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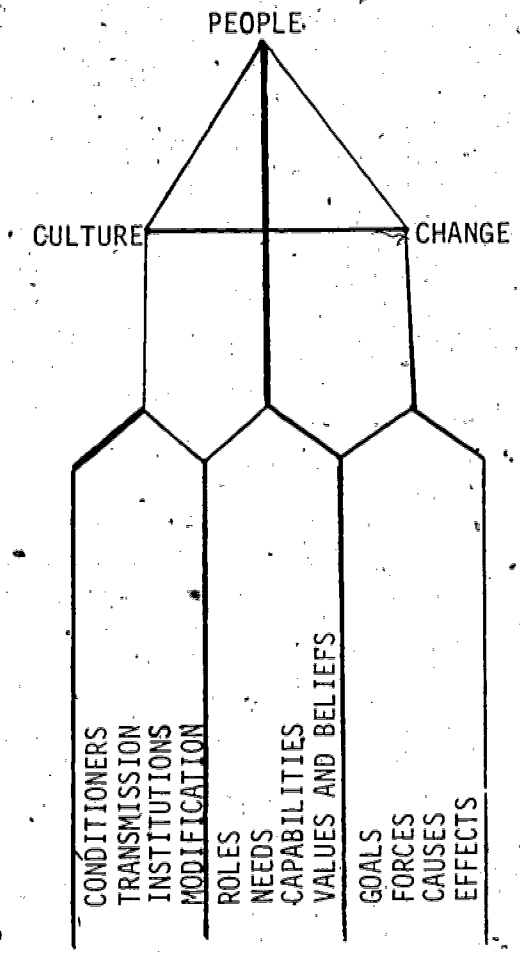
ABSTRACT

This document contains guidelines, objectives, and competencies of the K-12 social studies program for North Carolina. The primary goal of social studies instruction is to help each student attain the knowledge, skills, and attitudes necessary for becoming an effective and contributing member of a democratic society. The content focus for grades K-7 is on the home and community studies, providing a comparative and contrasting approach to broaden pupils' concepts of the role and function of the family and to help them develop positive attitudes toward those who are different from themselves. The content pattern for grades 8-12 provides opportunities for greater in-depth studies of the United States and the various cultural areas of the world, using a discipline approach, including history, economics, political science, sociology, geography, and anthropology. Examples of implementing both a chronological and a thematic approach are provided as guides. A major focus of the social studies program is the development of social studies skills and the understanding of basic social science concepts and generalizations. The bulk of the document contains matrices and charts showing how each grade level corresponds to the skills and concepts as outlined by the North Dakota curriculum committee. (Author/JR)

THE NORTH CAROLINA SOCIAL STUDIES CURRICULUM

A FOCUS ON PEOPLE, CULTURE AND CHANGE



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PREFACE

In a period of history when rapid changes in many areas of our society cause us to be uncertain and uncomfortable about our future, it is imperative that the social studies curriculum be responsive to these changes.

The social studies should not only encourage students to examine the past and prepare them for life today but also should help prepare them for future changes. No other area of the public schools course of study is more dynamic. This one fact should cause us to look constantly at the need for social studies curriculum revision and construction.

This guide is intended to aid local school personnel in identifying skills and concepts upon which the local curriculum is built. We hope a social studies program tailored to the needs and aspirations of the children of North Carolina will result.

A. Craig Phillips
State Superintendent of Public Instruction

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RATIONALE

"What do today's youth want to become?" This is a major question to be considered in curriculum decision-making. Decisions concerning how the social studies curriculum is to be organized, the content to be included, and the materials and instructional techniques to be used to some extent all answer questions as to how we as teachers, supervisors, and curriculum coordinators can help students to develop a process of valuing to understand themselves, the world, and the nature of man and society. Decisions of this import should never be made on the basis of whim. Rather they should be the result of a careful assessment of available information concerning (1) the knowledge, skills and abilities needed for effective participation in American society, (2) the nature and uses of history and social science knowledge, and (3) characteristics and interests of the learner for whom the curriculum is intended.

Perhaps the most outstanding characteristic of today's world is that of change. The nineteenth and twentieth century revolution in science and technology has been accompanied by ever-accelerating change in social, economic, and political relationships both within and among the various societies of mankind. As a result of this constant shifting in human relationships, it is highly probable that the youth of today will, as adults, live in a world substantially different from that which now exists. For example, it has been predicted that by the mid 1980's fifty percent of the people in the United States will be employed in jobs not yet created.

Another result of the scientific and technological revolution has been the discovery and explosive proliferation of new knowledge. Human knowledge, it is estimated, now doubles approximately every five years. This knowledge explosion has resulted not only in opening new areas and developing new theories, but at the same time in rendering obsolete and outmoded much of what we know. Moreover, large amounts of the descriptive knowledge learned by students in the elementary grades -- political boundaries, national alignments, statistical information-- may well be obsolete before they complete high school.

Another factor which must be considered in curriculum planning is the increasing range of pupil interests and abilities that one must deal with in the classroom. In many respects today's youth are more knowledgeable than the youth of any previous era -- they are capable of performing far more complex intellectual tasks than we have previously assumed. The experience background of many children is more varied and richer than that found among students of former generations. Via television and radio the average first grader is already exposed to national problems such as pollution, inflation and crime; to international issue such as war, trade and cultural misunderstanding and to other topics dealing with their political, social and economic well-being. The widening range of pupil performance levels, however, is not totally attributable to increased student capabilities. Pupils who traditionally dropped out of school because of lack of achievement are finding it increasingly necessary to complete secondary school. These two factors -- the increase in student capabilities and the decrease in school dropout rates -- have resulted in a simultaneous extension of both the upper and lower ends of the pupil performance scale.

The cumulative effect of these problems -- the explosion of knowledge, rapidly changing economic, political and social relationships, the widening range of student interests and capabilities suggests the need for a redefinition of the goals, content, and structure of the social studies curriculum. In a democratic society characterized by cultural pluralism and rapid change, the individual is constantly confronted with

the necessity of making choices between alternative courses of action and alternative ways of life. In establishing our educational goals we must be concerned with knowledge for the attainment of attitudes and thinking skills necessary for information processing and rational decision-making. Additionally, curriculum and instructional goals must be directed toward helping youth develop a personal value system which will enable them to deal with life's problems in ways consistent with their value positions and with interests of society as a whole.

Changing human relationships at home and abroad require the expansion of social studies content to include studies of peoples and regions which heretofore have largely been omitted from the curriculum. Traditional curriculum studies have generally failed to provide an adequate portrayal of cultural pluralism as it exists in American society. In order that students might develop a more accurate view of the society in which they live, the curriculum must incorporate content that deals realistically with the roles played by various racial and ethnic minorities in the growth and development of our nation. Increased interdependence among human societies and the United States' role in world affairs require that American citizens become more knowledgeable about peoples in other parts of the world. No longer can we afford to ignore developments in Africa, Asia, and Latin America. It is of vital importance that we rid ourselves of the myths and misconceptions we as a people have traditionally held concerning those whose cultures differ from our own in both the international and domestic sphere.

If students are to acquire the knowledge, skills, and attitudes necessary for effective living in a complex and changing world, social studies at both the elementary and secondary level must provide for systematic development of modes of inquiry and basic concepts from anthropology, economics, political science, and sociology as well as from history and geography. Each of these disciplines contributes in its own way to our understanding of the basic human condition -- the problems, progress, and potential of mankind. The great diversity found in student abilities, interests, and aspirations suggests that the content, materials, and techniques used in social studies instruction must be more varied and broadly based than that which is ordinarily provided.

Implementation of new knowledge, skill, and attitudinal goals will necessitate changes in the structure and organization of the social studies curriculum. The changing emphasis in social studies instruction requires a curriculum pattern that reflects the interrelatedness of history and social science knowledge and provides for (1) a sequential development of social studies concepts and skills, (2) the infusion of new social studies knowledge, and (3) pupil inquiry into significant aspects of social behavior.

The acquisition of useful social studies knowledge and the development of inquiry and decision-making skills requires more than an encyclopedic coverage of the factual information contained in history and the social sciences. It is impossible and useless for students to learn all the facts available. Complete content coverage is neither a realistic nor a desirable goal for social studies instruction. While factual knowledge must serve as the base for social studies learning, its value for the learner lies not in simply *knowing* such information; knowing facts is useful because it facilitates attainment of important concepts or discernment of new relationships, which serve to give meaning and order to the world about. Thus, a curriculum structured around basic concepts from history and the social sciences, provides a more logical basis for learning and instruction than does a curriculum that focuses mainly on *content coverage*. A conceptual structure provides a rational framework for the selection and organization of curriculum content. It also provides the flexibility needed for incorporating into the curriculum the variety of studies required for challenging the interests and meeting the instructional needs of a widely diverse student population.

SOCIAL STUDIES CURRICULUM GOALS

The primary goal of social studies instruction is to provide each student the experiences necessary for attainment of the knowledge, skills, and attitudes necessary for becoming an effective and contributing member of a democratic society. In keeping with this goal, the North Carolina Social Studies curriculum is designed to enable students to:

1. Develop concepts and generalizations which will provide insight into the political, economic, and social behavior of people.

2. Develop skills and attitudes conducive to the use of rational processes for problem-solving, valuing, and decision-making.

3. Acquire knowledge about (a) the structure and functions of the social, political, and economic institutions in American society; (b) the development and unique characteristics of past and present societies; and (c) issues and problems which have persisted throughout history.

4. Develop a system of values consistent with the fundamental tenets of democracy.

5. Develop positive attitudes toward other peoples.

6. Develop an understanding of oneself and one's relationship to others and to the environment.

NORTH CAROLINA SOCIAL STUDIES CONTENT SEQUENCE

GRADE	
K	The Individual and Group Relationships
1	Home and School
2	Neighborhood and Community
3	Communities
4	State and Regions
5	The Americas
6	Europe and the U. S. S. R.
7	Africa, Asia, and Pacific Islands
8 & 9	United States and North Carolina Heritage
10 - 12	World Studies and United States Studies

ORGANIZATION OF CURRICULUM CONTENT

The K-12 curriculum sequence description provides only a broad outline of the areas from which specific course content is to be selected. Although content areas have been delineated for each grade, the curriculum sequence is quite flexible and can be easily adapted to a variety of school organizational structures. For example, in certain non-graded situations, content may be organized as follows:

K - 3	Home and Community Studies
4 - 7	Regional Studies (encompassing studies of North Carolina and selected cultural areas of the Americas, Eurasia, and Africa)
8 - 9	North Carolina and United States Studies
10 - 12	World and Contemporary United States

The basic pattern of content for grades K-7 is from "near-to-far." Traditionally, this idea applied only to the sequential arrangement of content from one grade to the next--studies in first grade began with the children's immediate surroundings and gradually expanded to areas less familiar to them as they moved into the upper grades. Because children today are exposed to happenings outside their community at an earlier age, it is equally important that a "near-and-far" approach be used as well; that is, while studies in kindergarten begin with the child and the family, they should also include children and families in other environments, "near-and-far". Content selected in this manner provides not only the comparative and contrasting data necessary for broadening pupils' concept of the role and function of the family, but also provides a useful vehicle for helping students at an early age to develop positive attitudes toward those who are different from themselves.

The "near-to-far/near-and-far" approach provides a convenient background for development of concepts, concrete to abstract. The concept "interdependence" provides an example of this developmental pattern. A primary grade child sees interdependence concretely as parents prepare meals for the family and care for the baby or as the cafeteria workers serve the lunch at school. The more abstract understandings of interdependence, such as interdependence between governments of nations, are more easily taught at higher grade levels.

This program also allows for variations from this pattern when dealing with concepts that are not developed in a "near-to-far/near-and-far" context. This is particularly true with concepts in the area of political science.

Child development studies show that children below the ages of twelve or thirteen have little understanding of chronology. Although it is important to begin introducing some "now-and-then" content and concepts in the early grades, it should be understood that these have limited meaning for children at this level.

The content pattern for grades 8-12 provides opportunities for greater in-depth studies of the United States and the various cultural areas of the world. Studies at this level are oriented more toward individual disciplines (including history, economics, political science, sociology, geography, anthropology) than are studies in the elementary grades.

The eighth and ninth grade program focuses on the economy, government, and history of North Carolina and the United States. Content selected for study at this level serves two major purposes: first, it enables students to develop the concepts and general background knowledge necessary for an in-depth exploration of the political, economic and social issues dealt with in the senior high program; secondly, it enables those students who for various reasons terminate their formal education at the end of ninth grade to acquire a greater knowledge of their cultural heritage, to gain insight into the political and economic structure of American society, and to develop an understanding of their roles as individuals within this structure.

The world and United States studies program in grades 10-12 builds upon the knowledge and conceptual base laid in the elementary and junior high grades. Offerings at the senior high school level extend and, in one sense, complete studies introduced earlier in the K-12 program: World Studies at this level extend and enlarge the concepts and skills introduced in the regional studies program in grades 4-7; United States Studies in the senior high program build upon the study of United States and North Carolina Heritage in grades eight and nine. In a deeper sense, however, the senior high school social studies program must not be viewed as the end of social studies learning. Rather, the entire curriculum must be seen as building those skills, knowledge, and attitudes necessary for effective participation in a democratic society. In this sense, the senior high school social studies program is a part, but in no way the completion, of this life-long process.

The World Studies and United States Studies programs in grades 10-12 may be organized in several ways.

1) As separate entities at each grade level:

   grade 10 - Non-Western Studies
   grade 11 - Western Studies
   grade 12 - United States Studies

2) As separate entities crossing grade level devisions:

   grades 10 and 11 - Western and Non-Western Studies
   grades 11 and 12 - Western Studies and United States Studies

3) As an open program with no restrictions as to grade level:

   grade 10 - 12 - World Studies (Western and Non-Western) and United States Studies

Similarly, the senior high school program may consist of courses of differing lengths, depending upon school scheduling and organizational structure. Social studies program offerings may be organized as year-long courses, semester courses, twelve-week courses; or nine-week courses.

A brief description of the content areas for each grade, K-12, is provided on pages 8-16. The content proposed for kindergarten may be dealt with in the first grade where kindergartens do not exist.

The current areas described for each grade should not be looked upon as prescribed units of study. As stated previously, emphasis in the new social studies program is not on complete content coverage; consequently, within the broad outline provided, there are a number of options or alternatives available. Considering the vastness of the content areas included for each level, teachers and curriculum coordinators must be selective in determining the specific content to be included in the instructional program. In the selection process, content should be assessed in terms of its significance to the study of mankind, accurateness in representing reality, relevancy to the lives and concerns of today's youth, appropriateness for the age or maturity level of pupils, and usefulness as a vehicle for developing desired concepts, skills and attitudes.

SOCIAL STUDIES PROGRAM DESCRIPTION, K-12

KINDERGARTEN: THE INDIVIDUAL

The program for kindergarten children begins with a study of self and of people and things familiar to oneself. The children explore many facets of individuality, of family life and of other groups of which one is a member. After the children have acquired an understanding of basic self concepts and of their own family structure, the study may be extended to people living in similar and different environments in the United States and in the world.

In the kindergarten program the children begin to develop concepts about their own beings and about the family as a basic institution in human society. They also develop the understanding that there are certain basic needs common to all people -- those of providing food, clothing, shelter, and security. In looking at their unique qualities and characteristics and in looking at families living in environments different from their own, the children perceive that while individuals and families are different many similarities also exist. They also see that although people have basically the same needs, they may seek to meet these needs in a variety of ways. Concepts such as interdependence, individual worth, dignity and responsibility are introduced and expanded through a study of family organization and the different roles assumed by the children and various members of the family unit.

GRADE I: HOME AND SCHOOL

The first grade study builds upon concepts introduced in kindergarten. The students further examine the roles of members of their own families as well as those of families in other environments. They then study about their school, its purpose, and its relation to the home. They compare their home and school life with that of children in environments different from their own.

The concepts of interdependence and individual responsiblity are reinforced and expanded in the first grade study. Through an extended study of the family and home life of peoples in other parts of the world, the children begin to develop a concept of Man and the universality of basic human needs and wants. In comparing and contrasting the ways by which people living in different environments seek to provide for these basic needs, the students also develop an awareness of the relationship between physical environment and human activity. They see that family and school rules and laws are established for the common good and are a necessary part of group living.

GRADE II: NEIGHBORHOOD AND COMMUNITY

The grade two social studies program continues to use and reinforce concepts and skills learned in kindergarten and grade one. The content of the program revolves around the organization and services of the student's neighborhood and immediate community. At this level the students are concerned with the who, what, why, and how of their community. What resources does their community use? Who are the people and how do they depend upon one another? What services does the community offer to them and their families? Why? What are their responsibilities to the neighborhood and community? Why should they assume these responsibilities? They are also concerned with differing neighborhoods and communities within their own county or state. Why are some communities agricultural and others industrial; why are some communities trade and transportation centers while others are centers

of government or education? Why, as the unit of society expands (from home and school to neighborhood and community), if there need for more rules or laws to help govern that society?

GRADE III: COMMUNITIES

The third grade study is designed to increase the children's understanding of community life. They compare and contrast their community with communities of other lands. They are made aware of some of the relationships between way of life, environment, and tradition. They are concerned with problems that may confront their community, the groups interested and involved in these problems and the means by which the community tries to solve the problems. They study the basic relationships between communities -- how communities combine to form a larger political unit (counties), and how communities may be linked together by cultural heritage or by geographic and economic ties.

Studies concerned with communities in similar and different environments reinforce and extend concepts and skills introduced in earlier grades. Through their study of various patterns of community living today and long ago, the children begin to understand that: people's activities are influenced not only by their geographic location, but also by the historical period in which they live; how people use earth materials is largely dependent upon the knowledge and skills available to them and as a result of inventions and technology people have become less dependent upon the physical environment for survival.

The program at this level is also concerned with how and why communities change. A study dealing with community change helps the children perceive that while all societies change, they do not necessarily change at the same rate, nor do all aspects of the society change at the same time. Each society has certain institutions and traditions that bind the society together and give it continuity. By looking at the community as it is today and as it was in earlier times and the relationship existing between their community and other communities, the children are made aware of some of the cultural, political, geographic, and economic factors that help bind communities together through both time and space.

GRADE IV: STATE AND REGION

The fourth grade program in social studies is concerned with a study of North Carolina -- its geography, its people, and its present status -- and with a study of the southeastern region of the United States.

The third grade study of communities -- how communities change and grow, how they are interdependent, how they are combined to form counties -- leads naturally into a study of the State. The study at this level emphasizes geography, people, and economy with glimpses into history and government. The students become familiar with the physical makeup of their State -- regions, land forms, climate, resources, etc. -- with considerable attention paid to use of a variety of maps and to developing map reading skills. The study also focuses on the people of the State -- who are they, where they came from -- and what they do for a livelihood.

Comparing North Carolina with neighboring states helps show that there are more similarities than differences in these states and the whole concept of region should begin to emerge. After an in-depth look at the region and if time permits the students may compare the southeastern region with another region in the United States.

It should be understood that the study at this level is not intended to be a study of the history of North Carolina and the region.

GRADE V: THE AMERICAS (NORTH, CENTRAL, AND SOUTH AMERICA)

The fifth grade program is centered around themes or "big ideas" concerned with life in the United States, Canada, and selected Latin American countries. The study begins with a brief overview of the regions explored in fourth grade. As they look at their nation, the children are concerned with such questions as: Who are the people of the United States? How have different ethnic groups contributed to our culture? These and similar questions are explored through a "then" and "now" approach in studying selected aspects of our culture. Although the major focus of the study of the United States is on the people, geography, and economy of the country, attention is also given to certain aspects of our political heritage.

While approximately two-thirds of the fifth grade program is devoted to studies of countries other than the United States, no attempt should be made to include all of the countries of North and South America. The study of Canada may be a logical study to follow the United States. The Latin American countries to be studied can be selected on the basis of their comparative and contrasting qualities -- ethnic make-up, geography, use of resources, and the influence of these factors on economic and cultural development. For example, a unit dealing with how a country's cultural development is influenced by the ethnic backgrounds of its people could be developed by concentrating on only four Latin American countries -- two representing societies with populations of relatively homogeneous ethnic backgrounds, and two representing societies composed of several ethnic groups.

GRADE VI: EUROPE AND U.S.S.R.

The purpose of the grade six program is to look at two areas of the world with which we in the United States have particular interest because of cultural and/or political ties. Major focus again will be on people, geography, and economy but history and government will also receive attention because of our rich heritage from Europe and because of the interest in political alignment of these nations.

One organizational pattern for content at this level would be to study selected countries from those areas with which we are most familiar and on which we have the most materials. The study of these countries, likely northern, western, and southern-European countries, could be arranged around themes such as suggested in grade five. The students find out about life within these areas and how geography and economy are closely related. Concepts dealing interdependence, unity, use of resources, change and culture are of considerable importance.

Eastern Europe and U. S. S. R. may be studied together because of political, cultural, economic ties. If the two areas are studied separately, however, these ties could serve as a transitional link from one study to the other.

GRADE VII: AFRICA, ASIA, AND PACIFIC ISLANDS

The seventh grade study of Africa, Asia and Pacific Islands completes the world cycle begun in grade five with studies of North and South America and continued

in grade six with the study of Europe and the Soviet Union. The seventh grade study is designed to allow the students to examine societies dissimilar to those of the West in such a way as to broaden their understanding of people and places in this complex world. The study is also designed to help students acquire additional knowledge, understandings and skills necessary for dealing with other cultural area studies encountered in the high school social studies program.

As in the fifth and sixth grade programs, the major focus of this study is on an examination of people's adjustment to environment. Students should be led to a broad understanding of cultural geography which gives insights into where people live, how they live and what economic activities they engage in.

The study at the seventh grade level will draw heavily from the discipline of geography, focusing especially on the area of cultural geography. This emphasis will be on the observable features that are the result of people on the earth. These features include migration and settlement patterns, populations, communications, methods of societal control, and resource use.

Social studies concepts dealing with roles, institutions, and cultural conditioners and transmission will be the integrating points for much of the study at this level. The seventh grade study should reflect the fact that people all over the world live and behave as they do for reasons that are entirely rational in their cultural context.

GRADES VIII AND IX: UNITED STATES AND NORTH CAROLINA HERITAGE

In the study of United States and North Carolina heritage the discipline of history receives more emphasis than in previous grades. Reasons for this emphasis are several:

- -Students at this level are more capable of handling historical concepts of time and chronology;
- -Placing the study of state and national history after the world studies cycle (grades 4-7) "brings the student back home" with an increased understanding of the world of which the United States and North Carolina are a part;
- -A concentrated study of state and national history at this level provides a strong foundation for the senior high school social studies program;
- -For those students leaving the public school after the ninth grade, it is important that there be concentrated study of the state and nation just prior to their exit.

The emphasis on history in the eighth and ninth grade programs does not imply the exclusion of other social science disciplines. The study of United States and North Carolina heritage is a study of the physical, social, economic, and political development of our state and nation. Emphasis should be placed on the state and national systems of government: governmental institutions and practices, how they have developed, and the citizen's relationship to the government at the various levels. Students should also inquire at some length into the economic development of North Carolina and the United States, gaining an understanding of both the causes and consequences of that development.

At each stage of the study, institutions of both the United States and of North Carolina should be interwoven. It is an integrated program in which North Carolina is given its rightful emphasis in the study of the nation as a whole; it is a program in which North Carolina provides the in-depth case study of various national phenomena. The study of United States and North Carolina heritage may be developed chronologically or thematically. If the chronological pattern is selected, the eighth grade program might end with the study of the period of rapid urbanization and industrialization following the Civil War. At the ninth grade level, students might begin their study with a review of this period or with a consideration of problems and topics not dealt with in the eighth grade. Some overlap and review is desirable, and the period 1880-1900 is a rich era which can be considered in grades eight and nine.

If a thematic pattern is used, some care must be taken in choosing areas of study. Themes selected for study should focus on a particular problem or topic which is pervasive or broad enough to permit study across several time periods or throughout this history of our state and nation. Further, the themes chosen should emphasize in each year of study several social science disciplines: government, economics, history, and sociology.

Examples of both a chronological and a thematic approach to the study of United States and North Carolina heritage are provided below.

Chronological Approach

(Each of the units described would include inquiries concerning how North Carolina was affected by and responded to the challenges involved.)

THE FOUNDING OF AMERICAN SOCIETY. Basically a social and political study concerned with the question of how European society in North Carolina became American society -- the development of new or characteristically American, social and political institutions. Includes a study of the American Revolution.

THE BUILDING OF AN AMERICAN NATION. Concerned primarily with political developments and changes culminating in the War of 1812 (often called "the completion of independence"). (Also includes inquiry into causes of the rise in American consciousness and confidence during this period.)

THE ESTABLISHMENT OF AN "AMERICAN SYSTEM". Concerned primarily with geographic expansion and the establishment of industrial and commercial enterprises which comprised the "American system".

THE FRACTURE OF THE AMERICAN SYSTEM. Deals with the growing sectionalism and divisiveness in American political and economic life which finally culminated in the election of 1860, the secession of the Confederacy, and the American Civil War.

WE MOVE TO TOWN IN AMERICA. A social and economic study concentrating on the rise of American industry during and following the Civil War, the settlement of the "last West", and the rapid urbanization which characterized American society in the late 19th century.

WE LEARN TO LIVE IN TOWN. Concentrates on the political unrest and social adjustments accompanying the rapid urbanization, industrialization, and agricultural revolution of the late 19th century.

INNOCENCE ABROAD. Concentrates on American foreign policy of the 19th and 20th century. Includes extended inquiry into America's imperial adventures, her participation in the European politics of World War I and its aftermath.

THE AGE OF PROGRESS CATCHES UP WITH US. A study of the economic change and collapse in the 1920's and 1930's. Also focuses on the dramatic changes which accompanied the New Deal.

THE WORLD COMES TO LIVE WITH US. Deals with American isolationism of the 1930's, World War II, and American international posture since World War II.

THE END OF AMERICAN INNOCENCE. A study of social and economic conditions, problems and prospects as they relate to increased urbanization, the Black quest for equality, environmental quality, etc. Problems or situations for consideration in depth might be selected jointly by teachers and students.

Thematic Approach

WHAT IS THIS NEW MAN, THIS AMERICAN? An examination of what makes Americans "different" from other peoples. What are the characteristics of Americans, and what are the sources of these characteristics?

WHAT IS A GOOD GOVERNMENT? An comparative analysis of various theories of American government. What are the aims of government? Have they changed, or do they change, and how do these theories relate to those aims?

WHAT IS THE GOOD SOCIETY? An examination of conflicting theories (and practices) of social organization in American. What is the ideal society? For whom? Have our ideas of the "good society" changed over time? How do these various social theories operate? How close do they come to the ideal?

HISTORY: UNCOVERING, NOT COVERING. (1) An historical investigation - the history of a town, county, building, institution, or incident that involves original historical research -- preferably local research. May be class or individual project, or a large class project with various individual projects included. (2) An examination of how historians have treated a particular event, individual, or institution in our past and an analysis of why "history changes."

WHO ON EARTH ARE WE? An examination of the various racial and ethnic groups that make up American Society. Emphasis should be on the interrelationships among groups at various times in American history.

HOW DO WE DO IT? The process of state and national government. Students might examine the process of government by looking at how the various branches and levels of government deal with an issue of public concern. Under no circumstances should this be a static examination of the forms of governments at state and federal levels.

ECONOMIC DEVELOPMENT. What is economic development? How does it occur? How has it occurred in the United States? -- This unit might be modeled on Rostow's format of economic development with some comparison and construct between state and nation.

WHAT IS THE GOOD ECONOMY? Examination of various theories of what the good economy is from conflicts between Hamiltonians and Jeffersonians, Debs, the New Deal economists, to the present. Analysis of the claims of conflicting economic theories and their influence on the American economics system.

US AND THEM: UNITED STATES FOREIGN RELATIONS. What is foreign policy and who makes it? What has been the pattern of United States relations with other nations? How has this pattern been established? How are foreign policy postures and decisions related to internal affairs in the United States?

URB AND SUBURB. An examination of the causes and consequences of the urban migration in the United States. Might well be focused on those causes and consequences as they relate to a particular city in North Carolina.

GRADE X - XII: WORLD STUDIES

The World Studies program for the tenth and eleventh grades offers the students an opportunity to expand their conceptual backgrounds. Having already examined relevant social science concepts and generalizations in the context of regional studies in grades 4-7, and having looked with considerable depth into the coordinated study of state and nation, the student is now ready to build upon this foundation with in-depth studies of people, culture, and change as these concepts interact in human societies throughout the world. This conceptual interaction can be developed in a number of ways depending upon organizing generalizations used and the specific content selected.

The disciplines of history, sociology, anthropology, economics and political science will be applied to the study of cultures of Asia, Africa, Latin America and Europe. Utilizing methods and findings from each of these disciplines, students will examine the various processes through which people satisfy the goals of their society. The operation of the distinguishing characteristics found within each of the cultures studied will be examined through the eyes of the people of these cultures as expressed in their literature, art, architecture, music and philosophy.

Regardless of the organizational pattern used, the World Studies program should focus on the cause and effect relationships that bring about the transformation of societes. Within this framework, individual courses or units of study may take the form of intensive inquiry into concepts essential to the understanding of specific cultures, a comparative analysis of institutions, or studies centered around relevant cross-cultural concepts. Studies structured in this manner will enable students to broaden their knowledge and understanding of people of other cultures and the various patterns of societal change. This also provides additional opportunities for students to develop intellectual skills which will enable them to view intelligently the world in which they live and to make reasoned judgments about the future.

Following are examples of several patterns that might be used in organizing content for the World Studies program.

CULTURE AREA STUDIES (Pattern I: One year courses)

Tenth Grade: Eastern Cultures
Eleventh Grade: Western Cultures

CULTURE AREA STUDIES (Pattern II: nine week or semester courses)

Confucian Thought and Development in East Asia
Roots of Conflict in Western Asia
Emergence of Modern Africa
Formation of Western Political Thought
Western Society
Technological Development in the West
Western Cultural Influences in South America
The Way of Life in South Asia

THEMATIC STUDIES (nine week or semester courses)

Man and His Relationship to God
Man and His Relationship to Government
Man and His Relationship to Other Men
Man's Relationship to His Environment
Man Attempts to Understand Himself
Man in Modern Philosophical Thought
Man Meeting His Physical Needs
Man in the Future

COMPARATIVE WORLD STUDIES (semester courses)

Comparative Cultures
Comparative World Religions
Comparative Political Systems
Comparative Economic Systems
Seminar: Contemporary World Problems

GRADES X - XII: UNITED STATES STUDIES

In the United States Studies program at the senior high level, students will concentrate on various aspects of contemporary American society. Areas of concentration at this level should be made useful to both terminal students and those who will seek further academic training.

The United States Studies program builds on the historical foundations laid in the eighth and ninth grade study of United States and North Carolina Heritage. Using content dealing with contemporary developments, students will be able to reinforce and extend the knowledge and skills introduced earlier in the K-12 program. While recent United States history should be an area of major concern, the well-balanced program will give equal emphasis to studies based on the disciplines of economics, political science, and sociology.

Within the total United States Studies program, there might be one, few, or many separate courses depending upon the plan of organization and scheduling used in the school. The program may be organized to allow students, within certain limitations, to concentrate upon those areas of the social studies which they find most useful and interesting. Whatever the number of courses offered, the curriculum

as a whole should be balanced so that one social science discipline does not assume ascendency over all others. Skill in using the concepts unique to all disciplines is essential to understanding our world and the people in it. In programs including a large number of offerings, however, there might be several courses which concentrate on a single discipline (e.g., Consumer Economic, Contemporary Economic Problems, and Introductory Economics). Just as the school balances its curriculum, so should individual students be encouraged to select a program of studies which includes courses emphasizing several different social science disciplines.

Following are several examples of courses that might be offered within the United States Studies program.

CONTEMPORARY PROBLEMS IN AMERICAN GOVERNMENT. How can 18th century political institutions fill the needs of modern society?

THE ECONOMY OF MODERN AMERICA. This course will deal with economic problems such as market weakness, inflation and deflation, governmental intervention, and patterns of consumption.

THE URBAN GEOGRAPHY OF MODERN AMERICA. This course will look at American cities; what they are; what they do; why they exist; how they can be altered.

CONTEMPORARY AMERICAN FOREIGN POLICY. In this course, students will examine the nature of foreign policy decision making; the internal pressures which affect foreign policy; and some of critical foreign policy decisions facing the U. S. today.

THE CHANGING SOCIAL STRUCTURE OF MODERN AMERICA. This study will emphasize the changing role, status, and function of various American groups: women, the family, religious and educational groups, and others.

RECENT AMERICAN HISTORY (1945-PRESENT). An historical study of the major political, economic, and social trends of the last quarter century.

MINORITY GROUPS IN MODERN AMERICA. Racial, ethnic, and national minorities in their changing role and status will be examined.

LAW AND JUSTICE IN MODERN AMERICA. In this study students will concentrate on issues relating to individual freedoms and the legal demands of organized society.

THE INFLUENCE OF MASS MEDIA IN AMERICAN DEMOCRACY. This course will examine the "pipelines to the American mind." How news and opinion are gathered and disseminated; the conflicting pressures on news media; and how public opinions are formed.

CONSUMER ECONOMICS: THE CHOICES WE MAKE. What economic choices are available to the American consumer? How are these choices arrived at? What choices can - and should - consumers make?

DEVELOPMENT OF SOCIAL STUDIES SKILLS

The systematic and sequential development of skills is of utmost importance in social studies instruction. Skills are tools for learning and when inadequately developed will tend to limit intellectual growth.

Skill development should not be viewed as being incidental to other kinds of social studies learning. Nor should it be assumed that students have mastered a given skill merely because it was taught in a particular unit of study or at a given grade level. Skill implies proficiency -- the capability of doing something well. The attainment of proficiency in performing a given task is not an automatic process. Mastery of skills comes as a result of practice and continued use and refinement.

If students are to attain the skills necessary for social inquiry and rational decision-making, these skills must be clearly identified and sequentially developed throughout the instructional program. Additionally, the instructional plan must provide opportunities for students to systematically practice, apply, and refine those skills which are to be mastered.

Practice, as it relates to skill development in social studies, implies more than drill or the repetition of a particular response over and over in exactly the same manner. Skills are interrelated with acquisition of knowledge and the development of attitudes. Consequently, social studies skills are more effectively learned when practiced within their functional setting, i.e., in the context of situations in which such skills must be applied either for acquiring needed information resolving a recognized problem, deciding upon a feasible course of action, or for attaining a stated goal. If students are to gain facility in the use of various social studies skills, instructional activities designed specifically for this purpose must be sequentially structured both within each grade and from grade to grade, K-12. The instructional sequence for each skill to be taught should include (1) the presentation of a model of the use of the skill, (2) several opportunities for pupils to work through the process under careful teacher guidance, and (3) continued opportunities for additional practice involving use of increasingly complex variations of the skill within a variety of functional settings. Following is an example of how this procedure might be applied for the development of a particular social studies skill:

> Some of the skills that pupils should acquire as a result of social studies instruction are the abilities to identify, define, and suggest ways of solving problems. In grades K-3 certain elements of these skills can be taught within the context of studies concerned with home, school, and communities. Several of the units at this level generally involve studies of how people in different environments resolve the problem of providing for basic human needs. In the initial study the term "human needs" must be defined. Once this is understood, the basic issue with which pupils are concerned is how do the particular people being studied secure the things they need. Students may then generate a number of hypotheses (guesses based on former knowledge or reasoning) as to what these people might do to get food, clothing, and housing. At this point the teacher might provide pictures, a filmstrip, or tell a story which provides the additional information necessary for testing the validity of the hypotheses stated. Through studies of other people living in a variety of environmental settings, students in the primary grades may be given numerous opportunities to practice

stating and defining problems, clarifying terms, and formulating hypotheses.

Within the context of regional studies in grades 4-7, students may be confronted with the problem of two groups of people who live in the same geographic locale but behave quite differently. Pupils recognize that this conflicts with what they have previously assumed about the relationship between people and their environment. The question posed is: "Why do these groups use the same earth space differently?" Pupils are now aware that evidently there are factors other than environment that influence human behavior. They formulate several hypotheses, each serving to explain the behavioral differences observed. Unlike in the earlier grade, the teacher does not provide the source of information needed. Rather, pupils are asked: "How can we find out if our statements are true?" At this level, pupils are capable of planning a method or course of action for testing hypotheses. They might first suggest that they could interview someone who belonged to the groups being studied. If such persons are not available (or if the information received does not adequately answer all of the questions raised) students may decide that they should look for other sources of information -- books, magazines, pictures, films, etc.

Throughout the middle grades and at the junior and senior high levels (within the context of a variety of content areas), pupils continue to learn, practice, and combine and various skill elements one must use in identifying, defining, and suggesting ways of solving problems.

While the preceding example may appear overly simplistic, it does illustrate several procedures which are fundamental to the teaching-learning process in skill development: modeling, practicing, combining, and continuous application within a functional setting.

There are basically two types of social studies skills: academic (intellectual) skills and social skills. The academic skills of major concern to teachers of social studies are those intellectual operations associated with a scientific approach to social inquiry. These include the ability to identify, define, and state problems; formulate hypotheses; plan appropriate methods for testing stated hypotheses; locate, organize, and interpret information; assess the appropriateness and limitations of data and sources of data; evaluate the accuracy of hypotheses based on data; report findings; and draw valid conclusions. Social skills include those techniques and abilities that one uses in managing interpersonal and intergroup relations -- being sensitive to the feelings of other people and participating effectively in group activities.

As noted in the example of skill development, each of the major social studies skills is developed through mastery of a number of related and less complex performance tasks. A list of the skills involved is provided in the chart on pages 19-23. Because pupils differ both in their abilities and their readiness to undertake certain learning tasks, the chart does not designate a specific grade in which each of the skills is to be introduced. Rather, it is organized so as to suggest a two-to-four year span (K-3, 4-7, 8-9, 10-12) within which most children are able to attain a minimal level of proficiency in performing the particular task specified. It should be noted that by the end of the ninth grade, students should have acquired some facility in all of the skill areas listed.

SEQUENTIAL DEVELOPMENT OF SKILLS

	K - 3	4 - 7	8 - 9	10 - 12
A.	THE STUDENT IS ABLE TO IDENTIFY AND DEFINE PROBLEMS AND SUGGEST WAYS OF SOLVING THEM.			
1.	Is alert to incongruities and recognizes problems	X	X	X
2.	Defines Problems			
a.	Defines terms	X	X	X
b.	Defines problems by isolating the basic issue	X	X	X
c.	Identifies basic assumptions		X	X
d.	Identifies value-conflicts		X	X
3.	Sets up hypotheses and/or alternative courses of action			
a.	Sets up hypotheses	X	X	X
b.	Refines hypotheses by defining terms	X	X	X
c.	Deduces possible consequences or if-then statements from hypotheses	X	X	X
d.	Sets up experiments or figures out some appropriate technique for testing his hypotheses		X	X
e.	Considers possible consequences of alternative courses of action	X	X	X
B.	THE STUDENT IS ABLE TO LOCATE INFORMATION			
1.	Chooses appropriate reference books and sources to locate information			
a.	Uses newspapers and current magazines	X	X	X
b.	Uses encyclopedias	X	X	X
c.	Uses different types of atlases		X	X
d.	Uses almanacs		X	X
e.	Uses dictionaries and glossaries	X	X	X
f.	Uses specialized statistical references		X	X
2.	Locates books related to the subject	X	X	X
3.	Locates magazines and periodicals	X	X	X
4.	Uses card catalogue to locate books (and other materials) related to the topic		X	X
5.	Uses Reader's Guide to locate information		X	X

	K - 3	4 - 7	8 - 9	10 - 12
6. Locates information by using the table of contents in books	X	X	X	X
7. Locates information by using the index in books	X	X	X	X
8. Chooses appropriate pictures for attaining information	X	X	X	X
C. THE STUDENT IS ABLE TO GATHER INFORMATION				
1. Uses sub-questions or predicted consequences of hypotheses to guide him in collecting relevant data	X	X	X	X
2. Uses a variety of sources for information	X	X	X	X
3. Interprets tables, graphs, and charts	X	X	X	X
a. Interprets pictographs		X	X	X
b. Interprets bar graphs, line graphs, and circle (pie) graphs		X	X	X
c. Draws inferences from tables, graphs, and charts	X	X	X	X
4. Collects and records information gained through field trips		X	X	X
5. Collects and records information gained through interviews	X	X	X	X
6. Gains information by studying pictures and films	X	X	X	X
7. Gains information by observing the surrounding environment		X	X	X
8. Uses simple sampling techniques		X	X	X
a. Develops questionnaires		X	X	X
b. Makes a survey		X	X	X
9. Uses models to help analyze data	X	X	X	X
10. Reads for main ideas	X	X	X	X
11. Reads for details		X	X	X
12. Takes notes on readings	X	X	X	X
13. Gains information from listening	X	X	X	X
a. Gains information by listening for main ideas and details	X	X	X	X
14. Gains information by conducting or observing simple experiments				
D. THE STUDENT IS ABLE TO EVALUATE INFORMATION AND SOURCES OF INFORMATION				
1. Distinguishes between relevant and irrelevant information		X	X	X

	K - 3	4 - 7	8 - 9	10 - 12
2. Checks on the bias of authors or other sources of information				
a. Differentiates fact from opinion	X	X	X	X
b. Checks data against own background of facts		X	X	X
c. Identifies emotional words		X	X	X
d. Detects evidence of propaganda		X	X	X
e. Evaluates speaker's qualifications		X	X	X
3. Distinguishes between facts, inferences, estimates, and value judgments			X	X
4. Identifies and examines assumptions			X	X
5. Checks on completeness of data and questions generalizations based on insufficient evidence		X	X	X
6. Detects inconsistencies		X	X	X
E. THE STUDENT IS ABLE TO ORGANIZE AND ANALYZE INFORMATION AND DRAW CONCLUSIONS				
1. Places ideas in order	X	X	X	X
2. Selects appropriate titles	X	X	X	X
3. Identifies differences and similarities in data	X	X	X	X
4. Classifies or categorizes data	X	X	X	X
5. Identifies cause and effect relationships	X	X	X	X
6. Applies previously-learned concepts and generalizations to new data or new situations	X	X	X	X
7. Draws inferences from data		X	X	X
8. Uses simple mathematical and statistical devices to analyze data		X	X	X
9. Develops charts and graphs to clarify data and ideas or to aid in the analysis of data		X	X	X
10. Tests, refines, and eliminates hypotheses and works out new ones where necessary				
a. Tests hypotheses against data	X	X	X	X
11. Generalizes from data	X	X	X	X
12. Revises generalizations in the light of new data		X	X	X
13. Defines and introduces topic		X	X	X
14. Presents conflicting views and statements		X	X	X
15. Summarizes materials		X	X	X

	K - 3	4 - 7	8 - 9	10 - 12
16. Checks reasoning against basic principles of logic and looks for inconsistencies, limitations of data, and irrelevancies			X	X
17. Scrutinizes possible consequences of alternative courses of action, evaluates them in light of basic values, lists arguments for and against such proposals and selects course of action most likely to achieve goals			X	X
F. THE STUDENT IS ABLE TO USE EFFECTIVE GEOGRAPHIC SKILLS				
1. Has a sense of distance and area	X	X	X	X
a. Compares distance and area	X	X	X	X
b. Compares areas with known areas				
2 Has a sense of direction	X	X	X	X
a. Knows cardinal directions	X	X		X
b. Knows intermediate directions				
3. Interprets maps	X	X	X	X
a. Locates places on maps or globe	X	X	X	X
b. Interprets map symobls in terms of legend		X	X	X
c. Interprets contour lines on maps		X	X	X
d. Interprets isometric lines in terms of map legend				
e. Tells directions from maps and globes	X	X	X	X
(1) Locates places on maps and globes		X	X	X
(2) Uses meridians and parallels to identify directions on maps	X	X	X	X
(3) Orients map to the North	X		X	
f. Uses map scales to estimate distances				
g. Uses system of parallels to identify relative distance from equator		X	X	X
h. Identifies distortions on maps		X	X	X
i. Draws inferences from maps		X	X	X
4. Makes simple map plan	X		X	X
5. Develops a system of regions to fit a particular purpose			X	X
6. Uses atlas index and global grid to locate places	X	X	X	X
7. Makes maps to depict information in order to identify patterns in data		X	X	X
8. Draws inferences from a comparison of different map patterns of the same area		X	X	X

	K - 3	4 - 7	8 - 9	10 - 12
G. THE STUDENT HAS A WELL-DEVELOPED SENSE OF TIME				
1. Differentiates between past, present, and future	X	X	X	X
2. Understands measured periods of time such as decade and century		X	X	X
3. Interprets time lines	X	X	X	X
a. Uses time lines		X	X	X
b. Makes time lines		X	X	X
4. Looks for relationships among events which occur in different places				
H. THE STUDENT IS ABLE TO PARTICIPATE EFFECTIVELY IN GROUP ACTIVITIES				
1. Engages in fair play by following established rules	X	X	X	X
2. Withholds judgment until the facts are known	X	X	X	X
3. Participates in group planning and discussion	X	X	X	X
4. Listens to reason	X	X	X	X
5. Recognizes that others may have a different point of view	X	X	X	X
6. Initiates ideas	X	X	X	X
7. Includes newcomers in group activities	X	X	X	X
8. Assumes responsibility for carrying out assigned tasks	X	X	X	X
9. Anticipates consequences of group action	X	X	X	X
10. Suggests ways of resolving group differences	X	X	X	X
11. Suggests means of group evaluation	X	X	X	X
12. Follows democratic procedures in helping to make group decisions	X	X	X	X
I. THE STUDENT IS SENSITIVE TO THE FEELINGS OF OTHERS				
1. Observes the actions of others	X	X	X	X
2. Objectively assesses the reactions of other people to one's own behavior	X	X	X	X
3. Is attentive to situational as well as personal causes of conflict	X	X	X	X
4. Gives constructive criticism	X	X	X	X
5. Recognizes and avoids negative stereotyping	X	X	X	X

CONCEPTUAL FRAMEWORK

Major concepts drawn from anthropology, economics, geography, history, political science, and sociology form the cone of the North Carolina Social Studies Curriculum. The concepts selected have been designated by various scholars as being essential elements of history and the social sciences. Additionally, they provide a logical structure for the study of "people," "culture," and "change"--i.e., how human beings, individually and collectively, affect and are affected by the phenomena of culture and change.

This conceptual framework provides a K-12 curriculum consisting of selected concepts and related generalizations which have been arranged in a hierarchial order approximating stages of pupil cognitive growth and development. This framework should serve as a guide for teachers and curriculum coordinators in selecting and organizing social studies content and in clarifying instructional goals.

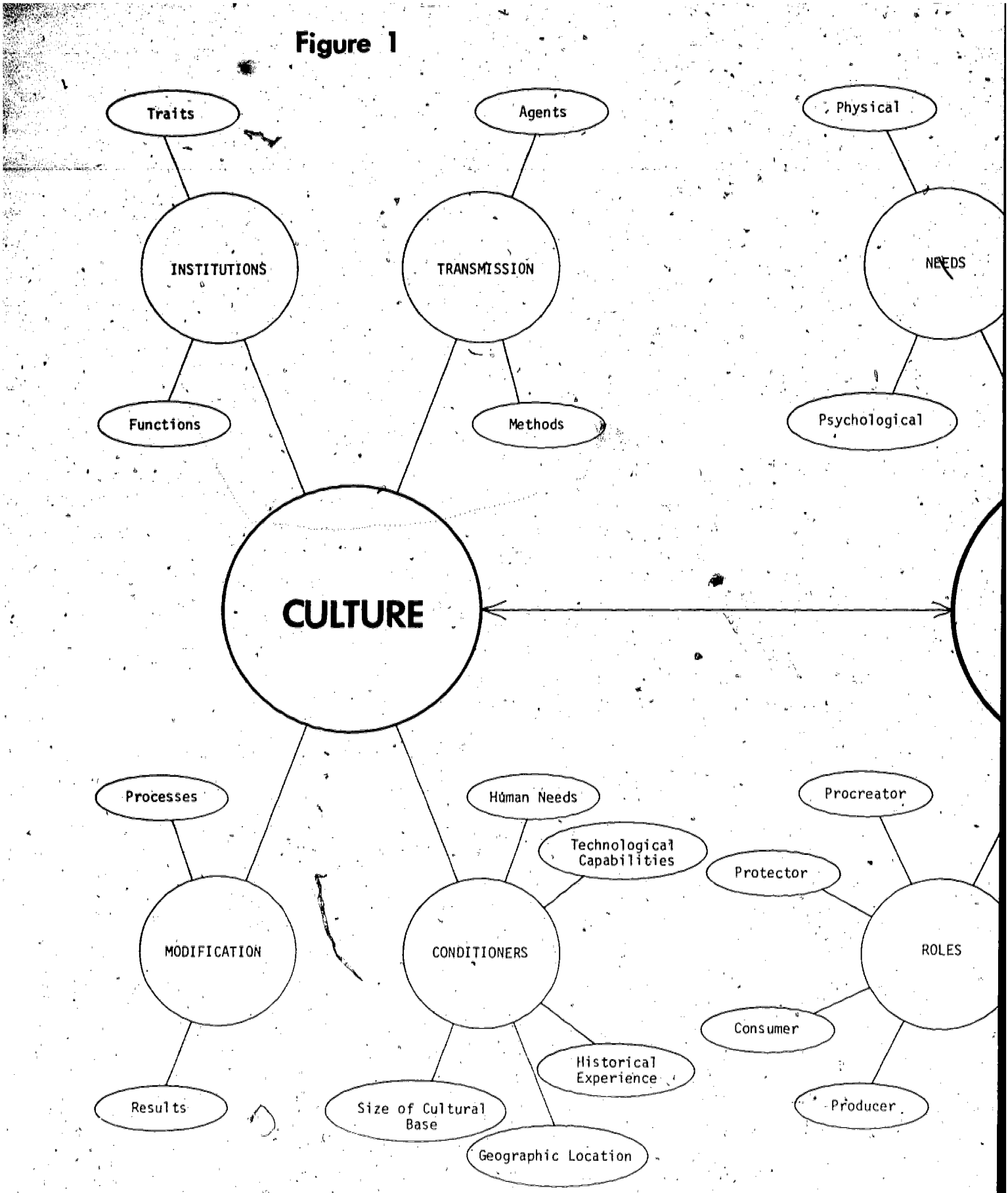
Concepts

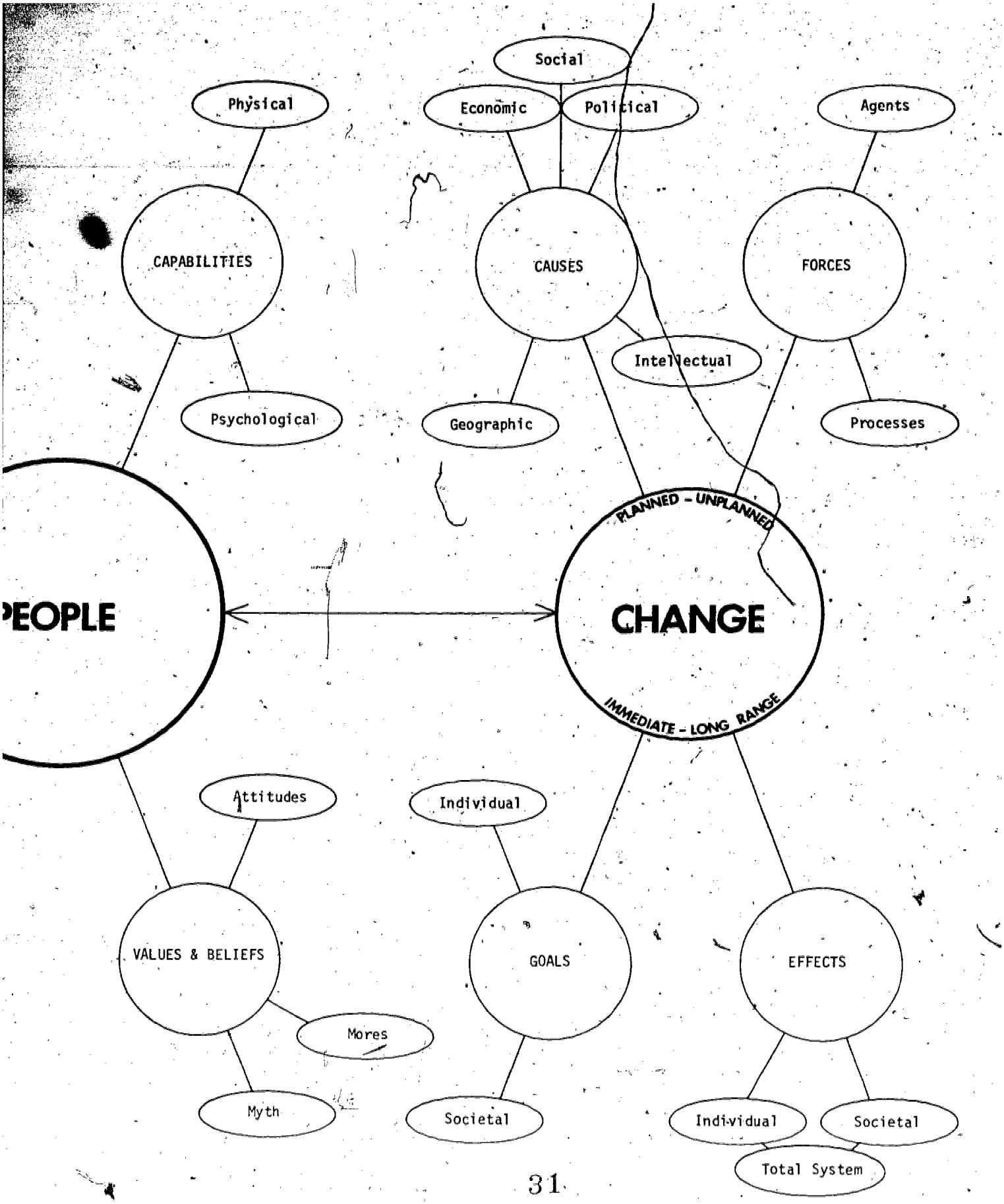
The term "concept" as used herein is defined as "the mental image that a person has of a class or group of objects or phenomena having certain qualities or characteristics in common."[1] Such mental images cannot be "given" to students. Rather, they develop out of the child's own experience and continually change as the child matures and accumulates more experiences, either directly or vicariously. In essence, concepts provide a logical structure or a classification system that an individual uses for making meaning of experiences. They help simplify and give order to the environment. The extent to which one's concepts provide an accurate representation of reality and a sound basis for the formation of insight and situation analysis is dependent to a large extent upon one's knowledge and prior related experiences. For this reason, the instructional program must include content and learning activities of sufficient variety to provide the information and experiences necessary for pupils to achieve a broad meaning of the selected concepts.

The concepts incorporated within this K-12 curriculum framework vary considerably in terms of abstraction and complexity. Many concepts in social studies refer to classes of physical or material objects (mountain, river, plateau); others refer to more abstract ways of thinking about non-material phenomena or attitudes (political system, justice, liberty). A given concept may include a number of other related concepts, or it may constitute only a part of a much larger concept. For example, in order to develop a valid concept of "political system," one must also have an understanding of such concepts as "leadership," "decision-making," "citizenship," "power," "rights," responsibilities," and so on.

Figures I, II, III, and IV provide graphic representations of the concepts "people," "culture," and "change" as they are used to structure the curriculum.

Figure 1


Traits
Agents
Physical
INSTITUTIONS
TRANSMISSION
NEEDS
Functions
Methods
Psychological
CULTURE
Processes
Human Needs
Procreator
Technological Capabilities
Protector
MODIFICATION
CONDITIONERS
ROLES
Consumer
Historical Experience
Results
Size of Cultural Base
Producer
Geographic Location


Social
Physical
Economic
Political
Agents
CAPABILITIES
CAUSES
FORCES
Intellectual
Psychological
Geographic
Processes
PEOPLE
PLANNED - UNPLANNED
CHANGE
IMMEDIATE - LONG RANGE
Attitudes
Individual
VALUES & BELIEFS
GOALS
EFFECTS
Mores
Myth
Societal
Individual
Societal
Total System

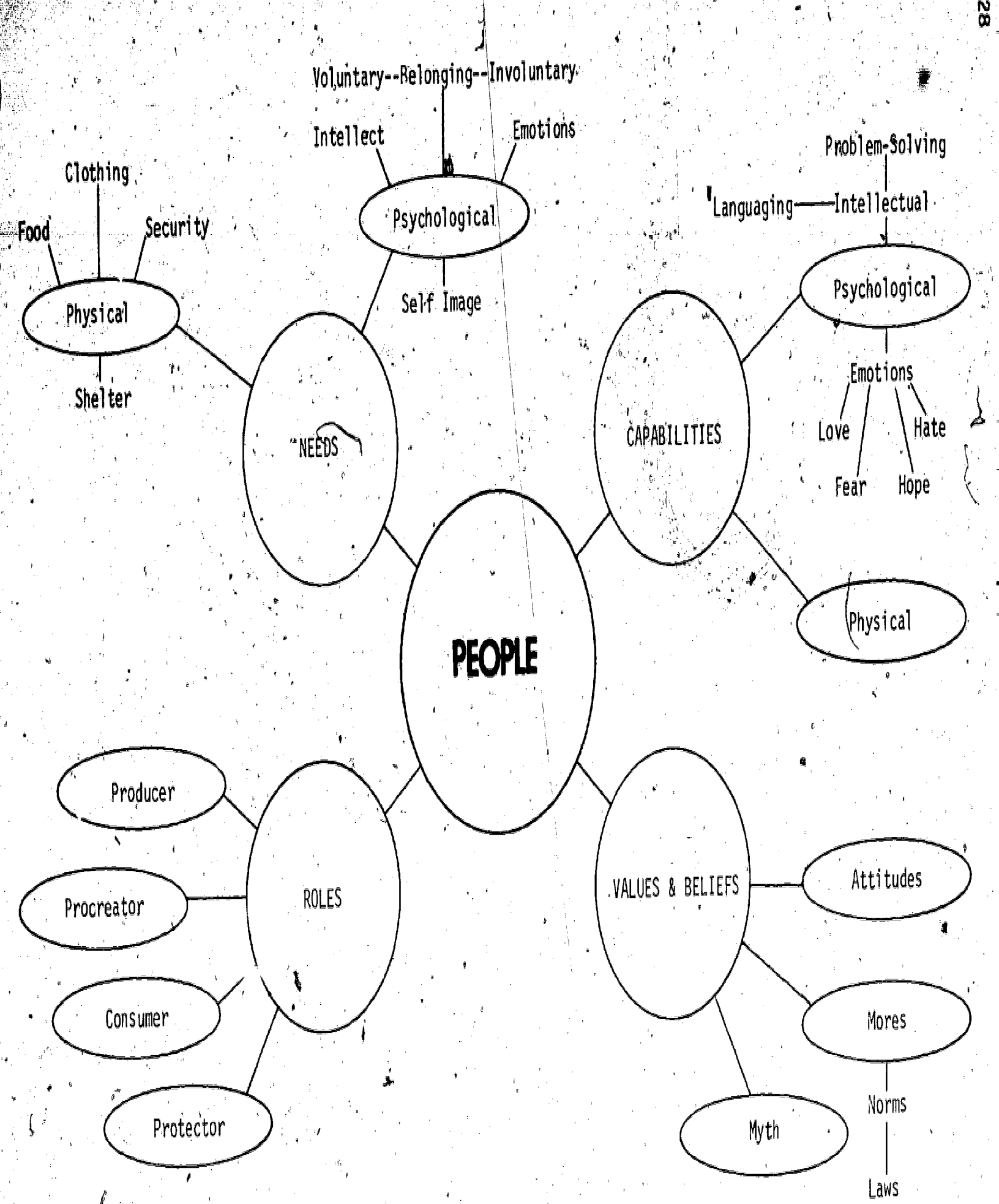

Voluntary--Belonging--Involuntary
Intellect
Emotions
Psychological
Clothing
Food
Security
Physical
Shelter
Self Image
NEEDS
PEOPLE
CAPABILITIES
Problem-Solving
Languaging
Intellectual
Psychological
Emotions
Love
Hate
Fear
Hope
Physical
Producer
Procreator
Consumer
Protector
ROLES
VALUES & BELIEFS
Attitudes
Mores
Norms
Laws
Myth

FIGURE II

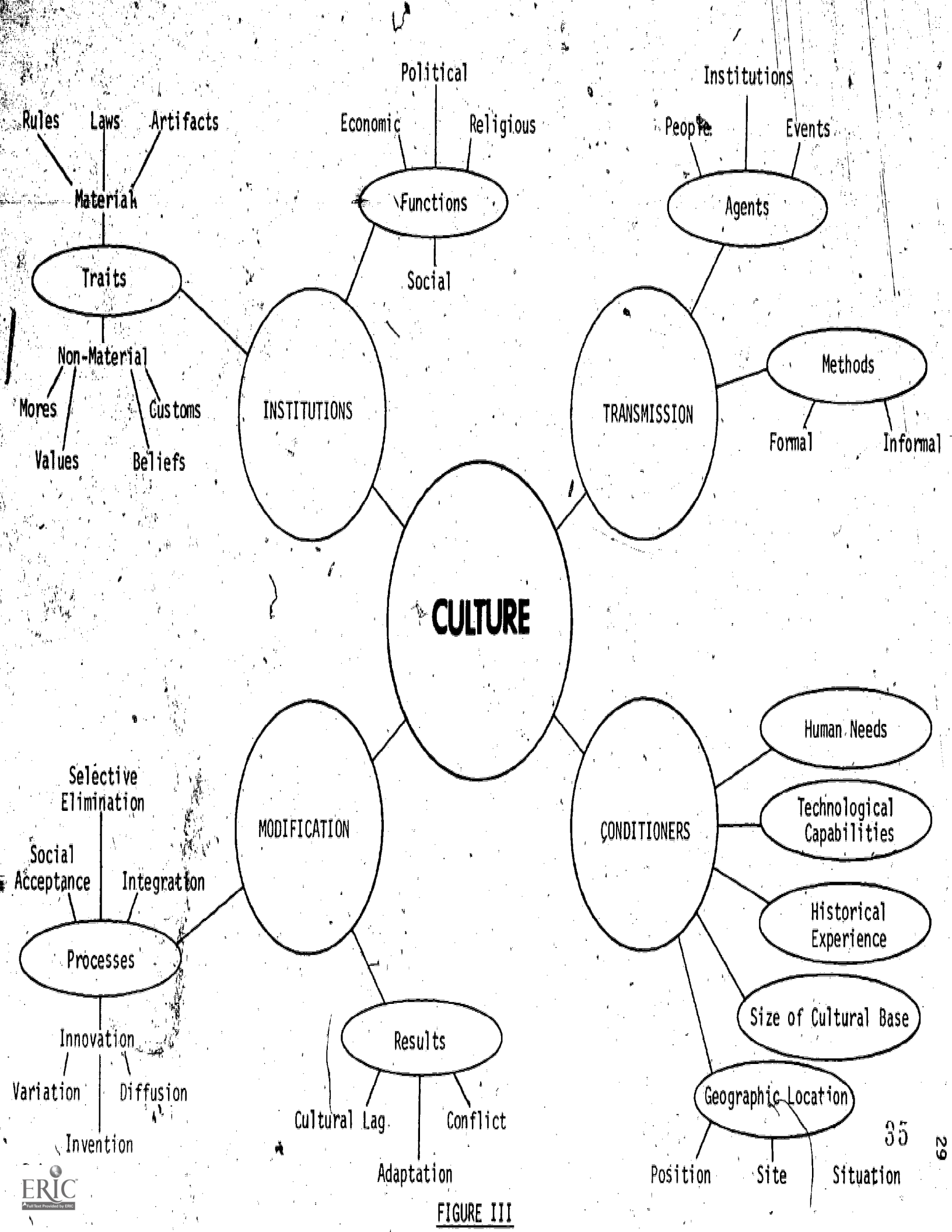

CULTURE
INSTITUTIONS
Material
Rules
Laws
Artifacts
Traits
Non-Material
Mores
Values
Customs
Beliefs
Functions
Political
Economic
Religious
Social
TRANSMISSION
Agents
Institutions
People
Events
Methods
Formal
Informal
MODIFICATION
Processes
Selective Elimination
Social Acceptance
Integration
Innovation
Variation
Diffusion
Invention
Results
Cultural Lag
Conflict
Adaptation
CONDITIONERS
Human Needs
Technological Capabilities
Historical Experience
Size of Cultural Base
Geographic Location
Position
Site
Situation

FIGURE III

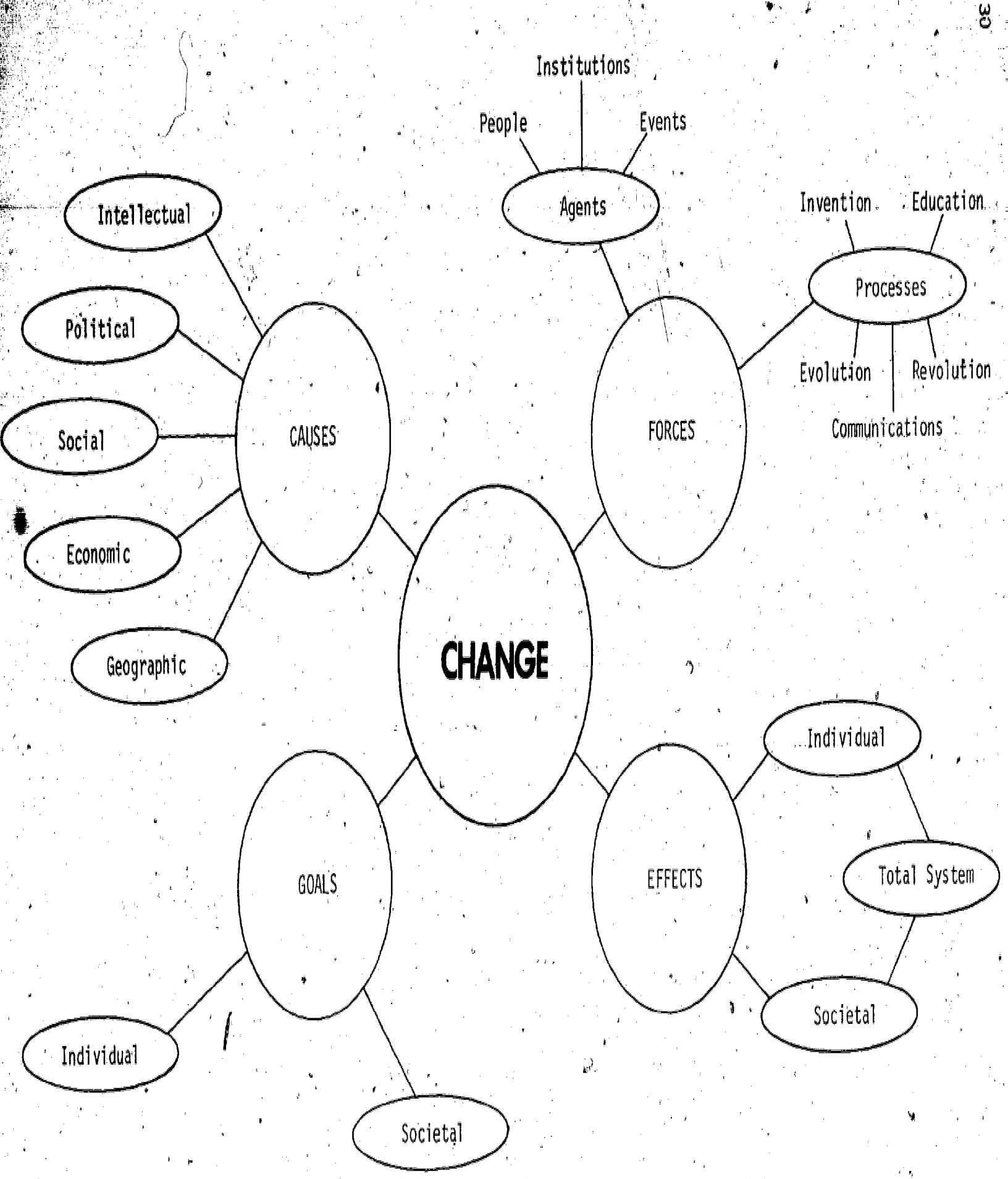
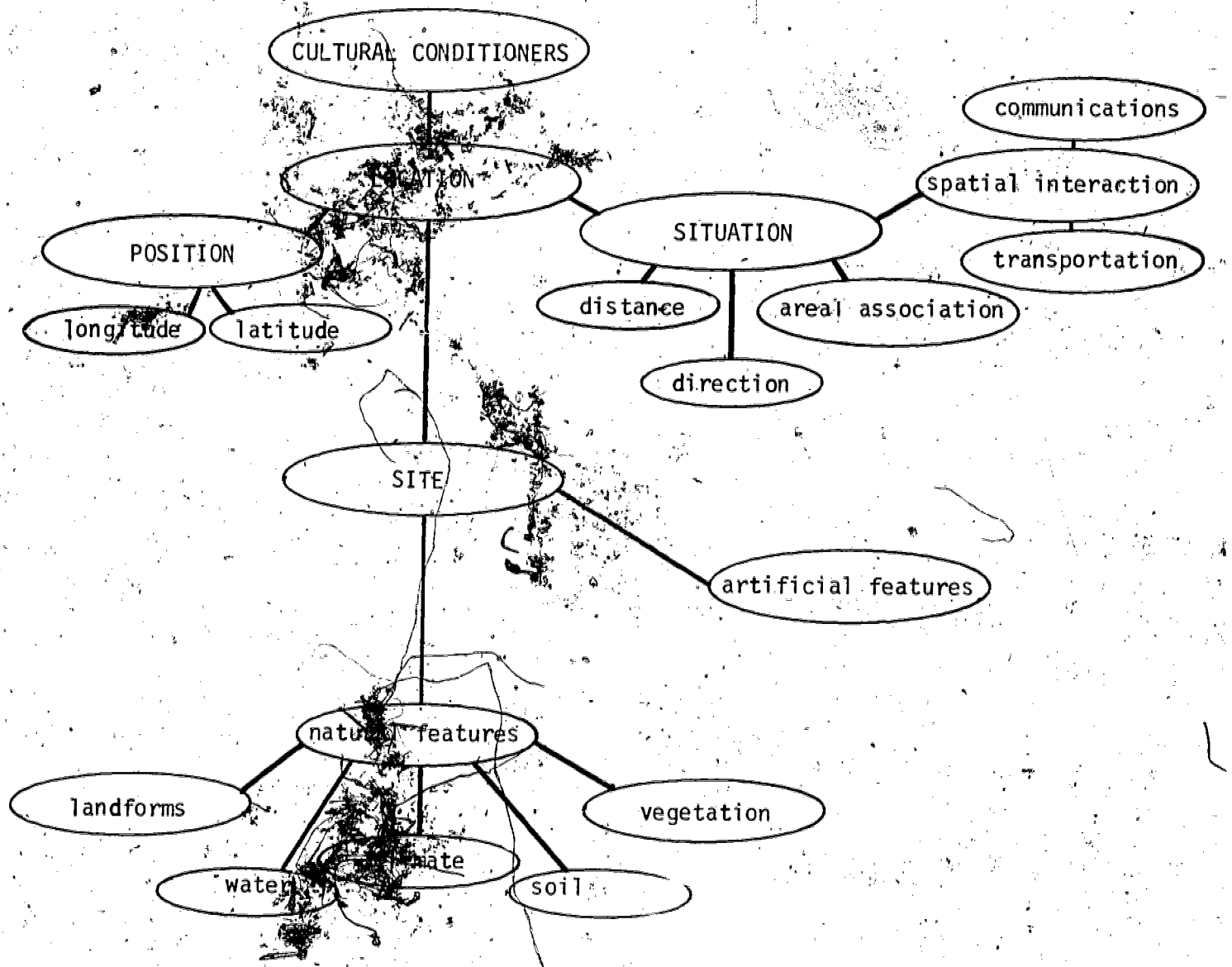

Institutions
People
Events
Agents
Intellectual
Political
Social
Economic
Geographic
CAUSES
FORCES
Invention
Education
Processes
Evolution
Revolution
Communications
CHANGE
Individual
Total System
Societal
EFFECTS
GOALS
Individual
Societal

FIGURE IV

In interpreting the foregoing diagrams, there are two factors that should be emphasized. First, words in and of themselves are not concepts. Verbal symbols serve only as labels for concepts, and as such provide a useful means for communicating a set or body of related ideas. Secondly, concept labels, at best, are imprecise. They do not elicit the same mental images for every person. The meaning that a particular concept label has for any individual is largely dependent upon previous learnings and experiences. Thus, for instructional purposes the concept charts for *people, culture, and change* may be expanded to include numerous concepts which, though implied, have not been specifically labeled in the diagrams.

For example, included in the concept *culture* are a number of related concepts which have been labeled *conditioners*. One of the cultural conditioners given is that of *location*. For both curriculum and instructional planning, the conceptual diagram for *geographic location* might be expanded as follows:



Concept Statements and Generalizations

A generalization is a statement that shows a relationship between or among concepts. It represents an attempt to derive a general principle from specific examples. All generalizations are not valid nor are they necessarily predictive of the future. They do, however, provide meaningful hypotheses which may be tested through an examination of specific instances or examples of the concepts involved. The following statement is illustrative of a generalization that states a realtionship between the concepts *basic needs*, *environment*, and *technology*. "How people seek to satisfy basic needs is partially determined by their geographic environment and the level of technology they have acquired."

Generalizations, like concepts, differ in levels of abstraction and complexity Thus, for purposes of curriculum building, a distinction has been made between lower and higher order generalizations by arbitrarily designating the former as *understandings*. The term *generalization* as used in the conceptual framework is defined as a statement of relationships between concepts. (See examples on the next page of concepts and generalizations from the North Carolina conceptual framework.)

Different content or alternative sets of facts may be used for developing the same concept or general idea. Concepts should be studied repetitively throughout the curriculum. Extensive repetition in regard to content, however, is neither necessary nor desirable. *Selective sampling* rather than coverage should be the rule applied in determining what factual data will be used to develop specific concepts at a given grade level.

The chart on the following page provides an illustration of the relationship between concepts, generalizations, and specific content. (The chart provides only a skeletal outline of the actual content that might be included.) In the diagram, these four elements of knowledge are ordered in the sequence by which they are generally developed by students, i.e., proceeding from content or factual data (the lowest level of knowledge) to general principles or generalizations. In planning curriculum or instructional units, however, these procedural steps are reversed. One must of necessity start with the broad conceptual area to be emphasized (*people, culture, or change*), determine which of the generalizations will be used as the organizational theme, decide on the specific concepts and understandings toward which the study should aim, and then select specific content which not only illustrates the concepts and understandings used, but also is appropriate for the age and grade level for which the study is intended.

The curriculum is organized around nine concept statements. Following is a brief discussion of the nine statements that serve as threads throughout the curriculum. A sequential ordering of generalizations related to each of these statements is given on pages

I. Each person is a unique being, and while each individual is unique in some ways, greater similarities exist among them than dissimilarities.
The uniqueness of individuals results from the fact that no two people on earth are biologically the same, nor have they shared an identical total environment. Yet, despite individual differences, mankind is remarkably similar in many respects. All human beings exhibit emotions of anger, fear, sorrow, love, and hatred. Regardless of race or ethnic origin, all people have certain common physical and psychological needs all people require food, air, shelter, water, and protection for their survival;

CULTURE AND CHANGE

CONCEPT STATEMENT

Cultures change as a result of alterations in traditional patterns caused by geographic, economic, social and political transformation.

CONCEPTS

Culture Traits (Custom, Law) | Culture Transmission | Culture Diffusion

GENERALIZATIONS

All cultures have certain distinctive ways of doing things. → Culture is learned. When people move to a new place they take their culture (customs and ways of doing things) with them. → When different cultures come into close contact, changes in group living patterns are inevitable. → Cultures change in varying degrees when they come in contact with other cultures.

CONTENT

United States		Latin America
Skills and customs of selected groups of Early North American Indians.		Skills and customs of Early Indians of Mexico.
Skills and customs European settlers brought with them to the New World		Skills and customs Spanish settlers brought with them to Mexico.
Skills and customs Europeans adopted from the Indians. (and why).	OR	Skills and customs the Spaniards adopted from Indians (and why).
Skills and customs the Indians adopted from Europeans (and why).		Skills and customs Indians in Mexico adopted from the Spanish (and why).

human beings, in general, have acquired the need for self expression, affection and interaction with other human beings.

Because of these basic human needs, people, with few expection, cannot exist adequately by themselves--consequently, they live in groups with other people for their own physical and psychological well-being. In devising patterns for group living, various groups or societies of people have created their own distinctive culture (patterns of learned behavior).

An examination of the growth and development of various cultures reveals the basis for people's pre-eminence over other creatures of the earth--the endless capacity to invent and learn. Inventiveness and the capacity to learn are characteristics common to all of mankind. As a result of this ability to invent and to accumulate and transmit knowledge, people have created for themselves an environment quite unlike that provided by nature.

Human behavior and culture are inextricably intertwined--culture is a product of people's inventiveness, yet, at the same time, it greatly influences a person's thoughts, beliefs, and actions.

Cultural heritage is not the sole determinant of people's actions, although it may to a great extent explain their habits or tendencies to behave in a certain manner. Rarely, if ever, can the actual behavior of an individual or group be explained in terms of a single phenomenon. The behavior of an individual at a given time is affected by one's physiological and emotional state, the intensity of one's drives or motivations, as well as by the particular external circumstances and social pressures with which he is confronted. Consequently, in any analysis of human behavior, the concept of multiple causation must be applied.

II. The development of the culture of any society is influenced in part by the geographical setting in which the society finds itself.

Every place may be described in terms of: (1) *position* (specific longitudinal and latitudinal referents); (2) *situation* (relationship to other places in terms of distance, direction, and time; and (3) *site* (elevation, landforms, climate, resources, etc.). The significane of location for a particular society or region, is dependent upon cultural developments both within and outside that society or region.

Phenomena are not distributed equally over the earth's surface. This geographic variability has been a major factor contributing to the development of diverse cultural patterns among human societies. While nature may determine the quantity and quality of resources available in a given area, it is people who determine when and how they shall be used. Mere presence of earth materials does not guarantee their use. Earth materials become resources only when people perceive them as such and develops the skills necessary for their use. Thus, as a result of cultural differences, people may use similarly endowed physical environments in significantly different ways.

The spatial distribution of natural and cultural phenomena has caused human society to move from isolated self-sufficient communities toward an interdependent whole. The development and ever-changing patterns of functional relationships between different areas of the world have linked countless human settlements together in a variety of ways. Thus, the increasing interdependence of mankind has resulted in a corresponding increase in cultural diffusion and significance of relative location.

III. While ways of living differ from one culture to another, all cultures have some common characteristics (cultural universals). All cultures have produced artifacts and institutions which serve, preserve, and transmit that culture.
A culture consists of the shared meanings and values that the members of any group hold in common--this includes their artifacts, institutions, and learned patterns of behavior.

Culture is a human invention which evolved out of the need for organized patterns of group living. Cultural differences observed among human societies may be viewed as the cumulative product of mass human response and learning under diverse geographical and social circumstances.

If it is to survive, a society must devise some means for satisfying the basic human requirements of its members, for resolving potential conflict, and for enculturating new members either born or moving into the society. Consequently, while specific cultural traits differ widely from one society to another, every human society has developed (1) basic rules of moral conduct that all of its members are expected to follow (religious and value-belief systems), (2) a recognized means of exercising authority (political system), (3) a system for the production and distribution of goods and services (economic system), (4) a communication system (language), and (5) social groupings (families, communities, etc.) which facilitate the transmission of culture and the attainment of basic physical and psychological human needs.

IV. The political system is the authoritative allocator--the mechanism by which society finally and ultimately decides which interests, goals and wants shall be enforced on and in society.
The policital system is that part of the society that makes binding decisions for the whole of society--this includes formal agencies of government and actual decision-makers both within and outside the formal political structure.

Political systems exist in every human society. They differ considerably, however, in terms of organizational structure, the values they seek to enforce, the actual power or authority they are able to exert over the people they govern, and their ability to protect the society from all other societies. Political concepts such as individual freedom, rights, and obligations are culturally defined--they may hold different meanings and be differentially applied in different societies as well as within the same society. Differences in the structure and power of political systems result from differences in the economic, social, geographic, and philosophical forces operating within the various societies.

Political power is not evenly distributed among all members of any society. In every society there are some individuals or groups who play a more active and significant role in the political process than others. The distribution of power within human groups is affected by the distribution of resources and skills, individual and group motivation, and access to the actual political decision-makers.

The contrast between democratic political systems may be viewed as a conflict in basic underlying values. Democracy as a political form is based upon the general assumption that the majority of citizens are entitled to make the choice as to what is best for the society--thus, all forms of political participation are open to a greater number of people than that generally found in other types of political systems. In theory, every person within a democractic society has equal rights, liberties, and protection under law. Maintenance of a democractic system, however, is dependent upon the efforts and quality of participation of the people--their willingness to study issues, accept responsiblities accorded them as citizens. Additionally, participatory citizenship requires that the individual must not only know how to exer-

cise political options, but must feel obligated to do so.

V. Every economic system involves the production, distribution, and consumption of goods and services. Each possesses regularities which make certain forms of prediction possible.

There are not enough resources to produce all the goods and services all people want. Thus, every society must in some fashion resolve certain basic economic questions: (1) What and how much of each good and service shall we produce? (2) How much shall be produced in total? (3) How much and in what way shall land (natural resources), labor, management, and capital be used for production? (4) How shall these goods and services be distributed among the population?

Within and among societies there is a considerable lack of agreement as to economic goals and the means for their attainment. Quite often there may exist more than one satisfactory solution to an economic problem. The alternative selected is often determined by a society's values and the goals and objectives emanating therefrom. Ultimately, the economic output of a nation is affected by the quantity and quality of its productive resources (land, labor, and capital goods), its level of technology, and the efficiency of its organizational structure.

Uneven distribution of the earth's materials and the need for human societies to increase the quantity and quality of production have resulted in geographic, occupational, and technological specialization. Specialization, in turn, has increased the interdependence of mankind. For this reason, economic concerns of nations in modern times have of necessity become global in scope--events occuring in one nation (famine, industrial expansion, resource development, population explosion, technological or scientific advances) may well have profound effects upon the decisions and welfare of nations in many other parts of the world. Phenomena such as population explosion, the revolution of rising expectations, and diminishing resources have created a gerater need for decision-making on an international level in order that natural resources, capital goods, and available human skills may be used for the greatest benefit of mankind.

A private enterprise system such as that existing in the United States, it based on the assumption that individuals have the right and should be accorded freedom to seek economic gain with minimal government interference. Some governmental regulation is necessary, however, for the protection of public interest or the national economy as a whole. The questions of what, how much, when, and by whom goods and services will be produced are to a large extent answered by producers and consumers interacting in a free market.

VI. The value-belief system of a society shapes and exerts informal controls over the behavior of members of that society.

The behavior of individuals and groups is to a great extent influenced by the value-belief system inherent in the particular culture to which they belong. Every society has certain "rules of the game"--standards of ethical conduct and social norms--to which all of its member are expected to adhere.

Value-belief systems are not universally the same. Various societies have evolved different beliefs concerning the supernatural and the relationship between supernatural powers and people. Concepts concerning the role of the individual in society vary considerably from one culture to another. Culture groups also differ in their assumptions of what is *good*, what is *bad*, what is socially acceptable and what

is not. Behaviors considered desirable in one cultural setting might well be deemed inappropriate in another.

Within each society there are a number of smaller social units such as social classes, racial and ethnic groups, voluntary associations. When the values and beliefs held by such groups are in conflict with those of the larger culture social problems may result. As the number of individuals varying from the social norm increases, generally there is a corresponding increase in social disorganization.

In order to secure social stability and unity, every society has established a system of rewards and punishments it uses to enforce social norms. To encourage desirable behavior, public esteem may be bestowed upon individuals whose actions embody the values most prized by the society; on the other hand, violators of certain social norms may be subjected to public ridicule, loss of social status, or actual bodily harm. While specific techniques vary greatly from one society to another, every society has negative and positive sanction it uses for controlling the behavior of its members.

VII. All cultures are influenced by past experience; values, beliefs, customs, and traditions are handed down from one generation to another.

All cultures have roots in the past. Decisions made and institutions developed in the remote past often have great impact on present-day developments. The web of customs, traditions, values and beliefs found within a given society is a result of the past history of that society.

Within any society there must be some degree of consistency if the society is to continue to achieve its aims. For this reason, every society has established means for socializing its members. Through various groups and institutions (family, school, church, peer group) the society employs both formal and informal means for transmitting cultural values to the young. Generally, the more complex the society, the larger the number of agencies and institutions employed to socialize its members. In the process of socialization children internalize the expectations and values of the society to which they belong--they begin to see themselves as others within the society see them; they evaluate their appearance and behavior as they think others evaluate them and experience a sense of shame or pride as a result of this assessment.

Socialization occurs with adults as well as with young children. A person is a flexible being and is capable of learning approved ways of behaving in a variety of societies. Whenever an individual enters a new society and internalizes the expectations of that society, socialization takes place.

VIII. Culture change occurs continuously and at an accelerating speed. It is a neutral process which may be *progress or decline* depending on the perspective of the observer.

Change has become a constant in modern society. People are constantly having to adapt to new pressures.

The nature, degree, and rate of change varies considerably from one society to another and within the same society at different times in history. The speed, amount, and direction of change within any society is affected by the attitudes, values, and basic interests of the society.

The material aspects of a culture usually change more rapidly than the non-material aspects. The phenomena is known as cultural lag. Societies tend to accept technological changes more readily than changes in their value system or social

changes in technology often result in the creation of social problems which can be resolved only by a change in basic cultural institutions and values.

Change is not always universally welcomed, nor does it always affect all segments of society in the same manner. A particular change may benefit some groups or individuals and not others; for some people it may represent progress while for others it may represent a repudiation of time-tested and proven social patterns and behaviors.

IX. Cultures change as a result of alterations in traditional patterns caused by geographic, economic, social and political transformation.
Although the rate and degree of change may differ, all cultures experience change in some form -- new people entering the society bring new ideas with them; new inventions may effect change in existing living and work patterns; floods, earthquakes, erosion and other natural phenomena may effect change in the cultural site, etc. Cultural change occurs whenever there is variation in a given social pattern or a previous state of existence.

Factors influencing cultural change are generally complex in nature. Change may result from systematic planning on the part of society's leaders or it may evolve through a chain of unforeseen events. A change in the goals of one group may have profound effect upon the economic and political activities of groups in surrounding areas. Changes in one aspect of a culture may force changes in other aspects of the culture. For example, discoveries of new resources or changes in technology may effect change in a society's economic and social patterns; this, in turn, may require change in the political system in order to prevent serious social disorganization.

In culturally pluralistic societies -- societies consisting of numerous and often widely diverse groups, each with its own set of values and expectations -- change is inevitable. Individuals in such societies belong to many different groups and thus often acquire simultaneously different and sometimes conflicting values which must be reconciled. In reconciling value differences cultural change takes place.

Culture change occurs whenever different culture groups come into close contact and interact with one another. Only in isolation can a group maintain its culture relatively unchanged.

I

EACH PERSON IS A UNIQUE BEING, AND WHILE EACH INDIVIDUAL IS UNIQUE IN SOME WAYS, GREATER SIMILARITIES EXIST AMONG PEOPLE THAN DISSIMILARITIES.

(PEOPLE - Needs, Capabilities, Roles, Values and Beliefs; CULTURE - Conditioners, Institutions, Transmission, Modification)

K-3	Although every individual is unique in some ways, people are more alike than different. Human beings everywhere are quite alike in general body appearance. Every human being has certain basic needs. Among these are the need for food, clothing, shelter, and a feeling of security. Individuals cooperate within the neighborhood and community in order to satisfy basic needs and wants.	Although others may appear different, we need not reject them because of differences. Every person is important as an individual and has equal rights and liberties. Human beings may differ physically, emotionally, and socially (brothers and sisters are different; members of the class are different; children in families in other parts of the world may look and act different, etc.)
4-7	The American Indians, the first European settlers, and Africans who were brought to America had the same basic needs as people of today. People of early days, however, were more dependent upon the natural environment for food and protection than are people of today. Basic human problems (needs) are somewhat the same no matter where one lives. How one seeks to satisfy basic needs is partially determined by the geographic environment and by the level of technology.	A person's class status can affect "life chances" for success. Life chances include education, health, income, occupation, life expectancy, etc.
8-9	How people satisfy their basic needs is influenced by their values, ideals, and social institutions as well as by their environment. (Many needs and wants are culturally derived--people acquire and create needs and assign worth to those things which satisfy these needs or produce the consequences they consider desirable.)	Conflicts and inequities often result from assigning values to particular categories of differences--race, ethnic origin intelligence, hereditary social class, etc.
World Studies	All people, regardless of where they live, or to what race they belong have certain basic physical and psychological needs. Human beings everywhere have acquired the need for affection and interaction with other human beings; all human beings exhibit the same kinds of emotions--anger, fear, sorrow, love, hatred--although they may be aroused by different things.	Each human society possesses its own distinctive culture, so that individuals within one society behave differently in some significant respects from individuals in every other society.
U. S. Studies	Human nature is basically similar throughout the world. But humans take on the characteristics of their culture--acquire its values, knowledge, and skills. They in turn modify that culture through their contributions in technology, the arts, etc.	The character of each individual is unique in that the total life experiences of one individual differs from that of all other individuals.

Some individual differences are attributable to heredity; some may be attributed to environmental factors. Individuals within neighborhoods or communities may develop unique skills which they use for satisfying their needs and wants. Although individuals have similar needs and desires, the ways of meeting them differ according to the culture and environment in which they live.	Children everywhere have the capacity to learn; they continue to learn new things as they grow older. Individuals from varying backgrounds make contributions to the neighborhood and community. Individuals in many communities are actively involved in trying to change local conditions.
An individual's behavior as a member of a group is generally evaluated in terms of norms which are rules for behavior that the group expects of some or all of its members in a specific situation within a given range. An individual's perceptions and behavior are greatly influenced by his cultural heritage. "Facts" in history are susceptible to varying interpretation according to the point of view of the historian or student of history. Seldom, if ever, can human behavior be attributed to a single factor. Consequently, the concept of multiple causation is used in analyzing human behavior. Because of ethnocentrism it is often difficult for a person to see another culture in a valid perspective and with objectivity.	As a result of contributions of people who came from many parts of the world, North Carolina has developed economically and culturally, attaining newer and better ways of living. Many different groups of people have contributed to the culture of our nation--American Indians, Europeans, Africans, and Asians. It is possible for the individual to more clearly see and appreciate cultures other than his own if he applies the principle of "culture relativity" (the realization that any one of several cultural practices may satisfy the needs of a given society).
Behavioral patterns are learned. The individual is a product of the past, of family, and through them, of the human race. Individual behavior can be evaluated in terms of causes and in terms of the moral and ethnical standards of the society to which one belongs.	One person's values and reactions may differ from those of another age or time. How we look at events is influenced by our past experiences and cultural orientation to life.
The laws, customs, social codes, and institutions of a given cultural group provide a certain degree of predictability in the behavior of members of that group. The social behavior of individuals must be distinguished from that of the cultural group. Mass habits or behavior norms--the most frequent behaviors or the behaviors closest to the average among all variables available--cannot account totally for the behavior of individuals within that group.	Cultural institutions are created by people and in turn, greatly influence people's behavior. Every individual is expected to play some role in the institutions of society.
Though largely determined by habits, an individual's behavior is also affected by his physiological and emotional state, the intensity of his drives, and the particular external circumstances with which he is confronted.	There is an inevitable conflict between the standards or ideals set up in a culture for control of the behavior of its members and errant individual impulses. Since every person is simultaneously an individual and a group member, one must constantly wrestle with the conflict of individual self-interest as against obligations to the group interest.

Each individual belongs to many groups. These include family, play group, state and nation. Being a member of a group may require many adjustments in that the individual is often affected by group decisions.

An individual may be expected to play a different role in each group to which he belongs (family role, school role, role in peer group activities, etc.)

To satisfy basic needs, individuals live in groups. Human beings everywhere have acquired the need for affection and interaction with other human beings.

The solution of important human problems requires cooperation between individuals and groups.

Cooperation is often characterized by compromise and postponement of immediate individual or group satisfaction.

The more complex the society is, the more cooperation is required.

Interaction among individuals or groups frequently results in conflict.

The individual is expected to abide by the rules and norms of the society to which he belongs. No one can do as he pleases without some form of punishment or lack of acceptance by society. In American society, freedom and responsibility are interrelated; responsibility implies the limits of individual freedom.

People have unique, common needs which are met within a social setting through membership in primary and secondary groups. Within these groups people develop accepted ways and means of meeting their needs and coping with problems of living in groups.

In learning social skills, we learn how to modify our behavior in order to function effectively and efficiently as a member of the society in which we live.