent ways to foster positive self-identity. Then, through a process of consensus decision-making, the group develops a single set of guidelines. The group developed guidelines are reviewed and reframed periodically during the course. They also serve as benchmarks in regularly structured self-assessments and in conference assessments with Edwina Cardinale, the instructor.

At the end of the course, the group reviews and revises the guidelines based upon their experiences and the data collected in their journals. These rewritten guidelines serve as a basis for an essay on “Building and Maintaining Positive Identity: A Lifelong Process” each individual students then write. Cardinale reads each essay to determine: the application of student developed guidelines in describing the factors which contribute to on-going positive identity development; and the use of evidence based upon the data collected during the semester to support one’s thesis.
V. Individual, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Early Grades

Purposes:

Institutions such as families, civic, educational, governmental, and religious organizations exert enormous influence in daily life, yet institutions are no more than organizational embodiments that further the core social values of those who comprise them. It is important that students know how institutions are formed, maintained, and changed, as well as how they influence individuals, groups and other institutions.

Key Questions (exemplars) for Exploration:

What are the characteristics that distinguish individuals, groups, and institutions?
How do civic, educational, governmental, and religious organizations play a role in the lives of individuals and how do they influence groups and institutions?

Knowledge – the learner will understand:
- characteristics that distinguish individuals.
- that individuals, groups, and institutions share some common elements but also have unique characteristics; and
- the impact of families, schools, religious organizations, government agencies, financial institutions, and civic groups on their lives.

Processes – the learner should be able to:
- identify examples of individual, group, and institutional influences;
- describe interactions between and among individuals, groups, and institutions;
- identify and describe examples of tensions between and among individuals, groups, and institutions;
- explore how membership in more than one group is natural but may cause internal conflicts;
- provide examples of the role of institutions in furthering both continuity and change; and
- show how groups and institutions work to meet individual needs and promote the common good or fail to promote the common good.

Possible student products – learners might demonstrate their knowledge, skill and dispositions by:
writing paragraphs that describe relationships between individuals, groups, and institutions;
locating and using appropriate resources to develop illustrations among individuals, groups and institutions.

**Snapshots into Practice**

**Example #1**

Susan O’Brien’s first graders discuss community concerns at the morning meeting. The class makes a list of issues that they wish to address. With teacher guidance they conclude that the community extends beyond the school and often beyond the town. Students reflect on how they can make a personal connection to community issues. A school wide project called “The Giving Tree” had been established by the upper grades to provide holiday gifts for individuals and families living in a shelter in a neighboring town. The first graders want to find a service project that can be uniquely theirs. Remembering the excitement of the first week of school complete with new backpacks filled with school supplies they decide that they will collect schools supplies and fill donated backpacks for students living in the shelter designated by the “Giving Tree” project. The results of this service project are heartening and using photos the class creates a poster of the backpack collection. The completed poster is shown to the school board and then displayed in the school lobby to encourage others to get involved.

**Example #2**

Singer Marian Anderson’s voice could be heard coming from Jean Carosi’s fourth grade classroom. Once the students are in their seats, Ms. Carosi tells them about Marian Anderson’s early life. She has the students list the obstacles Anderson had to overcome and how she did so. The students identify laws and customs in society that, at that time period, made it difficult for an African-American woman to have her talents acknowledged. They also identify how Anderson was able to succeed and how her efforts changed some of the perceptions that had been obstacles for her.

In pairs, the students then research historical figures such as Helen Keller, Martin Luther King, Jr., Sacajawea, Amelia Earhart, Nelson Mandela, and Franklin Chang-Dias. They look for obstacles each person had to overcome and how each dealt with those obstacles as individuals and how they interacted with various groups and institutions as their lives progressed. Carosi has her students prepare multi-media presentations depicting the information they found about each person and then share it with the class. As students listen and question their peers, they look for common characteristics and obstacles these individuals had to face. They discover that often beliefs and customs held by certain groups can help or hurt people as they strive to use their talents. They also find that sometimes individuals can change those beliefs and customs in ways that will help people in the future succeed more easily.

Ms. Carosi assesses the presentations, using the criteria of accuracy of information, power of visual images, and clarity of organization in presenting information.
Individual, Groups, and Institutions

Middle Grades

Purposes:

Institutions such as families, civic, educational, governmental, and religious organizations exert enormous influence in daily life, yet institutions are no more than organizational embodiments that further the core social values of those who comprise them. It is important that students know how institutions are formed, maintained, and changed, as well as how they influence individuals, groups and other institutions.

Key Questions (exemplars) for Exploration:

- How do groups and institutions originate and change over time?
- How do individuals, groups, and institutions influence society?
- What are the causes and effects of tensions that occur when the goals, values, and principles of two or more institutions or groups conflict?

Knowledge – the learner will understand:

- institutions are created to respond to changing individual and group needs;
- institutions promote and/or subvert social conformity; and
- groups and institutions influence culture in a variety of ways.

Processes – the learner will be able to:

- describe the various forms and roles of individuals, groups, and institutions;
- analyze effects of interactions between and among individuals, groups, and institutions;
- identify and analyze the impact of tensions between and among individuals, groups, and institutions;
- understand examples of tensions between belief systems and governmental actions and policies;
- investigate conflicts between expressions of individuality and group conformity;
- analyze the role of institutions in furthering both continuity and change; and
- evaluate how groups and institutions work to meet individual needs and promote the common good.

Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

- identifying and understanding public and community issues and making a flier that outlines these issues for others;
- using computer-based technology and media/communication technology to conduct research and presenting findings in illustrations or essays;
interpreting results of research from a variety of sources and posting them on a web site in graphic form.

Snapshots into Practice

Example #1
Maria Scott’s sixth grade students have been examining current events with respect to the role various institutions (e.g., religious, social, and civic) play in the decisions and actions of individuals, groups, and nations. Students have come to recognize the interrelationships between events and the institutions that shape them.

Having familiarized her students with political cartoons through frequent use of them during the year, Scott has the students create cartoons that reflect the role of one or more institutions in an event of special significance. Ability to accurately identify the role of the institution(s) in the event and clarity and quality of presentation in cartoon format serve as criteria for evaluating evidence of understanding.

Example #2
Doug McDonald’s eighth grade students are studying the pre-Civil War era. Although the students seem to be able to remember the facts of the era, they do not seem to have a sense of the interplay of individuals, groups, and institutions in bringing about societal change. McDonald decides to raise the following questions with his students: “Can individuals change society? Can groups? Can institutions?” He divides the students into three groups, one each for individuals, groups, and institutions to investigate the question. He tells students they will present their answers to the question using a visual format. Most students are relieved to know they don’t have to write a paper. However, they soon learn that they may be doing even more work to answer the question by not using the familiar format of a written report.

McDonald suggests some examples for investigation. They include Frederick Douglass, John Brown, the Grimké sisters, Harriet Beecher Stowe, representatives at the Seneca Falls Convention, state and federal courts (including the Supreme Court), Abraham Lincoln/the Presidency, and leaders of Congress. Students suggest more possibilities.

Over the next week, students research and talk with each other about how they will make their case. McDonald focuses the class on leaders of the abolitionist movement as a case study for understanding reform. At the end of the week, the three groups make presentations that support their notions about how individuals, groups, and institutions could change society. One group does a magazine exposé of the terrible conditions endured by slaves in the South. A second group does a panel presentation featuring well-known individuals from the era who explain how they thought their work would make a better society. The third group convenes a meeting of people who were working for suffrage rights for women and African-Americans.

The overwhelming conclusion of the class is that all three—individuals, groups, and institutions—can and do make changes in the society. As a follow-up, McDonald asks students to develop a list in each category of present-day people who are working for
social change. McDonald assesses the quality of the group projects by determining how effectively they use accurate historical information, the degree to which they evaluate the strengths and weaknesses of reform efforts, and the clarity and logical development of the arguments used to reach conclusions.
Individual, Groups, and Institutions  
**High School**

**Purposes:**

Institutions such as families, civic, educational, governmental, and religious organizations exert enormous influence in daily life, yet institutions are no more than organizational embodiments that further the core social values of those who comprise them. It is important that students know how institutions are formed, maintained, and changed, as well as how they influence individuals, groups, and other institutions.

**Key Questions (exemplars) for Exploration:**

What are the influence of groups and institutions on people and events in historical and contemporary settings?
How do groups and institutions work to meet individual needs, promote the common good, and address persistent social issues?
What are the roles of individuals, groups and institutions in furthering both societal continuity and change over time?
Evaluate the consequences of tensions and cooperation among individuals, groups, and institutions.

**Knowledge – the learner will understand:**

how the various forms of groups and institutions change over time;
the influence of individuals, groups and institutions on people and events in historical and contemporary settings;
the impact of tensions and examples of cooperation between belief systems of individuals, groups, and institutions;
how groups and institutions work to meet individual needs and promote the common good, and address persistent social issues.

**Processes – Learners should be able to:**

describe the various forms institutions take and how they change over time;
evaluate the influence of groups and institutions on people and events in historical and contemporary settings;
analyze instances of tensions between individual expression and group conformity;
understand examples of tensions between belief systems and governmental actions and policies;
examine belief systems of specific traditions and laws in contemporary and historical movements
understand the role of institutions in furthering both continuity and change; and
investigate how groups and institutions work to meet individual needs and promote the common good, and address persistent social issues.

Possible student products –learners might demonstrate their knowledge, skill and dispositions by:

discussing real world problems and the implications of solutions for individuals, groups and institutions;
making decisions based on criteria and data obtained and presenting findings in a graphic form;
locating and presenting information from various perspectives in an essay;
communicating concisely in an illustration, editorial or essay to persuade others to support their position on an issue.

**Snapshots into Practice**

*Example #1*

Performance Expectations: 1, 2, 3, 6, 7

Students in Tom Swanson’s U.S. history class have been examining how institutions change. As a culminating activity, he has the students brainstorm two lists: five major institutions and five major events of the twentieth century. His class selects banks, schools, hospitals, the military, and their local government as the institutions for consideration. They choose the creation of the United Nations, the invention of the automobile, dropping the atomic bomb, the assassination of President Kennedy, and the end of the Cold War as the five events. The students place the institutions and events on a grid.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Banks</th>
<th>Schools</th>
<th>Hospitals</th>
<th>The Military</th>
<th>Local Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of the United Nations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invention of the automobile</td>
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<td></td>
<td></td>
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<tr>
<td>Dropping the atomic bomb</td>
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<tr>
<td>Assassination of JFK</td>
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<td></td>
</tr>
<tr>
<td>End of the Cold War</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
As students come into class the next day, they fill their names in one of the blocks and assume responsibility for researching the effects of the event on the institution and determining whether or not the institution had any influence on the event. After a week’s research, the students share their findings. As a group, the class analyzes which institutions seemed to be more influenced by events, which seemed most resistant, and why this might be the case.

Swanson has the students form groups by institution and prepare informational presentations that trace how their particular institution was affected by key events. The students may choose their presentation format, choosing among a videotape, a “60 Minutes”-type television show, a feature article for their local paper, a cartoon pamphlet, or an informational pamphlet similar to those produced on a single issue. Swanson assesses the presentations on the accuracy of information, overall quality, and effectiveness in informing others.

Example #2

In Bill Kahn’s U.S. history class, students had just been discussing the life of Supreme Court Justice Thurgood Marshall and his contributions to civil rights in the United States. The discussion turns to civil rights, homosexuals in the military, and President Clinton’s “don’t ask don’t tell” policy.

One student comments, “What would happen if some soldier went to his or her commanding officer and said, ‘I don’t like working with a Hispanic soldier in my unit?’ The commanding officer would tell the soldier to get used to it.”

Another adds, “And if someone went to the commanding officer and said, ‘I don’t like working with people who are Roman Catholic,’ surely his commanding officer would have the same reaction.”

A third student enters the conversation with, “Think what would happen if a man went in and complained that he didn’t like being in a unit with women!”

“You people are nuts. You just don’t think things through,” shouts a female student. “We’re talking about people sharing living quarters and taking showers in a common open space. You can’t have gay people mixing with straight people like that.”

Kahn facilitates a student discussion about whether restrictions against homosexuals are the same as discrimination on the basis of gender, religion, ethnic background, and race. His role as facilitator involves maintaining order and courtesy, given the controversial nature of the subject. However, he recognizes the value of allowing students to share their thoughts and feelings in an academic setting where they also have the advantage of hearing a wide variety of viewpoints, thus strengthening an informed personal point of view.
To summarize the discussion, he asks students to consider their emerging viewpoints and be willing to stand by them for the time being, not letting peer pressures weaken their resolve, at least for the activity he is about to initiate. He then asks two students with clearly opposite points of view to represent the extremes of the argument and to form a human graph. Each states and briefly explains his or her position. Kahn then asks the remaining students to take a position with or between the two “poles” at the place they feel best represents their point of view. He asks volunteers to articulate reasons for their position. Other students are allowed to change position if the newcomer has a good new point to add to the discussion.

Then, Kahn asks each student to compose a letter, e-mail, or telephone call to his or her member of Congress to clearly state his or her position on the matter and request the member’s support for appropriate legislation if needed. Students are given the option of carrying through on the contact they initiated and reporting the results to the class.
Theme VI: Power, Authority & Governance

*Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.*

**Early Grades**

**Purposes:**

The learners will develop an understanding of how people organized in groups attempt to resolve conflicts and establish order and security.

**Key Questions (exemplars) for Exploration:**

- What is the purpose of government?
- What does it mean to say someone has authority over something?
- How are governments in the U.S. organized?
- How are individual rights protected within the context of majority rule?
- What are the rights and responsibilities of citizens in a constitutional democracy?

**Knowledge – the learner will understand:**

- fundamental ideas which are the foundation of American constitutional democracy: Constitution, the rule of law, separation of powers, checks and balances, minority rights, separation of church and state;
- fundamental American values of American: the common good, liberty, justice, equality, individual dignity;
- the basic elements of governments in the U.S.: executive, legislative and judicial authority; and
- the ways in which governments meet the needs and wants of citizens.

**Processes – Learners will be able to:**

- examine issues involving the rights of individuals and groups in relation to the broader society; and
- analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation among groups.

**Possible student products – learners might demonstrate their knowledge, skill and dispositions by:**

- preparing and presenting analyses of social issues; and
- preparing and implementing an action plan addressing a local public issue or problem.
Snap Shots into Practice

Example #1

Using the story line method, Grace Anne Heacock’s third grade class has established a town they have named Countervail, in which each student has created a family, its house, and collectively a rather complex community. The bulletin board display of the town now extends along walls and tables, and students have become quite involved in the goings-on in Countervail. To the children’s dismay, however, they discover one morning that there is trash in their park and graffiti scratched on the fences. One family’s rabbit is missing, and the new tree in front of the plaza has been cut down.

The students have come face to face with the need for laws; otherwise, nothing can be done to stop this destruction of “their” property. For the next week, students work in cooperative groups, each dealing with a different set of concerns, to begin the process of developing a legal code for the community of Countervail.

The students brainstorm with Heacock the problems created by the property destruction and suggest a list of “do’s” and “don’ts” for Countervail’s population. Reviewing the list, students develop ideas about what is acceptable and unacceptable behavior. They examine a set of laws in their actual town that Heacock has rewritten in simplified form, and then identify those that appear to be relevant to their case.

Heacock invites their actual town’s mayor, police chief, and fire chief to visit the class. Each guest reviews the relevant laws and discusses them with the students. The students gather information from each guest and construct charts indicating responsibilities citizens in Countervail assume for each proposed law.

As a culminating activity, Heacock has students prepare a “charter of laws” for Countervail. This charter is then shared with local officials and experts on the law, who are asked to write letters or prepare videotaped responses to the student charter. The students review the adult responses and prepare journal entries about the significance of law and its importance in the community. Heacock evaluates the quality of the journal entries based upon the clarity of student language, use of examples from the case study, and inclusion of reactions to the adult responses to the student charter.

Example #2

Tarry Lindquist’s fourth grade class has been discussing different forms of government: democracy, monarchy, military dictatorship, and anarchy. In their home groups, each student has become the expert in one form of government though his or her jigsaw cooperative learning group. Lindquist then gives them an unusual assignment: bring in lots of clear plastic cups of different sizes. She asks those students whose parents are in the medical professions to bring in the little cups that hospitals use to give patients their pills. She also scurries around gathering up an assortment of clear plastic cups and a
clear pitcher for each group. She mixes up a batch of colored water for each group. Lindquist tells each group that the colored liquid is power, and asks each group to divide up the power to show each of their kinds of government. Of course, she talks about being careful in pouring and cleaning up. As students work on solving the problem, she visits each group around the room, giving hints and asking questions. The next day, students how their solutions to the problem to the class and explain why they made the choices they did.

As each group justifies its choice, Lindquist has the rest of the students gather information from their peers and crate a chart containing categories based upon the different forms of government. Each group then identifies and explain at least two distinctions between their assigned form of government and others that were studied.” At the conclusion of the discussion of comparisons and contrasts, Lindquist distributes a set of our paragraphs describing hypothetical situations illustrative of the four different forms of government under study. Each student individually labels the descriptions as a democracy, monarchy, military dictatorship, or anarchy, and then justifies his or her decision in essay form. Lindquist has the students exchange their written responses to discuss the individual justifications in small groups. Each student receives two critiques of his or her justification using a process of peer review before Lindquist collects the final assignment, which students can revise based on the peer review if they choose.

Criteria for evaluation of quality include use of cogent reasons, application of relevant examples from class work, and development of an argument, citing appropriate characteristics for each form of government.
Power, Authority & Governance

Middle School

Purposes:

The learners will develop an understanding of how people organized in groups attempt to resolve conflicts and establish order and security.

Key Questions (exemplars) for Exploration:

What are the purposes and functions of government?
What is power and under what circumstances is the exercise of power acceptable?
What is authority and how is the scope of authority determined?
How are individual rights protected within the context of majority rule?
What conflicts exist among fundamental principles and values of constitutional democracy?
What are the rights and responsibilities of citizens in a constitutional democracy?

Knowledge – the learner will understand:

fundamental ideas which are the foundation of American constitutional democracy: popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, separation of church and state, Federalism;
fundamental values of American constitutional democracy: the common good, liberty, justice, equality, individual dignity;
different political systems (their ideologies and structures) and be able to compare those with that of the United States; and
the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

Processes – the learners will be able to:

examine persistent issues involving the rights of individuals and groups in relation to the general welfare;
compare and analyze the ways nations and organizations respond to conflicts between unity and diversity;
analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation among nations; and
evaluate the role of technology as it contributes to conflict and cooperation among nations and groups.

Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

preparing and presenting analyses of social issues;
preparing and implementing an action plan addressing a local public issue or problem; and
preparing a policy paper and present and defending it before an appropriate forum in the school or community.

Snap Shots into Practice

Example #1

Students in Juliet Singer’s eight grade social studies class have just been told that their school will no longer offer music instruction because the Board of Education had to cut $25,000 from the budget. Singer’s class has been studying communities and community/school governance, and the students want to know how and why such a change in their program could happen. Singer asks a member of the school board to speak to the class about the music decision.

After the class has met with the school board member and held discussions about the school budget, Singer asks the class if they can think of a way to save the music program by cutting something else in the budget or by raising more money from the community or a combination of both. Small groups of students research how the costs of music program compare to other programs, such as reading, science and sports. Other groups explore the possibilities of raising taxes. Others investigate community support for music.

After the groups come together and discuss their finds, they prepare a statement for the school board on what they think the board should do, including PTA and student fundraising activities. Singer and the students evaluate the students’ policy statement for clarity of the recommended policy, accuracy and completeness of the data used to support the recommendation, and evidence of consideration of conflicting views.

When students have refined their policy recommendation, they send it to the board. After the board receives the recommendation, students appoint a committee to speak on behalf of their plan at the school board meeting. Singer invites a board member to speak to the class again and explain how the process of change will move forward if their plan is accepted.

Example #2

John Crawford’s fifth grade class is nearing the end of a unit on how governments have used their power to maintain order and stability. They have already read a case study of how the British tried to control the American colonists prior to the Revolutionary War and have viewed videotapes showing how the Soviet Union dealt with the Baltic Republics when they attempted to break away and declare their independence. During their discussions, the students develop a chart listing different ways that governments
responded in such situations and which specific governing philosophies are most consistent with the various choices.

To help students see how these various choices led to quite different results, Crawford introduces a computer simulation on revolutions. The simulation involves a hypothetical state threatening to break away from its republic. Crawford organizes the students into teams after helping them set their priorities among several choices for action. As teams choose their alternatives, their next set of choices is determined. Teams debate their various options before each move, and on each team a team historian records the possible choices and the reasoning behind each move in the simulation as well as the random events generated by the computer. At the conclusion of the simulation, teams compare their scores, based on how well they achieved their original objectives. Then the class discusses what they learned about the results of employing power in different ways and how making different choices really did lead to different results. As the period ends, Sharon observes that if the British had responded differently to the demands of the colonists, we might not have to study United States history in the eleventh grade.

For homework, Crawford poses a series of historical and contemporary situations in which a specific government’s decisions produced certain results. He includes the American Revolution, the Bolshevik Revolution of 1917, the Soviet-Baltic conflict, and the conflict in Northern Ireland. Each student compared his or her findings from the simulation to the four situations and suggests how alternative government policies may have resulted in different outcomes. Crawford evaluates the written responses recorded in the team historian’s log on the basis of clear and cogent reasoning, establishment of direct linkages between causes and proposed effects, and analysis of the relationship between government philosophies and policy choices.
Power, Authority & Governance

High School

Purposes:

The learners will develop an understanding of how people organized in groups attempt to resolve conflicts and establish order and security.

Key Questions (exemplars) for Exploration:

What are the purposes and functions of government?
Under what circumstances is the exercise of political power legitimate?
What is the proper scope and limits of authority?
How are individual rights protected within the context of majority rule?
What conflicts exist among fundamental principles and values of constitutional democracy?
What are the rights and responsibilities of citizens in a constitutional democracy?

Knowledge – the learner will understand:

fundamental principles of American constitutional democracy: popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, separation of church and state, Federalism;
fundamental values of American constitutional democracy: the common good, liberty, justice, equality, individual dignity;
different political systems (their ideologies, structure, institutions, processes and political cultures) and be able to compare those with that of the United States;
mechanisms by which governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society; and
ideas, theories and modes of inquiry drawn from political science.

Processes – the learners will be able to:

examine persistent issues involving the rights, roles and status of individuals and groups in relation to the general welfare;
compare and analyze the ways nations and organizations respond to conflicts between unity and diversity;
analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation among nations;
evaluate the role of technology in communications, transportation, information-processing, weapons development, and other areas as it contributes to conflict and cooperation among nations and groups; and
evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
Possible student products—learners might demonstrate their knowledge, skill and dispositions by:

- preparing and presenting analyses of persistent public issues or social problems;
- preparing and implementing an action plan addressing a local public issue or problem; and
- preparing a public policy paper and presenting and defending it before an appropriate forum in the school or community.

Snap Shots into Practice

Example #1

Dan Kunitz begins class by having everyone stand up. Then he gives them directions: “Everyone who does not own property, sit down. Everyone who is not male, sit down. Everyone who is part of a religion that is not Protestant or has no religion at all, sit down.” When he has gone through a list that comprised the qualifications for voting in the 1788 election, no one is standing. He then divides the class into seven groups and sends them on a treasure hunt through the amendments to the U.S. Constitution to find all the amendments that have to do with voting and choosing a government. When they find Amendments 12, 15, 19, 22, 23, 24, and 26, Kunitz gives each group one amendment to analyze and to report their explanation to the whole class.

They then consider how various groups of people have gotten the right to vote. Finally, each group of students writes an amendment that will extend the right to vote to groups still not enfranchised, such as migrant workers and the homeless.

As a follow-up, the class selects the constitutions of six countries, and each group finds out how and when people secured the right to vote and how elections are held there.

In assessing the students’ performance, Kunitz considers the completeness of the reports on the amendments, the accuracy of a timeline they prepare showing when various groups were enfranchised, the extent to which the key factors are explained in their amendment for the future inclusion of a group not yet enfranchised, and the accuracy of information of their chart comprising the U.S. Bill of Rights and rights statements from another country.

Example #2

The results of the 1990 election demanded redistricting within several states. John Hildebidle develops a lesson that goes beyond the traditional gerrymandering cartoon. He crates two inter locking activities. For the first activity, he arranges the student desks into eight groups of four each. As students enter the room, he asks them to line up in the back of the room. When they have done so, he asks: “Now, some of you are wearing
striped shirts, and some of your T-shirts have colored sleeves, and one of you is wearing a plaid shirt. You each need to decide the predominant color you are wearing from the waist up and tell us.” He continues, “How we are going to make some important decisions today, and we are going to do that by table. You want your color to dominate as many tables as possible. You should sit down now with all of the others who are wearing your color.” After much scrambling, the 32 ninth graders are distributed. Blue has twelve kids at the three tables, white has nine at two with one student kneeling behind a desk, red has two tables of eight, and the rest have only one person per color.

When Yuk sees that each of the three students wearing odd colors is also wearing white shirt under his or her sweater or sweatshirt, he urges, “Take off your sweater, and come on over here and join our group (white clothing) and we’ll have as many people as the blues do.” His logic prevails.

Two of the reds, sensing sure defeat and see no allies, and having blue shirts under their red sweaters, choose to take off their sweaters and quickly join the blues, giving them the majority again. Lucinda, one of the reds, notices that there are many people in the class wearing some sign of red and tries to start a red movement. He is shouted down by Ingrid, who tells her that she can’t change the rules in midstream. Finally, Felix remembers that the rule is to predominate in a group and rearranges all the blues so that there are three of them at each table.

Hildebidle then tells the students that the group that has captured the most tables, now the blues, can decide which group goes to lunch first. Predictably they choose themselves.

The next day, Hildebidle hands out a pair of papers to each group. On the sheets are 100 letters, set up like a battleship. The letter are A, B, and C. The groups’ task is to divide up the letter into districts. Each district has to have 10 letters in it, all letters have to be contiguous, and no letter can be isolated. The task is to make the As have the most districts, then the Bs, and then the Cs. The students draw their answers on transparencies so that they can share them with the class.

After all the groups have presented their maps, Hildebidle picks up on the questions he has heard students raising during their work, interspersing them with the main points of his lesson, making sure they talk about fairness, who makes the decision, and the effect of the decision upon the power of groups.

As a concluding evaluative activity, Hildebidle has his students write a plan that proposes a system for fair redistricting. Students must also evaluate the proposed system against criteria used in their state to establish voting districts. In assigning the task, Hildebidle asks students to reflect on the activities in the simulation and their subsequent decision. He plans to evaluate the essays on the basis of comprehensiveness and appropriateness of the plan to accomplish the goal, the use of relevant data, and application of external criteria (e.g., voting district requirements).
VII. Production, Distribution, & Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Early grades

Purposes:

Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly decisions because of scarcity are global in scope and require systematic study of an interdependent world economy and the role of technology. As a result, a variety of ways have been developed to decide the answers to three fundamental questions related to what is to be produced, how production is to be organized and how are goods and services are to be distributed.

Key questions (exemplars) for Exploration:

In exploring this theme, elementary students confront such questions as:

Why can’t people have everything that they want?
How do people decide what to produce?
How does the availability of resources impact decisions about production, distribution and consumption?
What does the government do for us and why?

While working with this theme, students will use the following:

Knowledge – the learner will understand:

how people and nations deal with scarcity of resources;
what they gain and give up when they make a decision;
how incentives affect people’s behavior;
various organizations that help them achieve their individual goals (banks, labor unions);
and be able to discuss the characteristics of entrepreneurs in a market economy;
the goods produced in the market and goods produced by the government; and
the characteristics and functions of money.

Processes – the learner will be able to:

compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond;
evaluate different methods for allocating scarce goods and services; and
predict how consumers will react to prices that rise and fall for goods and services.
Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

participating in a classroom government or economic system;
developing strategies for distributing scarce resources and making important political decisions;
inventing a new product and organize a classroom or individual business that markets it to classmates or the community; and
designing a classroom currency demonstrating the functions of money.

Snapshots into Practice

Example #1

Keith Lyum’s Kindergarten class is producing Econo-lizards. The lizards are made from yarn and beads. As students separate out the different resources they will use to produce their Econo-lizard, Lyum reminds his students about the new words on the word wall. 
Good are things that people want that you can touch. Services are those things that people want that you can’t touch. People do these things for you. He continues explaining the lesson for today. Lyum starts, “Today, everybody is going to produce something.” He asks them if they know whether the Econo-lizards are goods or services. When they answer goods, he asks them how they know. Marcelo responds that he can tough the lizard. Lyum indicates that you sure can touch the lizard; he asks if anybody wants a lizard, and most of the class raises their hand. “OK, we must have a good, because you can touch the lizard, and people want it,” Lyum states. “Where do goods come from?” he asks. Nobody in the classroom responds, so he continues, “where are we going to get our lizards?” Anna answers that she is going to make her lizard. “Yes”, Lyum says. “People like us produce goods like our Econo-lizard. People like us also produce services.”

Lyum demonstrates the process of weaving the Econo-lizards. Once the students have finished, he adds a new word to the word wall. The word is producer. “Does anybody know what this word is?” After a few tries, Istorez finally is able to pronounce the word. “We have produced Econo-lizards, therefore we are all producers.” Lyum continues. “All of the goods and services come from people just like us who produce those goods and services.” He finishes the activity by asking each child what kind of good or service that they would like to produce when they grow up. These vocabulary words help students understand the production that occurs within their own homes and communities.

Example #2

Elementary Grades

Mr. Olivarez’s fourth grade class just finished a unit about businesses. During the past few weeks, students had developed business plans to help them decide what goods and
services they would produce for a school-wide market day. *Famous Shots*, a company started by Melissa Simmons, Jay Teder, and Ramon Torez was very successful. They provided cutout characters that members of the class could have their picture taken with. Melissa took the pictures with the cutouts that Ramon’s uncle was able to get from a local theater in town. We made over $46 for just two hours of work, said Jay, as he counted the money that they had collected the day before. “Yes, but remember, we still have to pay for the copies, camera rental and batteries”, said Melissa. “But even after paying those costs, we will make over $35”. “The demand for this was much greater than we thought. Maybe we should have charged more than $.50 per picture”, added Jay. “What are we going to do with our profit?”

Mr. Olivarez listened to the conversation and decided it was time to determine how much the class had made overall. “OK everyone, listen up, we need to keep track of how much each of your companies made or lost yesterday at our market day”, he said. The class noise begin to rise as students began discussing the figures on their balance sheets. “How do we do this…” asked Austin as he studied the balance sheet. “Remember to add up all of your expenses. Did you count your revenue from yesterday?”, Mr. Olivarez prodded as Austin continued to study the worksheet. “Oh, I remember” said Marty as she pointed to the place on the balance sheet where the revenue number went. “You need to put $14 here.” She added. “The expenses are larger, so what do I do?” questioned Austin as he subtracted the two numbers. “That means we lost money,” said Ivan as he looked on. I guess people didn’t really want to spend their money on our fudge. It didn’t really taste very good; remember you put too much sugar in it.” It looks like we lost $2.” Mr. Olivarez reminded the rest of the class that people have choices when it comes to spending their money. Businesses provided consumers with choices, but there is a no guarantee that a business will make money. That is why entrepreneurs take chances when they start a business.

Mr. Olivarez determined that all of the business profit and loses added up to $98. “Did everyone remember to subtract any loans from your revenue?” He asked. “Remember to subtract the interest you have to pay for your loans, that is a business expense.” Mr. Olivarez continued as the students indicated that they had.

“Now that we know how much money our businesses made together this year, what should we do with our class profit?” Mr. Olivarez began. “Remember that we had Mrs. Li, Angie’s grandmother, came in and described her company? She sells real estate, and she told us how she takes some of her profit and reinvests it into her business, and she takes some of her profit and invests in the community. What should we do with our profit?”

The class discussed a number of options and decided to focus on three:

#1. Build an outdoor laboratory for science class
#2. Go on a field trip to a local park.
#3. Donate the money to a local food pantry.
The class begin to discuss each option loudly when Mr. Olivarez quieted them by asking if they remembered the five-step decision model that they had learned about a couple of weeks earlier. “Yes, that is the one with the pluses and minuses.” answered Juan. “Didn’t we use that to help us decide which day to go to the media center?” Yes, that’s right,” said Mr. Olivarez. “Don’t we need to list our possible choices down one side and the things we use to judge those choices down the other side?” continued Juan. Once we have done that, we use those to help us decide which choice is better,” he finished. “That is right”, said Mr. Olivarez as he passed out a matrix listing the possible choices.

<table>
<thead>
<tr>
<th>Choices/Criteria</th>
<th>Fun</th>
<th>Helps the community</th>
<th>Is affordable</th>
<th>Makes a difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor lab</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Field trip to park</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Help local food pantry</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

After a discussion, the class came up with the following decision matrix. They used it to help justify their choice to give the money to a local food pantry. They realized that they could not do everything that they wanted with the profit, so they picked what they thought was the best option. They were able to justify their choice using the decision matrix.

Mr. Olivarez reminded the students that economists call the fact that people can’t have everything that they want, scarcity. He said that because of scarcity, people have to make choices. Maybe next year, his class could do one of the other choices if they were able to make a profit in their classroom businesses. However, he had to remind his class that there are no guarantees of a profit when people start a business.
Production, Distribution and Consumption
Middle Grades

Purposes:

Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly decisions because of scarcity are global in scope and require systematic study of an interdependent world economy and the role of technology. As a result, a variety of ways have been developed to decide the answers to three fundamental questions related to what is to be produced, how production is to be organized and how are goods and services are to be distributed.

Key questions (exemplars) for Exploration:

In exploring this theme, middle school students confront such questions as:

Who decides the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
How do individuals, groups and institutions deal with market failures?

While working with this theme, students will use the following:

Knowledge – the learner will understand:

- the gains from specialization and exchange;
- how markets bring buyers and sellers together to exchange goods and services;
- how the goods and services are allocated in a market economy through the influence of prices on production and consumption decisions;
- how property rights, contract enforcement, and other rules help people achieve their economic goals;
- how increases in productivity can lead to increases in output and incomes;
- the various roles of government in their daily lives; and
- how the overall levels of income, employment, and prices are determined by the interaction of households, firms, and the government.

Processes – the learner will be able to:

- gather and analyze data, as well as use critical thinking skills,
- analyze complex aspects of production, distribution and consumption;
- negotiate exchanges and identify gains to themselves and others;
- compare the benefits and costs of trade barriers; and
- predict future earnings based on current plans for education, training, and career options.
Possible student products—learners might demonstrate their knowledge, skill and dispositions by:

- participating in market simulation activities to determine the impact of prices on consumption and production decisions;
- develop public policy proposals that identify local problems and propose possible solutions; and
- developing career plans that recognize the relationship between human capital, productivity and income.

**Snapshots into Practice**

**Example #1**

Paul Frazer’s fifth grade classroom is examining the United States Constitution. As they read the language of the document, they discuss the ways that the federal government influences their own lives. Today, the class is discussing all of the economic functions that government performs. The students know that roads and military protection are provided by the federal government; they have also discussed the goods and services they consume that are provided by the local or state government. As Mr. Frazer leads the students through the language of the Constitution, the students learn that Article I provides Congress with the authority to raise government revenue by taxation. Without this authority, the government would not have the ability to raise the tax revenue needed to provide all of the goods and services citizens enjoy.

This knowledge is useful as Frazer compares different aspects of the United States Constitution to the Indiana Constitution. Students learn about how each level of government is granted certain rights and responsibilities, including the ability to raise revenue in order to provide certain goods and services. As students begin to draft their own classroom constitution, they are able to apply what they have learned while establishing the rules of the game for the classroom.

**Example #2**

Patti Barbes’s sixth graders are using Google Earth to follow the progress of the Yangtze River Three Gorges Dam project in central China. They study images of the area beyond the dam that is slowly being covered with water. This is a huge project that rivals some of the greatest engineering feats ever completed on the earth. The students have been reviewing articles over the past few weeks describing the impact on local cultures and the local environment. The class is amazed at how the Chinese government is able to force people to move from their homes. They read accounts from two individuals forced to relocate as the waters rise. One person, Mrs. Wang Gao, is excited to move into her new home. She feels that the dam is helping China modernize. Her son works in a Beijing area
factory that will benefit from the electricity generated from the dam. Dr. En Lai Ci is less impressed with the dam. He is afraid that the local environmental changes caused by the dam will have an impact the government doesn’t fully understand. He works with a Shanghai non-governmental agency that is trying to get more research money to study the impact on the environment.

Berbes has her students discuss the trade-offs faced by China as China works to modernize and be successful in the global economy. She also asks students to write journal entries comparing the way the Chinese government makes decisions, and how that is different from the way those decisions are made in the United States.

This activity is used as a reference point in discussions of related news stories about how other Asian nations are dealing with the environmental changes caused by rapid economic development. Students are also encouraged to explore the ways that local economic development has influenced the environment and how local government deals with these changes.
Production, Distribution, & Consumption
High School

Purposes:

Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly decisions based on because of scarcity are global in scope and require systematic study of an interdependent world economy and the role of technology. As a result, a variety of ways have been developed to decide upon the answers to three fundamental questions related to what is to be produced, how production is to be organized and how are goods and services are to be distributed.

Key questions (exemplars) for Exploration:
High School:

In exploring this theme, high school students confront such questions as:

- How do markets work?
- How do individuals, groups and institutions deal with market failures?
- How does interdependence brought on by globalization impact local social and economic systems?

While working with this theme, students will use the following:

Knowledge – the learner will understand:

- how changes in the market will causes changes in the prices of goods and services;
- how the level of competition will influence market prices and output;
- how interest rates rise and fall in order to balance the amount saved with the amount borrowed; and
- how markets fail and the government response to these failures.

Processes – the learner will be able to:

- gather and analyze data, as well as use critical thinking skills;
- analyze complex aspects of production, distribution and consumption;
- predict the impact of government enforced price policies on markets for goods and services;
- predict how the tradeoff between risk and return is played out in the marketplace;
- compare various ways that countries improve the output of goods and services and income earned from producing goods and services;
analyze cases of government policies where the costs of those policies outweigh the benefits;
predict the economic consequences of proposed government policies;
make informed decisions by anticipating the consequences of inflation and unemployment; and
anticipate the impact of the federal government’s and the Federal Reserve System’s macroeconomics policy decisions on themselves and others.

Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

interpret media reports about current conditions and explain how these conditions can influence decisions by consumers, producers, and government policymakers; and
use available technology to research various perspectives on global issues such as health care, global warming, and immigration.

Snapshots into Practice

Example #1

Clark Charoudian’s economics class has been discussing the recent rise in oil prices. Students are feeling the impact of the rising prices at the gas pump. Renee mistakes the rise in oil prices as an increase in inflation. Clark corrects her by reminding Renee that inflation represents the rise in price levels, not just a rise in the price of a particular commodity. He explains that the rise in oil could cause a rise in inflation, but only if it causes other prices to rise. He uses this discussion as a way to introduce the concept of indicators that measure the health of an economy. He indicates that unanticipated inflation could be a sign of problems in the economy. He explains that as the amount of money in the economy expands faster than the amount of goods and services produced in the economy, price levels may increase. This would indicate inflation.

Charoudian talks about how price levels are measured and introduces the Consumer Price Index. He notices that the students do not really understand what he is talking about. He asks them if they would like to participate in collecting data in order to determine a teenager consumer price index (TCPI). They perk up, but Juan asks what that means. Clark explains that they can see how inflation is affecting other teenagers around the country. They do this by collecting the prices of products teenagers typically consume. These include fast food, movie downloads, clothes and other items. An organization called the Foundation for Teaching Economics - http://www.fte.org/teachers/connect/tcpi.htm keeps track of the student price index in order to gage how inflation may be influencing teenagers.
A few weeks later, students have canvassed the local community and collected data. They calculate the TCPI and determine that it has changed in a way that reflects an increasing price level.

Clark uses this discussion and activity to help his students understand other indicators in the economy. These include the unemployment rate and changes in the Gross Domestic Product.

Example #2

Glen Dillman’s high school United States History class is examining primary sources from the Library of Congress. Tom and Sadie have come across the mention of the “Legal Tender Act” of 1862. The letter they are examining from a Philadelphia area banker to a local attorney is concerned about the impact that government issued fiat money will have on the economy. Dillman explains that in 1862 the U.S. government was on the verge of financial disaster. There simply were not enough precious metals available to continue to back the notes issued by east coast banks. “You mean that our money is not backed by gold?” asks Sadie, “I thought that all U.S. money was backed by gold,” she continued.

Dillman responds to Sadie by saying, “No, today, the only thing backing the United States dollar is faith. This has been true for a while. However, back in 1862, this caused a lot of concern for the financial industry. How could the economy expand as rapidly as it needed to expand, while all of the currency was tied to the amount of precious metals people could access?” Dillman asked the class. “Wow, this bank issues its own currency”, Rene calls out as she reads a newspaper from 1862 announcing rationing actions by a local rationing committee. “Most banks in those days issued their own currency, this was one way that the western states were able to get the loans and money they needed to support the building of new towns,” adds Louisa as she looks up from the diary she is reading. “The Silers moved west from Youngstown because the bank failed. Apparently the money they issued became worthless and the bank had to go out of business. Morris Siler lost almost everything.” Louisa finished.

The class continued to review the digital images they had retrieved from the Library of Congress. The students were able to study images of primary sources in order to better understand the upheavals people faced just before, during and after the Civil War.
VIII. Science, Technology & Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Early Grades

Purposes:

This theme contributes to the overall goals of social studies by providing students an opportunity to consider and question how developments in science and technology impact society and how society is the catalyst for these advancements. It is the study of these relationships that allows learners to question, analyze and predict what the future brings and to scrutinize the impact of science, technology on society in the past and the present.

Key questions (exemplars) for Exploration:

What are examples of science and technology?
What is society?
What are examples of science and technology that have impacted individuals and society?
How can science and technology be used to solve societal problems or issues?
What can be learned from the past about how new technologies resulted in societal change?

Knowledge – the learner will understand:

science and technology bring change;
society often turns to science and technology to solve problems; and
science and technology have both positive and negative impacts on individuals and society.

Processes – the learner will be able to:

identify examples of science and technology;
identify examples of societies;
identify examples of the use of science and technology in society;
identify and select information appropriate to their purpose;
research, categorize, interpret, evaluate and communicate information;
identify the bias in information sources;
identify and evaluate consequences related to scientific and technological change; and
utilize technology to formulate possible solutions to real-life issues and problems.
Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

- discussing issues involving science and technology and their consequences for society;
- creating a pictorial timeline showing the development of a scientific idea or technology over time;
- creating charts, graphic organizers to express findings of research;
- developing products to present their learning;
- writing a report or make an illustration depicting a problem or issue related to issues or advancements in science or technology; and
- presenting findings from scientific experiments focused on societal issues.

**Snapshots Into Practice**

*Example #1*

Students in Mr. Arnold’s class investigating how science and technology has impacted the growth of food. Students have investigated and compared where their food used to be grown and where it is grown today. They have studied how food production has changed 50 years has changed.

The children begin to wonder how science and technology have impacted these changes. After research, students decide to create charts to illustrate examples of changes related to science and technology and the positive and negative effects.

In assessing the charts, Mr. Arnold is looking for discoveries such as the following: Much more of our produce is imported from Central and South America. Advancements in transportation has allowed for produce to arrive from another hemisphere to our supermarkets fresh and ready to eat. Effects are that many fruits and vegetables are available year-round, rather than seasonally but the cost for moving food is often expensive. Another consequence is that air pollution increases as a result of transporting food great distances.

As part of their assessment, students articulate their findings for the class.

*Example #2:*

Ms. Hickman has been asking children to list what they have done today (e.g., brushed teeth, ate breakfast, watched television, etc.). After children have created their list, the teacher says, “Which of these tasks involved the use of technology?” Together, the class identifies the examples of technology used. Ms. Hickman breaks students into small groups and asks students to write one example of technology on each of several cards.
Next, she asks them to categorize their cards into technologies with similar purposes (transportation – bicycle, bus; communication – cell phone, computer; daily life – alarm clock, electric toothbrush, etc.). As part of their assessment, each student in the group takes one set or category of cards and using illustrations and/or words demonstrates how those forms of technologies meets a need of society.
Science, Technology & Society

Middle Grades

Purposes:

and world-wide, access unending information, and disseminate products, ideas, and services. This theme contributes to the overall goals of social studies by providing students an opportunity to consider and question how developments in science and technology impact society and how society is the catalyst for these advancements. It is the study of these relationships that allows learners to question, analyze and predict what the future brings and to scrutinize the impact of science, technology on society in the past and the present.

Key Questions (exemplars) for Exploration:

Questions students might consider when studying this theme are:

- What are current and historic examples of science and technology that have impacted individuals and society?
- How do we determine whether developments in science and technology are harmful or beneficial to a society?
- How do changes in science and technology impact society (individuals, groups, nations, and the world)?
- How can science and technology be used to solve societal problems or issues?
- What can be learned from the past about how new technologies resulted in broader social change, planned or unanticipated?
- What ethical issues are presented by science and technology?

Knowledge – the learner will understand:

- Science and technology have had both positive and negative impacts upon individuals and society past and present;
- Society often turns to science and technology to solve problems;
- Advancements in science and technology to solve a particular problem can have unanticipated consequences; and
- Science and technology create ethical issues that test or standards and values.

Processes – the learner will be able to:

- identify, select, and evaluate information appropriate to their purpose;
- research, organize, evaluate and communicate information
- identify the purpose, point of view, bias, and intended audience of the information source;
- identify and predict reactions and effects;
utilize technology to formulate possible solutions to real-life issues and problems; and
seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and society.

Possible student products—learners might demonstrate their knowledge, skill and dispositions by:

discussing current and past issues involving science and technology and consequences for society;
writing a persuasive argument taking a stand on an application of science or technology;
creating a timeline depicting a scientific idea or evolution of technological innovation; and
writing a report or develop a visual presentation depicting a problem or issue related to issues or advancements in science or technology.

Snapshots Into Practice

Example #1

Lynn Fuller-Bailie’s sixth graders are computer game junkies who are not the least bit intimidated by computers, laserdiscs, or interactive video. They take the world of computer technology for granted. In fact, they can’t believe how ancient societies and cultures existed without the modern conveniences they have grown to love and need. Fuller-Bailie wants them to understand that science and technology are not just the province of the late twentieth century.

Fuller-Bailie acquires prints of the Seven Wonders of the World and creates seven stations. In groups, students rotate to each station showing one of the seven wonders: the Temple of Artemis, the Statue of Zeus, the pyramids of Egypt, the lighthouse at Alexandria, the hanging gardens of Babylon, the mausoleum of Halicarnassus, the Colossus of Rhodes. The students are charged with finding out what technologies permitted the people to build these architectural wonders and how these technologies changed the environment and the community.

Fuller-Bailie asks students to go online and collect photos and pictures of other structures that they may want to put on a revised list of Seven Wonders, for example: Frank Lloyd Wright structures, golden Gate Bridge, the Eiffel Tower, the Sears Tower, the Transamerica Pyramid, the Tokyo Cathedral, the Great Wall of China, and the Washington Monument. Students are asked to revise the list of seven wonders and justify the replacements or consistency of the list.

The teacher asks students to design a structure of their own that is worthy of being called an eighth wonder and set it in a society, past or present. Students are asked to describe the technology necessary to build their wonder and indentify the costs and benefits to
society. Fuller-Bailie evaluates the assignment using criteria such as the following: argument justifying their structure as an eighth wonder, analysis of the relationship between technology and the structure, identification of the costs and benefits to society, and description of potential impact of those technologies on the environment.

Example #2

Each week during part of their class, Carol Binford’s seventh graders play “If it hadn’t been for” as they examine a current or historic event. They volunteer statements that begin with “If it hadn’t been for” that enumerate and explain factors that caused or came to bear on the event. Binford asks students not only to list human choices and events that led to the event under study, but also scientific and technological knowledge and innovations that enabled the event to come to pass.

From time to time, Binford asks a student or small group to complete an “If it hadn’t been for” mural to trace the complexity of factors leading to an event of particular interest or impact. Students develop charts, pictures, and other graphics to illustrate the chain of events. This “webbing” of causality provides an excellent visual reminder that only rarely is a single factor responsible for an event and that science and technology increasingly play a major role in contemporary events.

Twice during the semester, Binford asks students to write a one- or two-page paper about an event of their choice not yet discussed that has a relationship to issues of science or technology. In their essays, they are to enumerate and explain how scientific and technological knowledge and innovations are related to the event and identify and defend with evidence their position about whether the consequences have been beneficial or harmful to society. She evaluates each essay on the basis of accuracy, completeness of analysis, clear connection of position and evidence, clarity of presentation, and grammar and spelling.
Science, Technology & Society

High School

Purposes:

This theme contributes to the overall goals of social studies by providing students an opportunity to consider and question how developments in science and technology impact society and how society is the catalyst for these advancements. It is the study of these relationships that allows learners to question, analyze and predict what the future brings and to scrutinize the impact of science, technology on society in the past and the present.

Key Questions (exemplars) for Exploration:

Key questions students might consider when studying this theme are:

- How have changes in science and technology impacted societies past and present (e.g., individuals, groups, nations and the world)?
- What criteria do we use to determine when developments in science and technology are harmful or beneficial to a society?
- What can be learned from the past about how science and technology have resulted in broader social change, planned or unanticipated?
- How are prediction, modeling, and planning used to attempt to focus technological and scientific change in positive directions?
- How can science and technology be used to solve societal problems or issues?
- How do we balance the possibilities and advancements in science and technology with ethics and values?
- How can ethics and values be preserved and examined in a world that is rapidly changing?
- As the world becomes more scientifically and technologically interdependent how do we support both individuality and cooperation?

Knowledge – the learner will understand:

- science and technology have had both positive and negative impacts upon individuals and society past and present;
- consequences of science and technology may be viewed as beneficial to the individual and not to society, to society and not the individual, to some individuals and not others;
- decisions regarding the uses and consequences of science and technology may differ depending on the varied viewpoints, resources consulted, and their reliability;
- prediction, modeling and planning are used to focus advances in science and technology for positive ends;
- science and technology create ethical issues that test our standards and values; and
the world is becoming increasingly interdependent and in need of both individuality and cooperation in areas of science and technology.

Processes – the learner will be able to:

identify and select information from multiple sources of varied perspectives appropriate to their research;
identify the purpose, point of view, bias, and intended audience of the information source;
organize, evaluate and communicate information;
identify and predict reactions and effects in economic, geographical, social, political and cultural areas;
utilize technology to formulate possible solutions to real-life issues and problems – weighing alternatives and providing reasons for a preferred choice; and
seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and societies in an interdependent world.

Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

drawing two political cartoons that take opposing stands on a controversial scientific or technological issue or advancement;
creating a short documentary on a current or past science or technology issue that highlights the consequences on society and the varied positions of those impacted;
creating a timeline depicting a scientific idea or evolution of technological innovation and predict how might develop in the next 10-20 years; and
drafting a proposal to the state legislature to consider the use of technology to increase the participation of voters in upcoming elections.

Snapshots Into Practice

Example #1:

Rebecca Moore’s ninth grade social studies class has been looking at questions about how technology affects society and how to make reasoned decisions about questions dealing with scarcity and the common good.

She has divided the class into groups and given each a set of character cards presenting four different people awaiting a liver transplant. Each of the people in the dilemma is a good match for the available liver. The students realize that the people they do not choose may die before other suitable donors can be found. The candidates for the transplant are:
An 18-year-old female accident victim who is a smoker and recent recipient of a full scholarship to Northwestern University.

2. A 36-year-old mother of two, currently serving time in prison for refusing to reveal the whereabouts of her children, contending that her ex-husband has abused them.

3. The popular 61-year-old male mayor of a large southwestern city who also needs a heart transplant.


Each group has two major tasks. First, its members must develop criteria to help them determine how to decide. Then each group chooses the recipient of the liver and develops an explanation of how they reached that decision. Each group presents a visual including their criteria, process and decision.

To assess students’ comprehension of the dilemma and the task, process and outcomes, Moore has the students categorize the criteria each group has considered in reaching a decision. Additionally, she has them write a reflection which addresses how their decision supports either individual needs or the good of society and which of their group’s criteria influenced them the most. As she assesses the reflections, she looks for logical clarity and consistency in the way the students construct the explanation of their decision in relation to the criteria.

Example #2

Nancy Makepeace’s high school law and justice class has been looking in depth at the Bill of Rights. They are currently examining freedom of the press and how changes in policies and practices related to electronic media technology could have implications for the future of this freedom especially when considered in relation to individual rights. Makepeace decides to use the media treatment of a current criminal case that has yet to go to trial to give her students a learning experience that illustrates how newspapers, magazines, television and the Internet can pit freedom of the press against another constitutional right—that of a fair and speedy trial.

Makepeace assigns the students to cooperative learning groups and gives them a week to build a case, complete with documentation, either for or against this statement: “Advances in mass media technology will eventually force us to limit freedom of the press.”

Meanwhile, Makepeace strategically places around the classroom a number of newspapers and news magazines that feature stories about the pending criminal case. Students often borrow and use such material to write current events reports for extra credit. Makepeace also videotapes news reports related to the case and plays these as background as the students work and changes the homepages of the classroom computers.
to Newsbreak.com, an internet site which is featuring this case. Several students notice the barrage of information about the case that they are being subjected to and make comments or raise questions, but Makepeace deflects their comments and queries, saying she is providing this information to help students with their task.

In fact, Makepeace has set the stage for the following Monday, at which time she announces that every member of the class has been called for jury duty and is thus a member of the pool of potential jurors for the trial related to the criminal case they have possibly been inadvertently following. After a discussion of what this means, there is much chatter about the details of the case. Many students quickly realize that there is much variation in the amount of information students have absorbed—and many discrepancies about the “facts” of the case. Makepeace has contacted two local attorneys who appear and take students through voir dire proceedings for jury selection. A lively discussion follows in which students, teacher, and attorneys deliberate current policies and practices of mass media, the power of it to influence public thinking, and the effects of this on individual rights.

Two questions dominate and form the basis for the assessment Makepeace develops to follow-up this week-long activity: Is a fair trial possible when a case has received national attention in the media? How has media technology changed the issues surrounding freedom of the press, and what direction is needed? Students, working in pairs, develop pro/con editorials on the questions. To assess achievement, Makepeace evaluates the completeness and accuracy of each student’s prewriting assignment and a required pro/con chart, checking for inclusion and accuracy of the information provided by the attorneys. She also assesses the quality of their editorials, looking for a clearly stated position supported by evidence from a variety of creditable sources and the logic of students’ reasoning.

As a follow-up application, she assigns students in groups of three to create a Sunday morning political round-table discussion television program. In each group of three students, one presents an introductory piece explaining the issue of freedom of the press and complications resulting from technology, including a timeline of media developments over the last fifty years that have an impact on freedom of the press. This student also serves as the host and moderator of the program. The other two students present point/counterpoint perspectives about the direction which the United States needs to take in response to the moderator’s questions about limits or no limits on freedom of the press in relationship to individual rights. Makepeace evaluates the performance of each student through his or her taped presentation or script specifically focusing on the quality of the questions asked by the moderator and the accurate and reasonable use of evidence in the responses provided by the “guests” of the television show.
THEME IX: Global Connections

*Social studies programs should include experiences that provide for the study of global connections and interdependence.*

**Early Grades**

**Purposes:**

Global change has intensified and quickened—affecting life at the local, national, and international levels. These changes create interdependence that result in opportunities and challenges for individuals, groups, institutions, and nations. Pervasive global change demands building knowledge and skills that will lead to informed decision-making.

**Key Questions (exemplars) for Exploration:**

- In what ways is life in this community changing because of globalization?
- What are some of the main persistent and emerging global issues?
- What actions can we suggest and take in response to global changes?

**Knowledge**—the learner will understand:

- global forces affect their daily lives and the lives of those around them;
- some global forces are persistent (e.g., cultural dissemination, health care, human rights) and others contemporary or emerging (e.g., technology enabling rapid communication across the earth);
- all cultures have similar needs (e.g., food, shelter, communication) but meet those needs in different ways that may influence global change; and
- the pace of global change has quickened in recent times.

**Processes**—the learner will be able to:

- explore the ways that aspects of culture, such as language, beliefs and traditions may facilitate understanding, or lead to misunderstanding, between cultures;
- give examples of conflict and cooperation among individuals, groups and nations in different parts of the world;
- examine the ways technology affects global connections;
- identify and examine issues and problems that impact people in different parts of the world;
- identify and examine how personal wants and needs may conflict with the needs of people in other parts of the world;
Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

- constructing collages illustrating similarities and differences across cultures and connections that link cultures;
- establishing a regular exchange of messages between their class and a class in another nation;
- using maps, charts, and graphs to show global connections (e.g., trade, migration, resource allocation);
- developing a project or presentation on a global problem; and
- discussing what rights are fundamental for all humans in the global community.

**Example #1**

For their heritage unit, the children in Deanna Parker’s combined first and second grade class interview their parents, grandparents, and relatives to find out what country or region their family may have emigrated from and when. They ask their relatives what they know about the family’s former homeland and what it was like when the family left it for the United States. Those students who are unable to identify an original homeland are asked to interview an adult who has emigrated or to join with another child who has. They create maps indicating their families’ places of origin and movements over time, and gather additional information from library and other resources about the cultural heritage of the homeland. The teacher also asks the students to keep a list of who produced the data they gather from newspapers, books, and the internet.

As the year progresses, students gather news stories about the country or region of their heritage to learn about ways it has changed. Parker gives special emphasis to similarities and differences of the regions or countries with the United States and also emphasizes problems and issues facing these countries, helping the children understand the relationship between these and problems and issues faced in the United States and how each country deals with these concerns.

As a culmination activity, students working individually or in groups build a desktop exhibit to display information they have gathered about the region or country of their ancestors. The librarian/media specialist and art and music teachers assist students with gathering arts resources and adding artistic touches to exhibits. Parents and other volunteers are invited to help in this project. Parents, relatives, special guests, and other students are invited to a school wide open house to view the exhibits.

**Example #2**

Landra Mitchell has collected artifacts from various countries and cultures around the world. Every time she hears of a colleague or friend planning a trip or an international student at the local university returning home for a vacation, she asks that they bring back an interesting
artifact—a toy, a utensil, a newspaper, a coin, or any small, inexpensive item—to add to her collection. Occasionally she downloads images from the internet to supplement the artifacts.

During her “Going Global” thematic unit, she organizes a museum as a learning center. Her third and fourth year primary students examine a few artifacts a day, responding in writing to audiotaped prompts related to each one. Their responses create a “Going Global” journal of observations which become part of their assessment portfolio for the unit. Another way in which Mitchell assesses students’ growing recognition of global connections is by having students respond to the following prompt: “Manuel Yanes has written a letter to you. He is from Venezuela and got your name from his teacher through an international pen pal organization. Manuel tells you a great deal about himself, including that his favorite sport is ‘futbol.’ He also sends several photographs, one of which is a team holding a soccer ball. He has written on the back of the photo, ‘My futbol team.’ Use your research skills to find out as much as you can about Venezuela, its language, and the term ‘futbol.’ Then write back to Manuel and share with him what you have learned and the term we use for ‘futbol.’ Include in your letter additional information you think he might like to know about you and your country.”

Criteria for evaluation include whether students used effective research strategies, clarity of explanation, interest and age-appropriate level of additional topics selected for inclusion in the letter, and overall quality of the letter.

Example #3

The student council at Enatai Elementary decides to have “Save the Earth” as their year-long school theme. Critical to addressing this theme are lessons early on that help students realize that no one individual or group or country can save the earth alone in the school year but that saving the earth will take effort on everyone’s part in their own corner of the world. Thus, the students of Enatai determine ways in which they can save their little piece of the earth.

The children brainstorm a list of activities and send a letter to each class in the school inviting them to choose one of the following in which to participate: clean the playground and neighborhood of litter; place recycling boxes in each classroom and office area; hold a newspaper and aluminum drive and send proceeds to an organization for preserving endangered species; develop ways to use fewer disposables in the cafeteria and ways to reduce the amount of waste that ends up in the dumpster; identify ways to reuse materials; write save-the-earth campaign letters for the school and community newspapers; or write to local hotels and motels requesting that they place recycling bins next to soda machines for aluminum recycling.

Ray Johnson’s third grade class chooses the recycling box project. Students accumulate a number of extra large boxes and decide where they will be most useful. They then determine which boxes need liners to protect them from liquid waste. They soon find themselves faced with the dilemma of how to line a large box with a waterproof material. Large plastic bags, although creating some concern for the new environmentalists of Enatai, become the solution
of choice. The children develop slogans and symbols to paint on the boxes to dress them up and help remind students to use them. The students share their idea and its success with their pen pal class in Brazil and ask what their Brazilian friends are doing in their community to save their little corner of the earth.

At the end of the year, the Enatai projects become the topic of a special edition of the community newsletter the student council produces. Each class prepares a description and evaluation of its project and how it could be more successful, given recommended changes.
Global Connections

Middle School

Purposes:

Global change has intensified and quickened--affecting life at the local, national, and international levels. These changes create interdependence that result in opportunities and challenges for individuals, groups, institutions, and nations. Pervasive global change demands building knowledge and skills that will lead to informed decision-making.

Key Questions (exemplars) for Exploration:

- What global issues affect this community and region?
- How interactions among nations affected by global forces?
- How can nations with differing belief systems collaborate to address global problems

Knowledge – the learner will understand:

global forces are changing the places in which they live (e.g., imported goods, migration);
global problems and possibilities are not controlled by any one nation;
strengthening connections can make global cultures more alike as well as increasing their sense of distinctiveness; and
universal human rights cut across cultures but are not necessarily understood in the same in all cultures.

Processes – the learner will be able to:

describe examples in which language, art, music, belief systems and other cultural elements can facilitate global understanding or cause misunderstanding;
analyze examples of conflict, cooperation, and interdependence among groups, societies and nations;
describe and analyze the effects of changing technologies on the global community;
explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, resource allocation, economic development and environmental quality;
Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territory, natural resources, trade, use of technology, and the welfare of people;
 Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights;
Identify the roles of international and multinational organizations.
Possible student products –learners might demonstrate their knowledge, skill and dispositions by:

- surveying local businesses and public agencies to ascertain their global connections;
- using the internet to investigate language, art, music, and belief systems in diverse cultures;
- developing a case study of the strategies humans have devised over time have to maintain peace; and
- constructing a timeline of the last 2500 years showing significant steps toward stronger global connections.

**Example #1**

Margi Rodriguez prepares a list of businesses and organizations in the city, trying to include as many as possible of those who have been involved in education or supported the school system in the past. She and her seventh grade social studies students construct a brief survey to identify ways in which these businesses and organizations have global connections. Students each select one of the businesses or organizations to contact and survey. Rodriguez assists students in developing the necessary confidence to approach the proper individuals to request time from their busy schedules for an interview.

With the exception of a few predictable rough spots such as framing clear questions, students are successful in completing their surveys. They then compile their findings and discover both expected and unexpected patterns regarding the global connections that exist in the local business community. They find that some companies have foreign workers, use equipment or parts originating outside the United States, have parent or satellite companies in other countries, or export their products or services to other countries. Each student develops a poster to illustrate the information gathered, report that information to the class, and the class works to compile the findings. Use of appropriate data, accuracy and quality of presentation, thoroughness of effort to identify ways in which the assigned company has global connections, and analysis of data serve as criteria to evaluate evidence of understanding.

**Example #2**

At the beginning of the school year, Paula King has her sixth graders brainstorm a lengthy list of topics they wish to know about upon completion of units on each region of the world. By consensus, a final list of approximately 25 topics is agreed upon, including some that are predictable, such as what kind of sports and games are popular in each region, and others that are less predictable, such as what kinds of natural disasters are most common in each region. King encourages the inclusion of additional topics, such as quality of life indicators of nations within the regions and the social, economic, and cultural needs of their people. In particular, for each topic King asks whether men and women are differentially affected.
As each unit is begun, students in cooperative learning groups randomly draw a number of the topics for which they become responsible. As they begin a new region, each group will address new topics, so that over the course of the year, most students experience exploring most topics. At times, new topics are added, and on occasion, a topic is deemed either relatively unimportant or too difficult to research and is deleted. Student groups may choose either to divide the topics and work independently, or work collectively on each, one at a time. Most try one method one time and the other another time, finding that neither is perfect. No matter the strategy, the need for joint effort and commitment quickly becomes apparent.

King supports each group’s efforts, providing resources and ideas for ways to access information. The teacher insists, however, that sources of information, whether print or from the internet, are analyzed and critiqued for reliability. At the conclusion of each unit, students prepare class presentations that often include a number of data sources, including maps, charts, and tables. Effectiveness, accuracy, and clarity of the presentations, student-generated group effectiveness evaluations, and self-evaluations form the basis of teacher assessment.

Example #3

The eighth-grade students in Michael Reggio’s classes are arguing about the 1991 war in the Persian Gulf. Some of the students feel that the United States should have stayed longer and inflicted more damage on Iraq to ensure that Saddam Hussein could not regain military and political power. Other students feel that the United States had no business in the Persian Gulf in the first place, citing domestic problems as a more important place to focus U.S. efforts and resources. Both sides contend that their positions are supported by developments in the Gulf region since 1991. As the groups argue back and forth, however, it becomes apparent to Reggio that neither has an understanding of the cultures of the people who inhabit the Persian Gulf region. The students speak in stereotypes and generalizations about Arab peoples and the religion of Islam. Reggio decides to address the problem. He contacts the international center at a nearby university and arranges for students from several Islamic cultures to come and meet with his class. He has the students frame questions for the guests, but emphasizes to the university students the importance of going beyond the student questions. He asks the university students to spend some time focusing on the basic tenets of Islam and the importance of the religion to their culture.

This experience created a model for future units. Now, as each new region of the world is introduced, Reggio has students generate a description of how they view countries and cultures of the region based upon their limited information. By consulting international visitors provided by the university and resources suggested by them for further study, students’ stereotypes and misunderstandings are examined. To culminate a year of combating stereotyping and increasing cultural sensitivity, Reggio has his students examine a series of letters to the editor he has collected over the years that in one way or another reflect a lack of respect or sensitivity to groups of specific cultures, genders, races, physical characteristics or abilities, or special interests. He has students respond to
these letters as if they were members of the group about which the letters were written. He uses the writing process to help students produce publishable letters. These are then shared and evaluated in terms of clarity of purpose, accuracy of information, form, and effectiveness of presentation.
Global Connections

High School

Purposes:

Global change has intensified and quickened—affecting life at the local, national, and international levels. These changes create interdependence that result in opportunities and challenges for individuals, groups, institutions, and nations. Pervasive global change demands building knowledge and skills that will lead to informed decision-making.

Key Questions (exemplars) for Exploration:

- How can critical issues (e.g., peace, human rights, trade, and global ecology) be effectively addressed?
- To what extent is current decision-making by people as individuals and as citizens of the community and the nation consistent with stewardship of the planet?
- How and why is global interdependence more evident in some places than other places?
- How do trans-national corporations, international institutions (e.g., the U. N.) and non-governmental bodies influence global systems?

Knowledge – the learner will understand:

- the solutions to global issue can be beyond the control of an individual nation and thus demand international negotiation;
- the actions of citizens—individual, local, and national—affect the biosphere, which sustains life;
- although global interdependence affects places across the globe unevenly, its effects are felt everywhere; and
- recent technological advances can both improve life and detract from life.

Processes – the learner will be able to:

- explain how language, belief systems and other cultural elements can facilitate global understanding or cause misunderstanding
- explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies and nations;
- analyze and evaluate the effects of changing technologies on the global community;
- analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues;
- analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, use of natural resources and human rights;
describe and evaluate the role of international and multinational organizations in the global arena;
illustrate how individual behaviors and decisions connect with global systems.

Possible student products – learners might demonstrate their knowledge, skill and dispositions by:

- writing reports, letters, editorials on critical global issues;
- using GIS to explore areas of the earth at environmental risk;
- formulating policy statements on national trade policies in an interdependent world economy;
- analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues and conflicts related to universal human rights;
- collaborating to produce a number a podcast or video on the contrasting effects of globalization in different parts of the world.

Snapshots Into Practice

Example #1

Tip Jimenez, as leader of the economics section of his ninth grade civics course, wants students to recognize the United States’ economic interdependence with other nations, but also wants them to consider the larger question of whether this interdependence ever leads to worker exploitation, how exploitation might be defined, and what the relationship is between exploitation and human rights. To set the stage, he shares the lyrics of “Are My Hands Clean?” by the social and political activist group Sweet Honey in the Rock. This song is the story of a woman who purchases a blouse from a U.S. department store, then traces its origins to workers, crops, and resources throughout the world. The song attempts to have listeners raise questions regarding their own complicity as consumers in the exploitation of workers and resources. Ending with the question “Are my hands clean?” the song addresses how our wants and needs are often met at the expense of others.

Jimenez has students check their outer garments and shoes to determine countries of origin. Marking the wall map to illustrate data gathered provides students a visual display on which to analyze leading trading partners in the garment industry. The more difficult challenge is for students to research and create a database of wage information for the various countries identified as sources, including the United States. The database is used to compare wages and costs of living in various parts of the world, in order to address the question raised in the song. Jimenez assesses the students’ work for accuracy, relevance, currency of data, and ability to generate inquiry questions using the data.

Example #2

In his tenth grade world civilizations class, Anthony Owens’s students are examining post-World War II Europe. The concepts of nationalism and collective security are emphasized as a perennial point of tension among neighboring nations, a point well
illustrated in the region under study. Owens poses this problem to the class: How can peace and security best be maintained in 21st-century Europe?

Students discuss related concepts and questions before embarking on problem-solving, including: What tensions currently threaten efforts at European unity? What national interests should be preserved in an integrated Europe? How can European states respond to issues such as nuclear proliferation, international terrorism, ethnic cleansing, and population migration, including refugees? From these questions, Owens has students select one they feel is critical to the larger question and on which they wish to focus their problem-solving efforts.

Owens presents a variety of options to the students (e.g., multi-national peacekeeping forces), so they can demonstrate understanding of the relevant concepts, issues, and appropriate problem-solving strategies. Then, either individually or in groups, students write essays, present panel discussions or debates, develop poster exhibits, or create multimedia programs to share the solutions they have developed. Owens assesses the students’ work based upon the thoroughness of their research, their analysis of the key issues involved, and the quality of their presentations.

Example #3

In a number of units in her world history course, Glory Ann Fitzpatrick has found that her students become quite agitated by incidents in which rights have been violated. Thus, for a week, Fitzpatrick focuses on the topic of universal human rights by having students reflect on the incidents they have noted and then, in small groups, develop a list of rights they believe all human beings should have, regardless of where they live or their ethnicity, gender, or religion. They bring these back to the larger group and, by consensus, compile a single list from each group’s contributions. They then attempt to prioritize these, defining which are essential and non-essential to survival. Students develop written rationales for each right, justifying its inclusion on the list. As a final check, Fitzpatrick asks students to re-evaluate each right in terms of whether it is appropriate across all cultures and time periods they have studied in the course. Where irreconcilable differences among students occur with regard to the universality of the right, students are given the option to present a minority report. She then distributes the Universal Declaration of Human Rights, and has them, working in small groups, compare their work with that of the United Nations. Students find differences, but note that many have to do with current conditions that seem to have changed since the earlier document was written.

As a follow-up activity, Fitzpatrick has students hypothesize about which human rights would be the easiest and most difficult to guarantee in the United States for all residents. This exercise serves as a prelude to library and community research about the relationship between human rights “guaranteed” in various treaties and actual practices of governments.
Using excerpts from a variety of media about selected world societies, Fitzpatrick’s students conduct research independently and create and mount a public display regarding the protection and violation of human rights. This display evaluates the record of various governments against recognized international standards, e.g., the Universal Declaration of Human Rights, the International Covenants of Civil and Political Rights, the Convention on the Prevention of Genocide, and the United Nations Convention on the Rights of the Child.

Fitzpatrick assesses individual and collaborative student work according to its completeness, evidence of understanding the concept of universal human rights, and skill in evaluating government policies related to the international standards.

Example #4

Kevin Pobst teaches the senior capstone social studies course in his high school called “Worldwise.” In this course, he uses a variety of primary and secondary sources to address current issues and examine current events as they unfold. One facet of his course syllabus calls for students to research current issues in the Congressional Record to identify an international issue in which factions within the United States and factions within another country take different positions, e.g., using the United States military to take food and supplies to groups within nations against the will of those in power.

Pobst divides the students into teams representing the conflicting points of view within each country. Each team prepares a list of critical concerns from their particular vantage point regarding the issue. After completing their research, each group determines the best possible solution for all concerned and then predicts the actual outcome, providing a rationale for their own solution and reasons why they predicted the outcome they did. As a follow-up, students follow events that determine the actual outcome and compare their prediction to reality.

The criteria for evaluation include the degree to which suggested and predicted solutions and rationale are reasoned, thoroughly researched or treated, pertinent, and effectively argued; these will give Pobst evidence that students understand the roots and issues of, and possible solutions to, international conflict.
Theme X: Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Early Grades

Purposes:

Basic freedoms, rights, and the institutions and practices that support shared democratic principles are foundations of a democratic republic. Civic ideals developed over centuries. In some instances, civic practices and their consequences, are becoming more congruent with ideals, while in other cases the gap is wide and calls for continued civic action by individuals and groups to sustain and improve the society. Learning how to apply informed civic action to more fully realize civic ideals is of major importance for the health of individuals, groups, the nation, and the world.

Key Questions (exemplars) for Exploration:

What is civic life?
What are key democratic ideals and practices?
What are civic issues?
How can students engage in informed and meaningful civic action?

Knowledge – the learner will understand:

that civic life is defined by the exercise of rights and responsibilities by persons belonging to communities (e.g., classroom community, school community, neighborhood, state, nation, world);
that life in a democratic community encourages civic participation such as studying community issues, planning, decision-making, voting, cooperating to promote democratic ideals (e.g., individual dignity, liberty, fairness, equality, justice, rules/laws);
the meaning of civic life and democratic ideals and practices as represented in excerpts from sources, quotations, and stories; and
the importance of gathering information as the basis for informed civic action.

Processes – the learner will be able to:

identify and exercise the rights, responsibilities of citizens;
locate, access, organize, and apply information from multiple points of view about an issue of public concern and based on more than one source;
analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with a democratic republic;
evaluate positions about an issue based on the evidence and arguments provided, and the pros, cons, and consequences of holding a specific position; practice civic participation by addressing issues (e.g., in the classroom, school, community, nation, and world); and examine the influence of citizens and officials on policy decisions.

Possible Student Products – Learners might demonstrate their knowledge of civic ideals and practices by:

- practicing forms of civic discussion and participation consistent with ideals and practices of citizens of a democratic republic;
- drawing illustrations of examples of participation supportive of civic ideals and practices;
- writing reports, letters, editorials, brief position statements to illustrate an issue, actions to address it, reasons for supporting a particular position over others; and
- developing a plan in collaboration with others to carry out a project of civic participation.

Snapshots Into Practice

**Example #1**

“Do you know that the school board wants to put a daycare center and preschool at our school? I don’t want babies in my school! I heard that they are going to put daycare/preschools in every elementary school.”

These are the views of a third grader, as representatives from each grade gathered for the weekly student council meeting at Wilburton Elementary School. Sandra Roberts, the council advisor, expands the agenda to include this topic as the council discusses the rumors. The students don’t all agree that having the little ones would be bad, but everyone does agree that they do not have enough information and need the answers to several questions. They begin to compile a list of questions: Where would the daycare center be housed? What would happen if the children got sick? Would they use school supplies? What if they were too noisy? Where would they play? Would they cause too much extra work? Might it be fun to have them?

The students invite the principal, Ann Peterson, to the next meeting to answer their questions. Meanwhile, they decide to return to their classes and generate more questions to ask at the next meeting and to begin to gather information about a daycare center in a neighboring school district to answer the ones they had already raised.

When they meet next, the principal answers many questions. She mentions that there is going to be a school board meeting on the issue in two weeks. The council decides to discuss the pros and cons and put them in a survey for other students. They also decide to develop a report that will provide background information and show the results of the student survey. Roberts and the children discuss what will be needed in the report. The children decide it should say what the problem is, present several opinions that groups of people hold, make a list of pros and cons, and include the results of the student survey.
The student council officers and their parents arrive at the school board meeting with a chart to show all the steps they had taken to develop the report. They distribute copies of their report, which contains background on the issue, present pros and cons, and include a graph of the student survey results. The report details the cost of supplies and help needed for the center. It also indicates that many parents could be helped by such a center and that having more little children in elementary schools might make the other children feel more responsible. Older children might even enjoy reading stories to the little ones. Space for the center is still a concern at Wilburton. The report points out that a portable classroom will be needed if a center is added at Wilburton. Roberts is pleased that the report addresses all of the topics the children have suggested and that it is accurate.

The school board president passes out the report and tells the board members that the students at Wilburton Elementary School have been concerned about issues of housing, safety, and health related to the planned daycare/preschool centers. She urges committee members to listen to the students as they report and to use the information in the report to think about the decisions they will make. After listening to the students, the school board decides to discuss the matter and make a final decision at the next meeting.

At the next meeting, the school board votes to place a center in those elementary schools that have room and if they are in locations where a private daycare/preschool is not available. They also decide to invite businesses to consider making space available for centers to meet the needs of employees. The president of the school board congratulates the students for their excellent questions and for helping the committee to think about the many pros and cons of the proposal. The board urges the student council members to continue their good work aimed at studying and reporting on issues important to them and to their school. At the next student council meeting, Ms. Roberts asks the students to reflect on what made their civic action effective.

Example #2
Performance Expectations: a, c, d, e, i, j

Ellen Stein’s fourth grade class is studying how its local community government operates to solve problems of public concern. Their school is located next to an abandoned factory, which is being considered as a site for either a shopping center or a public park. Citizens holding different perspectives have argued and debated the merits of the two proposals in the media, and many of the students’ parents have strong opinions about the issue. Because of the local concerns, the students want to study the issue, gather information, think about the consequences of different positions, and make their opinions heard.

Stein invites representatives from different groups in the community who will influence the decision to talk with students. People invited are the mayor, members of the planning board, the town council, the chamber of commerce, various citizens’ groups, and a number of residents who live in the surrounding neighborhood. The class develops questions before each visitor arrives and each student recorders of answers to questions. After the visits, students examine the data they have gathered, the positions of the different groups, and the class develops a list of any additional questions, issues, and
concerns to be sent along with “thank you” letters to the visitors. The students also discuss what each community group’s priorities appear to be and the pros and cons of how their community may be affected by the differing priorities and positions of the groups.

After further information gathering and review of the pros and cons of several alternatives, the class decides to prepare a poster campaign, supporting the alternatives it believes are most beneficial for the interests of the entire community. Stern helps the students consider the elements that make effective posters: attention-grabbing qualities, visuals, wording that conveys a clear message, accuracy, evidence supporting the position presented, and persuasiveness. After developing their individual posters, students select the best posters using the qualities previously identified. Students invite the local newspaper to send a reporter and photographer to see the poster display in their school, take photos, and write an article. They also obtain permission to place the poster display in the regional library. Ms. Stein asks each student to write a paragraph describing what he/she has learned about civic action through this learning experience—using information and examples from the experience as support.
Civic Ideals and Practices

**Middle School**

**Purposes:**

Basic freedoms, rights, and the institutions and practices that support shared democratic principles are foundations of a democratic republic. Civic ideals developed over centuries. In some instances, civic practices and their consequences, are becoming more congruent with ideals, while in other cases the gap is wide and calls for continued civic action by individuals and groups to sustain and improve the society. Learning how to apply informed civic action to more fully realize civic ideals is of major importance for the health of individuals, groups, the nation, and the world.

**Key Questions (exemplars) for Exploration:**

- What are civic ideals and practices?
- What documents support civic ideals and practices in a democratic republic?
- How does one become informed about civic issues?
- How can students participate in meaningful civic action?

**Knowledge – the learner will understand:**

- the origins and continuing influence of key ideals of a democratic republic, such as individual human dignity, liberty, justice, equality, individual rights, majority and minority rights, the common good, and the rule of law;
- key documents and excerpts from key sources that define and support democratic ideals and practices. (e.g., Declaration of Independence, U.S. Constitution, Gettysburg Address, etc.)
- The origins and function of major institutions and practices developed to support democratic ideals and practices;
- key issues past and present involving democratic ideals and practices, as well as perspectives of various stakeholders in proposing possible outcomes;
- the rights and responsibilities of citizenship and the practices involved in exercising citizenship (e.g., voting, serving on a jury, expressing views on issues, collaborating with others to take civic action); and
- the importance of becoming informed in order to make positive civic contributions.

**Processes – the learner will be able to:**

- identify and describe the role of citizen in various forms of government past and present;
analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of the ideals of a democratic republic;

build background through research, make decisions and solve problems as they locate, research, analyze, organize, synthesize, evaluate, and apply information about selected civic issues (past and present) in key primary and secondary sources;

identify sound reasoning, assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions;

identify, seek, describe, and evaluate multiple points of view surrounding issues--noting the strengths, weaknesses, and the consequences associated with holding each position;

evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making;

evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government; and

participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.

Possible Student Products – Learners might demonstrate their knowledge of civic ideas and practices by:

- articulating an informed personal position on a civic issue based on reasoned arguments resulting from consulting multiple sources;
- practicing forms of civil, civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- sharing policy positions in such forms as position statements, editorials, or political cartoons;
- using a variety of media to report findings from surveys, debates, petitions; and
- writing a plan of action in collaboration with others on an issue of public concern, after carefully weighing possible options for the most effective citizen action.

Snapshots Into Practice

Example #1

Following an incident in which a student at a local high school threatened another student with a handgun, Janet Morton’s middle school students begin collecting news reports about other incidents in schools involving weapons. Morton invites an attorney specializing in youth offenses to visit her classroom to respond to questions the students have raised regarding laws governing minors and weapon possession and use. They learn that there is no law currently on the books specifically prohibiting youth from carrying handguns, in or out of school. As a result, the school system’s response has been to establish a policy stating that any student possessing a deadly weapon will be immediately suspended and automatically face an expulsion hearing. This measure, in the attorney’s opinion, is an insufficient response to the
growing problem of weapons in schools. The students agree and, with the attorney’s voluntary assistance, create a plan to lobby their state legislature for tougher laws governing minors and weapons. Morton’s job is to help them understand the process of enacting law.

The class begins by charting the progress of an idea from its statement as a “need” to becoming a law. They then conduct research, with the help of their attorney mentor, to discover what laws currently exist governing the possession and use of weapons. They examine the wording and construction of a bill and prepare a draft to present before their school Parent Teacher Association (PTA) board in hopes of garnering their support and possible partnership in their effort to strengthen existing law. The PTA board members agree and join the students in going before the school board, to try and win board support. They are successful.

By this time, a state legislator who represents a nearby district has become aware of the children’s efforts and visits their classroom to hear the whole story. He informs the students that he shares their concern and is willing to sponsor their bill in the upcoming legislative session. He makes several visits to the classroom to help the students refine their draft of the bill and prepare for their lobbying efforts. The bill becomes the first to pass through both houses in the legislative session, and the students are invited to the governor’s signing. Ms. Morton asks each student to create an illustration of the process of having their bill become a law and write a paragraph explaining how this learning experience represents civic ideals and practices. The teacher assesses the accuracy and completeness of the illustration and the reasons and examples students provide in linking this learning experience to civic ideals and practices.

Example #2

As a part of a unit on immigration past and present, Suzanne Kim gives her eighth-grade students news articles about the many points of view being expressed about immigrants and citizenship. The class has studied immigration in various periods in United States history, but Kim wants her students to focus now on “Who is a citizen and what does it take to become one?”

Kim passes out a list with the following on it:

Who is a citizen? How do you know?

1. A baby is born in Mexico while her parents, who are U.S. citizens, are on vacation. What is her citizenship?

2. A Jamaican woman has worked for many years in this country but has never applied for citizenship. This past year she married a U.S. citizen.

3. Refugees flee an oppressive, non-democratic government with which the United States has no diplomatic relations. The president tells the people of that nation that they can seek political asylum here. Are the refugees citizens? If not, are they eligible for citizenship?

4. Refugees flee an oppressive, non-democratic government with which the United States does have diplomatic relations. The president discourages these people from immigrating to the United States, saying that they are merely fleeing for economic purposes. Are these refugees citizens? If not, are they eligible to
5. You emigrate to France. You have no intentions of returning to the United States. You no longer file U.S. income tax returns. Of which country are you a citizen?

6. A husband and wife have been undocumented workers in the United States for seven years. They have a baby. Is the baby a U.S. citizen?

Students work in small groups to research and report on one of the examples above. The groups answer who is a citizen in the example and describe what it takes to become a citizen. Kim assesses the accuracy of the research and interpretation of the example presented by each group. Kim arranges for a speaker from the Immigration and Naturalization Service to speak to her class the next day. Following this, the class analyzes current U.S. immigration policy and new proposals in light of America’s historical commitment to the ideals of justice and fairness.

Each student then writes an editorial for the school newspaper, explaining the pros and cons of U.S. immigration policy, providing examples of immigrant experiences drawn from the examples or news articles, and defending a position related to the policy. The editorials are evaluated on: accurate representation of contemporary immigration policy; the student’s ability to analyze this policy in the light of the historical ideals and current practices; development of a logical argument; and the student’s success in choosing the appropriate tone for the newspaper.

Example #3

Students in Gary Huggett’s middle school class become aware that the policies of Leading Edge, a national chain of stores that sells advanced electronic gadgets and sports equipment with great appeal to teenagers, discriminates against them because of their age by requiring a chaperone in order to enter the store after certain hours. The students, led by Sara Berwick and Mike Holczer, decide that they are going to try to change the policy so that people under eighteen can go into a store without an adult chaperone.

Students research local, state, and national laws that relate to the situation. They also examine practices in other stores and other communities and discuss rights, responsibilities, values, policies and laws related to the issue and important in a democratic society. The students develop a plan to change the policy, which they then present to store officials. The students meet with the store manager, district manager, and finally the president of the company. The president writes a letter to the students announcing that she has changed the policy and teenagers will now be allowed to enter the store. Huggett asks each student to write an essay to answer the question: In what ways does the experience of working to change a store policy relate to civic ideals and practices? He asks students to defend the position they select with specific examples of action and legislation examined by the class during the study.
Civic Ideals and Practices

High School

Purposes:

Basic freedoms, rights, and the institutions and practices that support shared democratic principles are foundations of a democratic republic. Civic ideals developed over centuries. In some instances, civic practices and their consequences, are becoming more congruent with ideals, while in other cases the gap is wide and calls for continued civic action by individuals and groups to sustain and improve the society. Learning how to apply informed civic action to more fully realize civic ideals is of major importance for the health of individuals, groups, the nation, and the world.

Key Questions (exemplars) for Exploration:

What are key ideals and practices supporting a democratic republic?
What role do individuals, groups, and institutions play in strengthening democratic ideals and practices?
What is the role of the citizen in the community, nation, and as a member of the world community?

Knowledge – the learner will understand:

- the origins, meaning, development, and continuing influence of key ideals of a democratic republic as contrasted with other forms of government (e.g., human dignity, social justice, liberty, equality, rights and responsibilities, citizenship, majority and minority rights, the common good, and the rule of law);
- various interpretations of key documents and development over time of the definitions for and support of democratic ideals and practice;
- the origins, functions, evolution, and outcomes of major institutions and practices designed to sustain and more fully realize democratic ideals;
- key issues past and present, civic ideals and practices involved, multiple perspectives represented in arriving at outcomes at different points in time, and current avenues for supporting progress toward more fully realizing democratic ideals;
- the rights and responsibilities of citizenship and the practices involved in exercising citizenship (e.g., voting, serving on a jury, expressing views on issues, collaborating with others to take civic action); and
- the importance of becoming informed as the basis for thoughtful and positive contribution through civic action.

Processes – the learner will be able to:
compare and contrast various the role of citizen in relation to government across various forms of government past and present;
make decisions and solve problems as they locate, research, analyze, organize, synthesize, evaluate, and apply information about selected civic issues (past and present) in key primary and secondary sources;
identify assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions;
identify, seek, describe, and evaluate multiple points of view surrounding issues— noting the strengths, weaknesses, and the consequences associated with holding each position;
evaluate the effectiveness and importance of public opinion in influencing and shaping public policy development and decision-making;
evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government; and
participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.

Possible Student Products – Learners might demonstrate their knowledge of civic ideas and practices by:

articulating an informed personal position on a civic issue based on reasoned arguments resulting from consulting multiple sources;
practicing forms of civil, civic discussion and participation consistent with the ideals of citizens in a democratic republic;
sharing policy positions in such forms as position statements, editorials, or political cartoons;
using a variety of media (e.g., a documentary film, power point presentation, or gallery of project posters…) to report findings about an issue from surveys, debates, petitions;
writing a plan of action in collaboration with others to strengthen the “common good,” after careful evaluation of possible options for the most effective citizen action in a specific issue of public concern; and
holding a forum to share what has been learned by studying the pros and cons of various perspectives on an issue with another class or with the public.

Snapshots Into Practice

Example #1
The city of Wexford was reeling from a riot that had taken place after an unpopular verdict regarding charges of a police beating of a Latino motorist who had committed a traffic violation, but resisted the officers. Several witnesses had testified that the police used unnecessary force in taking the man into custody. He had suffered numerous broken bones and was in critical condition in the county hospital. The jury in this case found the evidence lacking and acquitted the police officers. Some community members responded with violence. Several stores, and shops were looted and burned. Several people were
badly injured. The police and the National Guard were called in to restore order. Wexford was changed in ways never imagined.

At Wexford High School, the riot is the only thing on people’s minds. Everyone knows at least one person who was directly affected by what happened. Most teachers spend some time talking about it. They encourage students to express their thoughts and feelings. As soon as possible, many teachers return students to the work they were doing before the riot.

Larry Hudson has a different idea. He doesn’t want the students to think of the riot as an isolated incident. He wants to help students place it in the broader context of power, authority, and governance and civic ideals and practice. On the chalkboard he lists the following: the American Revolution, Shays’ rebellion, Nat Turner’s slave rebellion, the Red Summer, the Homestead strike, or the Watts riot.

As the students enter Hudson’s public issues class, they look at the board with puzzlement. “What’s this list about, Mr. Hudson?” Juan Rivera asks.

“Well,” Hudson answers, “we’re going to try to see how people have resorted to riot and rebellion at various points in our nation’s history as a form of seeking redress of grievances. We’re also going to ask ourselves whether or not riot or rebellion is ever justified and whether or under what conditions the costs outweigh the benefits. We will need to draw on what you can learn about what happened in Wexford last week and what you can learn from history to try to consider these questions. As an assignment, you will work in teams to collect newspaper, television, news magazine, and personal accounts of what happened here to compare it with research you do in at least three sources (primary and secondary sources) on one of the riots or rebellions I have listed on the board. We want to know the background of the event, key people, multiple points of view about it, catalyst or starting event or incident, consequences, and resolution. Then, compare the historic event what happened here in Wexford.”

Each team selects one of the historical events and prepares a data retrieval chart to address the questions in the assignment. Hudson plans to assess the accuracy of the descriptions of the events, the accurate representation of perspectives, and the logical support students offer for the consequences of the events compared and similarities and differences between the events.

As an in-class assessment, Hudson asks each student to use the data from the chart to write an editorial comparing the historical event with the incident in Wexford. To assess the editorials, he will be looking for accurate comparisons between the two events and a clearly stated and supported point of view in the editorial. He suggests that the students send their editorials to the school and local newspapers.

Example #2

Nico Bellini’s eleventh grade American government class is concluding a unit on the Bill of Rights. Nancy enters class complaining about the musical lyrics and language she hears regularly on the radio; she considers some of it offensive to females and thinks a law should be passed to stop it. Her friend Maria disagrees with Nancy, noting that it is
difficult to legislate restrictions on some area of expression without endangering the freedom of expression for all. Their classmate Joe responds by saying, “This isn’t about freedom of expression; it’s about maintaining standards of morality in our society which I think are slipping.”

Overhearing this discussion, Bellini comments, “It’s interesting that all of you are discussing this issue today, because that’s one of the most contentious dilemmas related to the First Amendment in our society.” A number of students in the class suggest that for their concluding unit project, they investigate the viewpoints of experts and community residents and conduct a public community forum on this issue.

Bellini listens carefully to the views of the students, and after a lengthy discussion, the students identify this problem for their investigation: Are limits on freedom of expression appropriate in our democratic society?

Students have previously studied the relationship of state authority to individual rights in the United States, notably in Supreme Court decisions. Based upon their prior work, the students select a variety of judicial case studies for exploration that illustrate different responses to the issue. They also review historical Supreme Court decisions containing precedents (i.e., “clear and present danger” and others), which have influenced subsequent judicial rulings in First Amendment cases. They are also asked to review news articles and news magazines to find recent examples of First Amendment issues.

Students work in small groups to develop their presentations, and with Bellini’s guidance refine their positions to highlight possible solutions to the problem and implications for behavior arising from these proposed solutions. In the development of the presentations, Bellini is looking for the identification of three or more distinct positions, with the pros and cons of each position clearly presented along with the consequences that follow from holding that position. The class holds a forum in their class to identify three clearly different positions (speech should never be restricted, speech that is offensive should always be restricted, speech should be restricted only in very specific instances supported by law). They examine the pros and cons of each, and to discuss the consequences of implementing each of the positions. Mr. Bellini assesses the forum based on the accuracy and fairness with which the perspectives are represented and supported with logical reasons and examples.

Excited about their own classroom forum, the students agree to organize and publicize a public forum for the community, keeping in mind that while no consensus may be reached at the public forum, a more informed public discussion of the problem and proposed solutions is clearly possible. Students also prepare audiovisual materials illustrating the key points of their perspectives, supporting their key points with research findings. As a follow-up assessment, Bellini asks each student to create a political cartoon illustrating the pros, cons, and consequences of their own preferred position on limiting freedom of expression. Peers exchange cartoons and provide feedback to each other to improve the cartoons based on a rubric the class develops for “high quality” work. Criteria on the rubric include items such as the clear presentation of a point of view, accuracy and effective use of symbols in representing and supporting the point of view.
Students improve their cartoons based on feedback they received before Mr. Bellini collects them to assess using the same rubric.

**Essential Social Studies Skills and Strategies**

**Introduction**

Social studies skills and strategies involve the ability to apply knowledge proficiently in a variety of contexts in repeated performances. They enable students to participate in civic life and to address societal conflicts and problems. Throughout pre K-12 education, such skills and strategies must be developed through sequential systematic instruction and practice. These should be continually reinforced and applied -- extending, expanding, and illuminating in greater complexity, taking advantage of students’ academic progress and growth. Curriculum documents and classroom materials should emphasize these skills and strategies, which include:

- Literacy Skills
- Critical Thinking Skills
- Learning Strategies
- Personal Interaction & Civic Engagement *Strategies*

**Literacy Skills**

Emphasis must be placed on various types of literacy, from financial to technological, from media to mathematical, from content to cultural. Literacy may be defined as the ability to use information to function in society, to achieve one's goals, and to develop one's knowledge and potential. Teachers emphasize certain aspects of literacy over others depending on the nature of the content and skills they want students to learn. The table below provides links between literacy skills and the themes that form the basis for the social studies standards. These can be acquired by students at all grade levels using developmentally appropriate strategies. The following literacy skills are intended to be exemplary rather than definitive. (Note: See appendix ? for Research Based Literacy Strategies for Teachers)

<table>
<thead>
<tr>
<th>Literacy skills for social studies</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
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</thead>
<tbody>
<tr>
<td>Determine and analyze similarities and differences</td>
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<tr>
<td>Arrange events in chronological sequence</td>
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<tr>
<td>Analyze cause and effect relationships</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Describe people, places, events and the connections between and among them</td>
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<tr>
<td>Explore and/or observe, identify and analyze how individuals and/or institutions relate to one another</td>
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<td>Solve problems by analyzing conflicts and persistent issues</td>
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<td>Develop an ability to use and apply abstract principles</td>
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<td>Differentiate between and among various options</td>
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<td>Explore complex patterns, interactions and relationships</td>
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<td>Articulate and construct reasoned arguments from diverse perspectives and frames of reference</td>
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<td>Define and apply discipline-based conceptual vocabulary</td>
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<tr>
<td>Investigate, interpret and analyze multiple historical and contemporary sources and viewpoints</td>
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<td>Locate, analyze, critique, and use appropriate resources and data</td>
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<tr>
<td>Use a wide variety of media to access, analyze, evaluate and create messages and reports</td>
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<td>x</td>
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<tr>
<td>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias</td>
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<td>Differentiate fact from opinion</td>
<td>x</td>
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<td>x</td>
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<td>Determine an author’s purpose</td>
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**Critical Thinking Skills**

**Critical thinking** involves reflecting on content in order to form a solid judgment that includes both evidence and common sense. Critical thinkers gain knowledge through
reading, observation and experience then establish relationships and determine accuracy, clarity, reliability, relevance, and importance of what they learned.

Research, Information and Technology Skills

Locate Information
- Use library, online or other search tools to locate sources
- Use key words, tables, indexes and bibliographies to locate information
- Use sources of information in the community

Explore Information
- Use various parts of a text, document, visual, electronic or audio source
- Conduct interviews of individuals in the community
- Evaluate sources of information – print, visual, electronic, audio
- Use maps, globes, graphic representations and tools, and geographic information systems
- Interpret social and political messages of cartoons
- Interpret history through artifacts

Organize Information in usable forms including outlines, summaries, bibliographies and other products

Use computer-based technology and media/communication technology
- Operate input devices
- Operate other media/communication technology
- Operate appropriate multimedia sources for directed and independent learning activities

Use Internet-based Information Networks
- Utilize tools and resources to manage and communicate information including correspondence, finances, data, charts and graphics
- Use on-line information resources and communities to meet the need for collaboration, research, publications, and communication
- Use tools for research, information analysis, problem-solving, and decision making in learning

Interpret Information

State relationships between categories of information
Draw inferences from factual material
Predict likely outcomes based on factual information
Recognize and interpret different points of view
Recognize instances in which more than one interpretation is valid
Transfer knowledge into new contexts
Analyze Information

Form a simple organization of key ideas related to a topic
Separate a topic into major components according to appropriate criteria
Examine relationships between and among elements of a topic critically
Detect bias in data presented in various forms
Compare and contrast credibility of differing ideas, elements, or accounts

Synthesize Information

Propose a new plan of operation, system, or scheme based on available data
Reinterpret events by relating knowledge from several disciplines
Present information extracted from one format in a different format, e.g. print to visual
Communicate concisely orally and in writing

Evaluate Information

Determine whether or not sources are valid and credible
Estimate the adequacy of the information
Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency
Understand legal/ethical issues related to access and use of information

Learning Strategies

The descriptions of strategies used to learn social studies content, skills and dispositions recorded below are not intended to be prescriptive or comprehensive. Teachers who wish to address one or more of these learning strategies should find detailed descriptions in reputable sources or seek rich professional development opportunities. While characteristics of some strategies appear similar, e.g. finding factual information, each constitutes a unique skill set when considered as a whole.

Decision making

Identify a situation in which a decision is required
Secure needed factual information relevant to making the decision
Identify alternative courses of action and predict likely consequences of each
Define the criteria to be met for one of the alternatives to emerge as the best alternative
Make decision based on criteria and the data obtained
Take action to implement the decision
Examine and evaluate consequences

**Inquiry learning**

- Be curious, ask powerful and complex questions
- Observe, investigate and explore to develop understanding
- Organize, create and communicate ideas and results
- Discuss, connect and/or compare with other works
- Reflect to monitor progress and self-evaluate

**Issue analysis**

- Define the issue and identify key opposing positions
- Find and present information supporting each position
- Determine conflicting values or beliefs
- Defend and justify a position
- Summarize an opposing position
- State ways to persuade others to adopt your position

**Problem based learning**

- Introduce and discuss an ill-structured real world problem
- Collaboratively, determine what is known and what must be learned
- Develop and articulate a problem statement
- Identify possible solutions
- Research, analyze and resolve
- Present solution and supporting documentation

**Service/Community Learning**

- Prepare—involve stakeholders in developing the project
- Collaborate—build partnerships and gather support
- Integrate—connect with academic skills and content
- Service—contribute skills and talents to make the community a better place
- Reflect—relive or recapture the service to develop new understandings
- Celebrate—honor and renew the commitment of those involved

**Personal Interaction & Civic Engagement Strategies**

PICES help young people to acquire and apply skills and dispositions that will prepare them to become competent and responsible citizens.
Personal

Exhibit honesty and integrity
Convey creativity and ingenuity
Communicate personal beliefs, feelings, and convictions
Demonstrate self-direction when working towards and accomplishing personal goals
Demonstrate flexibility as goals and situations change
Adjust personal behavior to fit the dynamics of various groups and situations
Respect and be tolerant of other’s beliefs, feelings, and convictions

Collaborative

Contribute to the development of a supportive climate in a group
Participate in making rules and guidelines for group activities
Assist in setting, working towards, and accomplishing common goals for a group
Participate in delegating duties, organizing, planning, making decisions, and taking action in group setting
Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences
Utilize diverse perspectives and skills to accomplish common goal

Civic Engagement

understand the fundamental processes of democracy
identify and understand public and community issues
dialogue with others who have different perspectives.
participate in their communities through organizations working to address an array of cultural, social, political, and religious interests and beliefs.
act politically needed to accomplish public purposes through group problem solving, public speaking, petitioning and protesting, and voting.
exhibit moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference.

Appendix ?: Research-based Literacy Strategies for Teachers

Research suggests that some broad-based literacy strategies can assist students in their comprehension of a variety of written sources. It is best to teach and practice these while students engage in learning challenging content. These can be divided into three categories, as indicated below:

**Before**
- Reviewing vocabulary that will be encountered in the reading
- Connecting to students prior knowledge
- Making predictions about what the text might say
- Identifying text features including headings, charts/graphs/tables, illustrations, and maps
- Setting targets or objectives

**During**
- Drawing a non-linguistic representation, or image
- Asking questions about key ideas
- Identifying unfamiliar ideas, concepts or words to work with later
- Using questions, cues, and advance organizers

**After**
- Summarizing and note-taking
- Comparing notes with those of other students
- Providing substantive homework and practice
- Reinforcing effort and providing recognition