

COMPARISON OF SOCIAL STUDIES EDUCATION IN THE UNITED STATES, CHINA, AND SOUTH KOREA

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This article offers a brief picture of social studies education in the United States, China, and South Korea. The article begins with a brief account of the K-12 curriculum structure and history of social studies education in each country in the 20th century. It then turns to a contemporary look at the social studies, the national curriculum standards that were developed in 1990s, and more recent trends and instructional practices in each country. Commonalities and differences in these areas are described and analyzed. It concludes with a section on the influence of contemporary testing practices and a critical consideration of the strengths and weakness of social studies as it is currently manifested in these three countries.

K-12 Curriculum Structure

As neighboring countries, China and South Korea differ in their political systems. However, influenced by Confucianism for thousands of years, these two countries share a similar culture and educational system. Basic education in China and South Korea includes pre-school education (three years), primary education (six years), and secondary education (three years for both middle and high school). Both countries implement a nine-year compulsory education covering grades one through nine and it is the central government that formulates educational laws and policies, design national curriculum standards, supervise and guide educational reform. Schools in China and South Korea used to have uniform textbooks published by government-designated publishing houses. Now they still follow their respective national curriculums but use textbooks that are more adjusted to local conditions.

Compared with China and South Korea, American education is

more complex because America does not have a national school system. Each of the fifty states has its own laws for education. However, the government provides guidance and funding for some federal educational programs and the U.S. Department of Education oversees these programs.¹ American basic education is compulsory from kindergarten through twelfth grade. The number of years at different school levels varies across states and school systems. Compulsory education is supported primarily by state and local taxes and is provided to all children from kindergarten through twelfth grade.

Brief History of Social Studies

United States

Social studies existed in the early 1900s primarily as a study of history, government, and geography? In the early years there were few curriculum resources, and the limited supply of textbooks created a huge leveling pressure on the curriculum offerings that could be found within the social studies subjects at different grade levels across many states.

Things chugged along under this scenario for many years with only small and incremental changes. The rise of research on education in the 1950s and 1960s caused teachers to focus instruction more on delivering understanding of key concepts, generalizations and intellectual skills rather than simply delivering lessons that were designed to impart mounds of factual knowledge. In addition, the growth of professional organizations at both the state and national levels also began to play a role in establishing curriculum and teacher preparation standards.³ Dramatic changes came about to this situation in the late 1980s and early 1990s.

The growth of computer technologies began to revolutionize the publishing industry in the 1980s and 1990s. Publishers began to publish textbooks tailored to individual state's curriculum guidelines. In addition, the political climate in the United States shifted in ways that substantially influenced both public and private education. Factors such as the rise of many Asian nations' economies, the globalization of commerce with the inevitable influence of huge multinational corporations, and the defeat of communism were forces that led in multiple and circuitous ways to the development of national curriculum standards for the social studies, high-stakes testing, and various accountability schemes for teachers and schools.⁴

Today's K-12 social studies curriculum is indeed a product of its past but also very much a child—or perhaps stepchild—of the present.⁵ In state-funded, tax-supported preschool and primary grade level class-

rooms, formal social studies instruction is often neglected and subordinated to instruction in reading, writing, and arithmetic.⁶ Nevertheless, state departments of education universally advocate primary grade level social studies curriculum goals either specified in categories related to academic disciplines (e.g., history, geography, citizenship, and economics) or according to several or all of the ten themes for excellence in social studies propounded by the National Council for the Social Studies (NCSS). This formal social studies curriculum may or may not be enthusiastically implemented, however, depending upon local school districts' preferences, perceived instructional needs, required testing, and even the leadership traditions of individual state departments of education. Generally speaking, formal social studies instruction would appear more to the eyes of visitors in privileged classrooms than in classrooms filled with the poor, or ethnic, racial, or linguistic minorities.⁸

Young children in contemporary classrooms study famous Americans, both men and women, including ethnic and racial minorities. They learn about national and state symbols, including officially recognized holidays. Instruction often follows an expanding environments sequence where children learn about themselves, their families, and their communities. Instruction in the early grades follows a variety of patterns but would rarely happen every day or occur in time slots when young children are characteristically most alert. Recommended time allocations to social studies would range from twenty to thirty minutes per day in the earliest primary grades up to thirty or forty minutes per day by grades two or three. Many teachers, however, ignore these recommendations, and some completely eliminate social studies from their curricula.⁹

Social studies typically begins to receive more regular attention in grades four and five. Virtually all states' social studies curricula share a similar focus on history, geography, government, and economics. Fourth graders would be likely to spend thirty to forty minutes per day in social studies lessons, while their fifth grade counterparts would spend forty to fifty minutes each day.¹⁰

The normative curriculum picture for middle school social studies (grades 6, 7, and 8) is more blurred, but often includes courses in world geography, western civilization, United States history, state history, and civics. Students typically have hardbound textbooks ranging in length from 300 to 400 pages. Reading the textbook, followed by teacher-led reviews of main ideas and concepts, capped off with writing answers to questions, is a common approach to daily classroom instruction.

High school social studies instruction typically includes a mixture of required and elective courses. States typically specify their high school

graduation requirements in terms of “Carnegie units” and vary in requiring from two to four units in social studies for graduation.¹¹ Students are often tracked into sequences of courses that are prescribed for individuals who are college bound and those who are not.

During the late 1980s and the early 1990s, the United States government was busy promoting a variety of changes to the social studies curriculum. *America 2000*¹² specifically excluded references to social studies, which officials in the first Bush administration viewed as a failure.¹³ Funding to develop national standards—and at first standardized national tests—followed the *America 2000* plan and soon brought efforts of developing K-12 history and geography curriculum standards. The NCSS mounted its own internally funded effort to develop broader *social studies* curriculum standards that treated history and geography as only two-tenths of balanced comprehensive K-12 social studies curriculum. The Joint Council for Economic Education updated its curriculum standards and their related curriculum products. Similarly, the many organizations affiliated with the field of citizenship education rallied under the leadership of the Center for Civic Education and began developing national standards for government, citizenship, and political science with funding from a variety of sources and grants from the federal government.

States during this period had local NCSS-affiliated councils in place that supported social studies instruction, and many also had professional groups that identified themselves with history, geography, economics, and citizenship instruction. State curriculum standards either followed the four core disciplines or were specified in terms of the ten NCSS themes. Efforts were made in the press by conservatives to discredit states that used the NCSS ten themes by publicly assigning them “low grades” for not closely following the standards for the four core disciplines.

China

Since 1949, when the People’s Republic of China was founded, education in China has followed the Soviet Model, which strongly emphasized knowledge transmission, rigidity of individual disciplines, and a centralized system of national curriculum management and assessment.¹⁴ In the past few decades, this highly centralized, uniform curriculum has helped implement top-down policies and educational reforms. However, with the continuing scientific and socioeconomic development of China in the 1990s, this educational system was found unsuited for the complicated national situation and detrimental to the further and healthy development of Chinese education, and to the general goal of promoting Chinese civic competence in a increasingly competitive globalized society.

It was under this situation that China started its nationwide curriculum reform in 1999.

The objective of this reform was to produce all-round well-developed students with individuality and practical skills through redesigning the curriculum and establishing new national standards for compulsory public education. Specifically, this curriculum reform sought to 1) build students' character, cultivate their ability to be independent and active learners, and help them develop knowledge and skills necessary for life-long learning; 2) integrate subjects which are interrelated; 3) make curriculum content more meaningful and relevant to modern society; and 4) assess students' learning in multiple ways.¹⁵ The new curriculum standards were unveiled in 2000 and China is set to complete the field test and amend the new curriculum by 2005. Schools nationwide will start to teach the new curriculum in the fall of 2005.¹⁶

Social studies is one of the major courses undergoing current reform. Traditionally, political science, history and geography were subject-divided and knowledge-centered. The old curriculum stressed information retention in a specific knowledge area but ignored the development of comprehensive knowledge in these interrelated disciplines and students' higher order thinking skills and the ability to apply knowledge and skills to problem solving. Under current reform, Moral Education (grades 1-6) and Society (grades 4-6) are replaced with comprehensive courses Morality and Life (grades 1-2) and Morality and Society (grades 3-6); while at middle school level, history, and geography are integrated into one subject: History and Society. High school still offers the traditional history and geography as individual courses but under the umbrella of "Humanities and Society." This integration aims to make social studies content more meaningful and relevant to students' life.

South Korea

South Korean education has been influenced by Confucianism for a few thousand years.¹⁷ However, modern social studies curriculum in South Korea was not started until 1946, when South Korea was liberated from colonial rule of Japan and was under the temporary U.S. military government from 1945 to 1947. The main goal of the new curriculum was to remove the vestiges of Japanese imperialism from people's minds and teach people about democracy.¹⁸ This curriculum followed mostly the model of American democratic citizenship education and consisted of three subjects: civics, geography, and history.¹⁹ Korean curriculum has been modified seven times, but the main goal and subjects have not undergone much change.

South Korean curriculum has been revised periodically to reflect the newly rising demands for education, the changing society, and the new frontiers of academic disciplines. The grade curriculum was revised in 1997 to enrich basic education, increase students' self-directed ability, practice learner-centered education, and increase autonomy at the local and school level. The 7th grade curriculum defines an educated person as a person who has individuality and creativity, who understands diverse world cultures, and contributes to the brilliant culture of South Korea and to the development of the democratic society.

All South Korean students from grades one through ten follow the common curriculum, which requires that students take Society (social studies, history, and geography) and Korean history (starting from 7th grade). Students at 11th and 12th grades can take elective social science courses based on their future educational pursuit. Lower graders (1st to 2nd grades) learn social studies with story-typed books. From 3rd to 10th grades, geography, history, and other social sciences are integrated into a course called Society. Students at 11th and 12th grades learn individual subjects of social sciences, with each specific textbook based on their tracks and school policies.²⁰

Goals of the Social Studies Curriculum

United States

The National Council for the Social Studies defined the primary purpose of social studies as being "to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."²¹ NCSS also developed and promoted ten themes for a comprehensive and excellent social studies program. The ten themes are 1) Culture; 2) Time, places, and change; 3) People, places, and environments; 4) Individual development and Identity; 5) Individuals, groups, and institutions; 6) Power, authority, and governance; 7) Production, distribution, and consumption; 8) Science, technology, and society; 9) Global connections; and 10) Civic ideals and practices.

The NCSS Ten Themes document was illustrated with benchmarks for elementary, middle and high school students. The high school level states expectations for deep understanding and active performance required students to demonstrate mastery of the ten themes. The standards called for social studies instruction that would "foster individual and cultural identity along with understanding of the forces that hold society together or pull it apart; include observation of and participation in the school and community; address critical issues and the world as it is;

prepare students to make decisions based on democratic principles; and lead to citizen participation in public affairs.” They also included a statement about the characteristics of powerful social studies instruction explaining that instruction in this subject should be integrated, value-based, meaningful, challenging, and active. The NCSS had a large membership compared to the discipline-centered organizations, and it had active, affiliated state groups as well. The NCSS had engaged in annual conferences that largely focused on workshop sessions that were aimed at improving classroom teacher knowledge and teaching techniques. The NCSS included subgroups of college and university faculty, and state and local social studies curriculum supervisors. This organization also published two popular and one research-based journal for the field. Although recent attempts to discredit the work of the NCSS have been somewhat successful, it still functions in all of the above ways and maintains a substantial membership.

China

The national standards for History and Society defined in the new curriculum could serve as a general framework for social studies education in China. Like the NCSS Ten Themes for excellence in social studies, the standards for History and Society not only offer performance expectations but also provide a considerable number of examples of classroom practice to guide teachers in designing instruction to help students meet performance expectations. The general goal of History and Society is to help students develop initiative spirit, social practice skills and social responsibility; develop moral values and a correct perspective of the world and human life; and become a qualified citizen in a modern socialist country. It is composed of six components: 1) growing in society; 2) economic, political, and cultural life around us; 3) our region and environment; 4) Chinese history and culture; 5) world history and culture; and 6) skills and methods of social inquiry.²² The standards are defined in three domains and displayed in Table 1.

Table 1
National Standards for History and Society in China

Area	Standards
Values and Attitudes	Participate in social activities, love socialism and collectivism, develop a strong sense of social responsibility and history mission; value life, develop self-pride and self-Confidence; be respectful, cooperative, initiative, and optimistic; attend to social practice, strengthen a sense of sustainable development; understand the significance of respecting human rights, strengthen democratic and legal sense; care for the future of China and the human world, develop patriotism and global awareness
Skills and Ability	Ability to observe, experiment, and participate in social activities; independent in thinking; ability to collect, analyze, synthesize, evaluate information to problem solving information, and apply the solving
Knowledge	Understand the physical and psychological adolescents; obtain rudimentary knowledge development of young children and of economics, politics, and culture; learn skills to participate in social activities; understand the relationship between population, resources, environment, and social development; understand history development process and great achievements in both China and the world; Understand the history of Chinese struggle in the long past and learn from history

Basically, this curriculum is designed to cater to students' individual needs and life experience. It advocates active learning and obtainment of knowledge through diverse learning modes, such as hands-on activities, inquiry study, classroom discussions, collaboration, and social survey and practice. It stresses the development of students' ability to deal with real-life issues. The new curriculum also provides middle school students with an opportunity to obtain some knowledge about economics.

South Korea

Social studies in South Korea aims to cultivate democratic citizens who have the knowledge, skills, and attitudes to live in a democratic society. A democratic citizen is defined as a person who desires to contribute to the development of their own personality as well as the whole nation, and who has a sense of justice, is tolerant, and respectful of community.²³ The major components of social studies history, geography, political science, and economics are equally integrated into Society.

Political science and economy are usually addressed in Social Studies. The curriculum standards for social studies are constructed in three domains: knowledge, skills, and value and attitude. These standards are displayed in Table 2.

Table 2

National Standards for Social Studies in South Korea

Area		Standards
Knowledge	Human and Space	Understand the interaction between human and nature, the diverse human actions and geographical features of different places.
	Human and Time	Understand the tradition and unique culture of our nation, the development of the culture and national history, human development and cultural characteristics of each historical era.
	Human and Society	Understand basic knowledge about social life, basic principles of political, economic, and social phenomena, the characteristics and the problems of modern society.
Skills		Skills of obtaining and applying knowledge, inquiry skill, decision making skill, social participation skills, and rational problem solving skill.
Value and Attitudes		Democratic values and attitudes, interest in confronting social problems, attitudes to develop national culture and nation.

In examining the general goals of social studies as well as the national standards for social studies in these three countries, it is not hard to see that all these countries emphasize the importance of developing students' ability to apply knowledge to real-life issues and to develop decision-making skills for the public good. Social studies is considered as a medium to prepare students for a more successful political, economic, and social life in a global society. The following section describes the national goals for world history, geography, political sciences, and economics in each of these three countries and examines curriculum ideals and realities in the classrooms.

World History

United States

World history is taught to every American high school student at

least once but more often twice during their middle and high school social studies instruction. World history courses typically follow a chronological outline (Appendix A). World history instruction is supposed to exhibit the desirable qualities espoused by the National Center for History Education (NCHE). These are displayed in Table 3.

Table 3

Elements of Desirable History Instruction

1. Combine an analytical, chronological narrative with frequent pauses for studies in depth, neither of which can do without the insights of the other.
2. Deal constantly with the relation between fact and concept, neither of which educates without the other.
3. Carry significant, compelling themes and questions from the start of United States and world history down to the present day, frequently responding to the students' challenge: "So what?"
4. Demonstrate the interdependence of history and the social sciences, by teaching the concepts of the latter in dramatic historical context.
5. Demonstrate the interdependence of history and the humanities, by concurrent studies of literature, philosophy, and the arts.
6. Are pluralist, multicultural, inclusive of people of all kinds and conditions in whatever society is under study.
7. Provide a sophisticated understanding of the origins, the advances and defeats, the worldwide adventures of the democratic ideas that bind us together as one people.
8. Offer many chances for active learning, inquiry and the development of critical, historical habits of the mind.
9. Are taught by a wide diversity of pedagogical methods, of the teacher's own choice and design

It should be recognized that high quality world history instruction will most likely come from teachers who have great depth of historical knowledge and who also have been given expert training in the art and science of middle and high school social studies teaching. In addition, high quality instruction is not likely to be provided by teachers, no matter how knowledgeable and instructionally talented, who are overburdened with large class sizes or instructional schedules that preclude adequate time for planning and preparation. Setting high expectations for teaching in the absence of a positive school atmosphere and adequate

resources is a prescription for dissatisfaction and failure.

In the United States today, the high school world history learning experiences of students varies widely from state to state and even within states and school systems. Many students have knowledgeable, talented, and dedicated teachers, but many also do not. Instruction is too often trapped at a dull rhythm of reading the textbook, suffering through an uninspired review of the reading and the repetitious end of the week test. Projects that require creativity are far and few between, and even less frequent are activities that truly engage students' higher order thinking processes in ways the genuinely challenge their ability. In recent years, many world history instructors are making use of the Internet and using audiovisual resources that augment their core textbook. There is also increasing use of original source documents and the skills needed to assess these artifacts of history. More often than in the past, world history is told from more than a single American perspective, although this type of practice would be found in only a minority of our classrooms nationwide.

Advanced-track students get a much more demanding rendition of world history than do their less able classmates. Advanced Placement (AP) world history classes demand higher levels of fact retention and conceptual understanding than do regular classes. However, the AP history courses are often taught in more traditional ways than other courses where there may be more leeway for temporary forays into less mainstream content and for the use of creative projects such as those developed for National History Day. Classes for lower-track students, however, will be filled with rote instruction, covering less content in less depth. Standards for learning in such classes will be reduced to the minimums needed for passing required graduation tests.

History with its subset of world history is the most heavily represented of the social studies subjects in the American high school. Most students will experience three history courses and many will have four before they enter college.

China

World history in China is traditionally offered at 9th grade at middle school and 11th grade at high school. In the new curriculum, knowledge of world history is also integrated into Morality and Society at grades 3-6. World history is still offered at middle school and high school under the umbrella "History and Society" and "Humanities and Society" (Appendix B).

The national goal of world history is to help students 1) understand

the process and trends of history development, recognize the characteristics of ancient and modern civilizations, and identify important historical figures, historical events, and phenomena; 2) comprehend and analyze history and current issues from a dialectic and scientific perspective; 3) develop a global awareness, and understand and respect different cultures in the world; 4) strengthen the sense of social responsibility and be willing to contribute to the human progress.

Unlike the old curriculum outline that separated Chinese history development from world history development and focused on interpretation of history from Marxist and socialist perspectives, the new world history standards stress the importance of understanding Chinese history as part of the world history and the importance of interpreting world history and culture from an objective and critical perspective, as well as the necessity of developing global awareness in learning history. In addition, the standards encourage teachers to use multiple resources including primary sources and instructional technology to enhance world history teaching.

Despite the potential benefits provided by the new curriculum, currently, world history teaching in China is far from satisfactory. The number one obstacle is the National College Entrance Examination (NCEE) system. Although changes have been made to the examination system, it has not been changed to accommodate the new curricular reform. The current "3+x" examination system has negatively influenced the teaching and learning of world history.²⁴ At high school, world history is optional and offered at grade 11. Students who choose to major in science do not take world history, thus leaving nearly 60 percent of Chinese students with little knowledge of world history.²⁵ At middle school, history is not tested for entrance to high schools; therefore, some schools even cancel the world history part at 9th grade. In addition, influenced by the job market, most students are not motivated to learn history. Considering the world has become a global society and China is determined to promote its national competence in an increasingly competitive and interdependent world, learning world history and developing a global awareness is crucial. The negligence of world history learning is detrimental to the development of future Chinese citizens who are going to assume the social responsibilities in the new century.

Student tracking has not been encouraged in Chinese schools in the past ten years; however, most high schools still pursue this tracking system. Like schools in the United States, in China there are advanced classes and lower-level classes. Advanced-track students in the social science major are grouped in one class, and they are provided with the best teachers and equipment. These classes demand higher levels of fact

retention and conceptual understanding than do regular or lower level classes. The lower level class covers less content in less depth. Chinese high schools do not have Advanced Placement (AP) world history classes as in the United States.

The new standards suggest that world history should be taught from a more critical and objective perspective. However, currently, this is not likely to occur in most classrooms for lack of teaching resources and the long-standing influence of Marxist perspective in history teaching in China. What is more, Chinese schools are burdened with large class size, which makes teachers difficult to conduct learning activities that involve critical and historical thinking.

South Korea

There are three history subjects in South Korean: Korean history, Korean modern history, and world history, with the later two being elective courses. The general goal of world history is to help students 1) understand the development process of civilization in world history; 2) recognize Korean status in the world through learning the process and characteristics of the formulation of modern society; 3) understand, analyze, and interpret historical materials to synthesize and evaluate the world history; 4) analyze the decision making process in history and apply the process to the solution of problems in current society; 5) understand historical conflicts and their resolutions, and actively participate in solving problems shared by whole human races.

Both Korean history and world history emphasize nationalism. While Korean history generally talks about the independence and characteristics of Korean history, world history focuses on identifying the status of Korea in the world (Appendix C). This emphasis on nationalism is shown more prominently than in political science.

It is not hard to see that world history in South Korean has addressed eastern history and western history in ancient and medieval times almost equally, but since the period of Renaissance, European history has occupied a large part of the curriculum. Curriculum designers seemed to allocate much time to the explanation of Western History in order to teach students how modern civil society and democracy were founded in Western society and moved to Eastern society, especially to Korean society. Considering that one of the main goals of Korean modern curriculum in 1945 was to remove the heritage of Japanese colonialism and teach people democracy, it is understandable why the emphasis in Korean world history class is on the western society.

However, this overemphasis on Western history results in ignorance

of other cultures that do not belong to western society. For example, the histories of Middle and South Asia, Australia, Africa, and Latin America are rarely mentioned.

Geography

United States

The National Geography Standards, *Geography for Life*,²⁶ were developed in response to geography being named one of the core subjects in the *America 2000* education initiative. The purpose of national standards for geography "is to bring all students up to internationally competitive levels to meet the demands of a new age and a different world."²⁷ The standards establish clear benchmarks for geography learning at grades 4, 8, and 12, and they will help ensure that all students have access to a challenging geography curriculum (Appendix D).

Few American students will experience high-quality geography instruction during their high school years.²⁸ The same may be said of their elementary and middle school experiences. This diminished learning experience is a result of the dominance of history and due to the lack of highly skilled geography teachers. In fact, some states no longer require a geography course for high school graduation, although this would be a tiny minority of the total count. High quality geography instruction requires resources in addition to the commitment of substantial time in the curriculum. At best, geography is a single course taken during the high school years, and often this course lasts only a single semester.

Internet-based resources and Geographic Information Systems (GIS) software and resources have bolstered teachers' ability to offer interesting, current, and powerful geography lessons to their students.²⁹ Both resources are increasingly being used to help students achieve the national standards developed in 1994. Advanced Placement geography courses exist in many high schools but most students will take a general track version of their high school's single course offering for regular students. Diminished teaching staffs and demands for more and more history instruction reduce the presence of geography instruction in many American high schools.

China

The current proposed national goal of geography is that: through learning geography, students will be able to 1) obtain rudimentary knowledge of world geography, Chinese geography, and regional geography; 2) obtain basic knowledge of the earth and map skills; 3) under-

stand environment and development issues; and 4) develop patriotism, scientific geographic sense, global awareness, and a sustainable development point of view (Appendix E).

Population, resources, environmental protection, and human development are the most important topics in current geography education in China. The new standards seek to inculcate students with the concept of sustainable development and global awareness. Special emphasis is on developing students' ability to apply geographic knowledge and skills to find and solve problems that are related with human development. The new standards strongly emphasize the importance of using regional geography as the carrier of learning national and world geography. Students are encouraged to learn skills to collect information from different sources available and to conduct inquiry study that will enable them to better understand the interrelationship between environment and human development.

Geography class has traditionally been dominated with teacher/textbook-centered lecture and student worksheets. The new national standards for geography provide teachers with creative ideas on how to organize class and engage students in hands-on research activities to meet the expectations. Implementation of the new curriculum does increase students' interest in learning human geography; however, this interest does not mean that new curriculum standards for geography have been successfully implemented in the classroom. In reality, geography, like other social studies-related courses, is always considered as secondary and not valued by schools, students, and their parents, many of whom believe that only those who do not excel in math and science would choose social science as their major. As a result, many teachers find difficult involving students in geography-related activities. Students, especially high school students, are reluctant to spend time exploring geography and environmental issues. Activities conducted are often far from satisfactory.

South Korea

Geography in South Korea is separated into three courses: Korean geography, world geography, and economic geography. These courses are elective and the contents are in-depth. In general, all Korean high school students learn Korean geography. Students who intend to study in the field of liberal arts will also take world geography or economic geography. Economic geography is rarely taught at Korean schools.

The national goal for Korean geography is to help students 1) understand the relationship between natural geography and human geography; 2) understand the regional characteristics and change of Korea from

diverse perspectives; 3) develop thinking skills while learning geographical knowledge; 4) participate in the society through collecting, synthesizing, and analyzing geographical information; 5) cooperate with people in different provinces of Korea; and 6) understand the importance of environments, love Korea, and be determined to unify North and South Korea. Korea remains divided into two parts, North Korea and South Korea. This special condition is reflected in the goal of geography course. In fact, South Korean geography teachers mainly deal with the diverse aspects of South Korea. They teach North Korea, but only the natural geography of North Korea for lack of teaching resources related to cultural and human environments of North Korea.

World geography deals with natural, human, and social environments of different countries (The Ministry of Education, 1998:144). Students are expected to become positive about leading a world through understanding different human societies in the world. The national goal of world geography is to help students 1) analyze and synthesize social and natural factors of different countries; 2) understand the world through investigating the characteristics and the change of these countries based on basic knowledge of geography; 3) develop their abilities to explore and solve local problems from the worldview; and 4) cooperate with people in different countries.

Despite this goal, the reality is quite different. The dominant teaching method is teacher-centered lecture. Sometimes teachers will use *PowerPoint* slide shows, videos, and maps for teaching; however, most of them do not fully use these resources to motivate students to understand geography. Most geography classes focus on knowledge retention. This kind of teaching actually does not strengthen students' will to unify the country. Furthermore, students do not need to take world geography at the college entrance exam, so neither teachers nor students pay attention to the quality of the world geography class.

Political Science

United States

This area of the social studies is represented by national curriculum standards developed by the Center for Civic Education.³⁰ These standards are developed around five essential questions: What are Civic Life, Politics, and Government? What are the Foundations of the American Political System? How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy? What is the Relationship of the United States to Other Nations and to World Affairs? and What are the Roles of the Citizen in

American Democracy?

Each of these questions is further developed with a content summary and rationale. This is followed by a long list of what students must know and be able to do to demonstrate achievement of these standards. This learning is almost exclusively focused on the political heritage and contemporary manifestations of the United States government as it operates both at home and around the world in its interactions with other nations. These standards are backed up by an impressive collection of curriculum materials, both commercially developed by independent publishers and materials that were developed by the Center for Civic Education.

A high school government class is a fundamental part of virtually every American's schooling experience. Advanced Placement Government/Politics is offered in many high schools in addition to one or more other courses such as Problems of Democracy or Practical Law. In addition to traditional lectures and textbook reading, the instructional methods of these courses are likely to combine a variety of methods such as cooperative learning, simulations, and issues-based inquiries. Students are often treated to state government field trips and guest speakers. Political issues are often featured in a current events strand that runs through the classroom instruction. Mock trial and simulated congressional hearing competitions are found in many school districts nationwide.

China

Political science has for a long time been one of the most important courses in Chinese curriculum for socialization and it is integrated into almost all disciplines of Chinese schools. Under current curriculum reform, political science is integrated into comprehensive social studies at primary and middle schools. High school political science is divided into four sections: economic life, political life, cultural life, life and philosophy (Appendix F).

The general goal of political science is to 1) understand the role of the Chinese Communist party as the leadership of Chinese construction with socialist characteristics, understand the guiding principle of Communist party, that is, Marx-Leninism, Mao Zedong thought, Deng Xiaoping theory, and Jiang Zeming's "three representatives"; 2) understand the significance of socialist construction with Chinese characteristics, learning to find and solve problems from a Marxist perspective; 3) become a person of self-reliance, self-independence, and self-strength; 4) develop patriotic spirit, collectivism, and social responsibility; and 5) develop right attitudes toward life and the world.³¹ This general goal indi-

cates clearly the important and irreplaceable role of political education in China. Political education in China has always tried to espouse Marxist/Communist/socialist ideology and develop in students the desirable attitudes and behaviors necessary for the stability and prosperity of the country. However, the new standards also demonstrate that the government intends to foster in students the ability to be independent, to deal with social and political issues critically, and to solve problems creatively through systematic study of various knowledge areas in political science. Different from the traditional standards of political science, which carried a strong political propaganda tone and interpreted social issues from Marxist perspective, the new standards show more concern with the healthy development of young people in their political, socioeconomic, and cultural life.

Political education in China has long been dominated by teacher-centered lecture. The new curriculum provides both teachers and students with the opportunity to discuss and explore a variety of social and political issues in their life. The challenge for political science teachers is how they can actually use creative teaching strategies and instructional resources to make students more interested in learning political and government issues without too much preaching.

South Korea

Most contents related to political science are taught from 3 to 10 grades in Society. Eleventh- and twelfth- grade students can choose an advanced course entitled *Political Science*. The national goals for political science are to help students: 1) understand the relationship between citizen's life and democratic politics, political process and participation in politics, and the characteristics of South Korea's democracy and related issues; 2) understand the basic principles and concepts of political phenomena associated with students' life experience; 3) analyze and make judgment on politics, and act upon their judgment; 4) develop the abilities of data collection, inquiry, problem solving, decision-making, and participation; 5) develop ability to solve conflicts considering diverse interests groups; and 6) accept the basic principles and values of liberal democratic society, and be critical about issues on the communitarian, national, and international level. These goals are reflected in the major topics of political science in South Korea (Appendix G).

The subject of political science seems to emphasize the formulation of a civil society, and the role and rights of citizens. Besides voting, this subject stresses civic participation in the community and the whole nation. The emphasis on civil rights and civil society shows that the polit-

ical science course does not cling to nationalism and citizens can criticize the rule of the local or national government. This is different from Korean history or world history that emphasizes nationalism and the status of South Korea in the world. Besides, political science emphasizes international cooperation. This emphasis helps students better understand that Korean people should tolerate different cultures and cooperate with other countries with different cultural backgrounds.

Economics

United States

Not to be outdone by the other content disciplines, the National Council on Economic Education developed national curriculum standards based on twenty core concepts from the field. The twenty standards were further articulated into benchmarks for students to achieve by grades 4, 8, and 12 (Appendix I).

Many examples of benchmarks for high school graduates are specified for each of the twenty standards, and space does not permit listing even a portion of these statements. However, it is clear that the level of economic thinking required is highly analytical and theoretical in nature. Successful students will have mastered the conceptual framework and thinking tools of the field of economics, and they will have performed an economic analysis of many social events and societies' economic practices.

The National Council for Economic Education and commercial publishers have produced a wide array of print, audiovisual, and Internet-based instructional materials for use in America's high schools. Student will often get involved in a stock market simulation, and use ancillary materials that supplement their core textbook. Instructional methods for economics range from traditional textbook lessons to Internet-based research projects.

Economics is similar to geography in its curriculum presence within the American high school. Economics teachers are hard to find and typically under-prepared for their instructional mission. Most will have suffered through half a dozen college economics courses that may bear little resemblance in their content focus to the subject as it is taught in high schools. In addition, most new teachers will have only had a general methods course and have few ideas about how to creatively teach economics content to their students. Many teachers will have taken on assignments reluctantly, being more qualified to teach history or government than economics.

China

Economics traditionally is included within political science at high school, called "Political Economics." For a long time, economics was taught from a Marxist political/economic perspective criticizing the political/economic system in the capitalist countries. With economic reform in China in 1978 and the continuing economic development since then, Political Economics has shifted its focus from criticizing the western economic system to a more rational explanation of how economic systems work and how young people should be prepared for their economic life. Under the new curriculum, economics is integrated into Morality and Society in elementary school, History and Society at middle school, and political science at high school. The major standards for economics education is to help students 1) learn the basic economic system at the preliminary stage of socialist development and the characteristics of socialist market economy; 2) recognize economic phenomenon in their daily life, obtain knowledge and skills necessary for participation in modern economic life; and 3) understand the relationship between fairness and efficiency, be honest, strengthen legal awareness, and cultivate initiative and scientific spirit.³²

Political science teachers used to, and most still, teach political economics. In fact, not many of these teachers are able to teach economics as they are expected in the statement of national standards. The major reason is that political teachers received little education about economics, let alone teaching strategies for economics. It is unlikely that they will provide satisfactory economic lessons in the real sense of economics without appropriate and sufficient training.

South Korea

South Korean students learn basic economic concepts in Society at 5th, 9th, and 10th grade. Students at 11th and 12th grade will learn more about economics if they choose economics classes. The content of economics mainly deals with free market system.

The purpose of economics is to help students develop economic decision-making and economic thinking skills. Students will become democratic citizens through understanding the market economy and economic ethics. They can foresee economic trends and contribute to economic development. To achieve this purpose, economics focuses a rational decision-making based on students' basic knowledge obtained from society. The national standards for economics demonstrated in five areas: economic life and economic problem solving, market economic

behavior, rational economic choice, fluctuation of national economy, world market and prospect of Korean economy (Appendix H),

Most economics teachers learned economics through lectures at college; however, they have few teaching resources and materials to teach economics. As a result, few teachers can teach economics in a way that will promote students' thinking ability in economics, which is the goal of economics education. What is more, students do not bother to choose economics since it is not tested for college entrance exam. That further decreases the quality of economic education.

Testing and Teaching Methods of Social Studies

United States

Many states now engage in yearly achievement testing in addition to participating in other forms of assessment such as high school graduation tests, Advanced Placement, SAT (Scholastic Aptitude Test), and NAEP (National Assessment of Educational Progress) tests. These tests are often mixes of fact-oriented and conceptual/definitional multiple-choice test items given en masse by commercial testing companies. Students' and sometimes teachers' future welfare is pegged to their performance on such tests. For students high grades mean membership in honor societies, scholarships, and entrance into a college of their choice. Low grades potentially mean a struggle to achieve post-secondary education, technical college, and immediate entrance into the work world or the armed forces. For teachers, low scores over a number of years may lead to a professional improvement plan, requirements for additional education, limited pay raises, and decreased chances of moving into more desirable teaching situations. Test scores are increasingly used by parents as a measure of a school's worth, despite the fact that aggregate test scores have more to do with a school's socioeconomic and social class standing than they do with most other variables such as the teacher's credentials, or the number of students in each class.

Teachers often decry the "tyranny of the test," viewing it more as a limiting factor that restricts their ability to provide creative lessons and explore more meaningful and exciting content. However, most teachers recognize that some form of testing is essential in order for a subject to remain in the curriculum. Social studies, for example, was not included in the testing required by the No Child Left Behind (NCLB) legislation and, as a result, its existence is increasingly threatened regardless of the demonstrable merit of its core subject matter. Thus, the pernicious effects of testing are tolerated as a necessary evil required for inclusion in the curriculum.

China

Examination-oriented educational system has existed in China for thousands of years; however, it has never exerted so much influence on millions of Chinese, especially young people, as it does today, or since 1977, when the NCEE was resumed. For decades, this system has provided equal higher education opportunities for millions of young people and has helped select and cultivate brilliant young people. However, this system has been found damaging to the healthy development of Chinese education as well as the physical and psychological development of young people. The curriculum reform launched in 1999 was an attempt to reduce the impact of NCEE and introduce multiple ways of assessment. Implementation of the new curriculum by many schools has revealed that students have become more interested in learning and they have more opportunities to do hands-on activities and inquiry study. Despite all the potential benefits, the new curriculum has posed unprecedented challenges to social studies teachers. First, they are challenged to prepare lessons that integrate knowledge in multiple disciplinary areas. Almost all the teachers received separate disciplinary education at their higher education program, and this seriously limited both their knowledge and ability to teach integrated courses, let alone teach creatively. Second, they do not have necessary books and resources, therefore, they have to spend much time seeking information either on-line which is not easily accessible to them, or in the library which is often slow and out-of-date. Third, inquiry activities suggested in the standards sound great, but teachers find it difficult to put them into practice because of the prominent pressure of entrance examinations for high school and college. Fourth, most students who grow up in lecture-centered classrooms are not used to participation in classroom discussions and expression of personal thoughts about social science issues in public. Fifth, the content of social studies used to be difficult, complicated, one-sided, and out-of-date. The new textbooks are more relevant to students' life and more objective in interpretation of history and social issues, but teachers and students feel that the contents are not deep enough.

South Korea

The goal of social studies in South Korea is to cultivate democratic citizens who can actively participate in decision making in their community and the nation. To achieve this goal, Korean education, which has been strongly influenced by Dewey's students-centered curriculum during 1940's through 1950's, sought to recreate a student-centered cur-

riculum. However, Korean education failed in realizing this goal, even though the national curriculum was revised seven times. One major reason is the college entrance examination system. All students who want to apply for college or university must take various entrance tests provided by university/college and the nation. Thus, students tend to take courses that will get them higher scores in the entrance examination but avoid courses that focus on citizenship and civic participation, which they think not beneficial for the exam. Standardized tests like the college entrance examination do not evaluate students' thinking skills, but how well students can memorize facts. Therefore, teachers usually focus on increasing students' ability to recall test-related information. This kind of teaching makes it hard to achieve the real goal of social studies.

Time constraint is another reason for the gap between what is expected in the curriculum and what is taught in a real classroom. Teachers have to teach so much content knowledge in a very limited time that they have no choice but to lecture. Class size, too, influences how teachers teach in the classroom. It is not likely that the teacher will focus on individual students.

Conclusion

In comparing social studies education in the United States, China, and South Korea, it is not hard to see that all these nations are aware of the changes brought about by globalization and they all attempt to accommodate these changes in their social studies curriculum. It seems to be a common goal of social studies education for all these nations to develop students' problem-solving and decision-making skills for the public good in this more interdependent world. Although they are worded differently, the national standards for world history, geography, political science, and economics all require that students should not only be knowledgeable about important issues in these content areas but also be able to think critically about these issues and use their knowledge and skills to solve problems in their political, sociocultural, and economic life.

Almost all the national standards for the social studies curriculum in these three countries offer performance expectations with regard to knowledge, process, and attitudes essential for all students and provide substantial examples for instructional practices; however, there exist differences in curriculum focus and instructional practice.

It seems that China is moving to integrate and modernize its curriculum just as the United States is cycling back into a more traditional, separate-discipline-approach to instruction. In China and South Korea, high school students are tracked into science or humanities majors.

Within the United States, the vast majority of students in public schools have the same curriculum requirements. There is no attempt to differentiate students into a science- or humanities-oriented curriculum as in China and South Korea.

The tendency of U.S. world history courses is to focus on the western world cultures more than eastern world cultures. In addition, little is learned about Australia and South American nations. These curriculum tendencies are much like those found in South Korea. World history in China seems to focus more on communist/socialist movements in the west and national liberation movements in the third world countries.

It seems that China and South Korea offer substantially more geography instruction and that both nations offer their students a more substantial chance to learn geography than does the United States, where geography is supposedly integrated into social studies instruction in grades K-5 and then only reliably appears as a world regions or cultures course in the middle grades. It also appears that China's new geography standards and the goals for geography instruction in South Korea contain similarities to the 1994 geography standards published in the United States.

China seems to differ substantially with the United States when it comes to instruction on politics, government, and citizenship. The former heavily emphasizes a Marxist political philosophy and combines economics into the subject, while the latter offers courses that tout the merits of representative democracy and generally limit the connections between economics and government. South Korea's school curriculum appears to put less emphasis on political indoctrination than either China or the United States, and it also provides an international cooperation focus that appears to be missing in the United States and China.

Economics appears to be stressed more in the U.S. than in either China or South Korea. China is still moving away from its long-standing practice of universal education in Marxist political economics. South Korea treats the topic of economics as an elective course in high school and ties the study of economics to themes of good citizenship and morality. Thus there is more divergence of philosophy and practice in this content area than any other.

It seems that all three nations recognize that actual classroom teaching often fails to achieve the various instructional qualities thought to be ideal. In addition, shortcomings are noted in teachers' own subject matter training and in the curriculum resources, including the instructional time allotted and needed to achieve maximum learning in the

majority of students. South Korea started moving toward a U.S. model for its social studies curriculum after the Korean War and has continued to adjust its social studies curriculum to meet the demands of its own national culture. China blended its own traditions in education with the Soviet model of education and only recently, since the 1990s, has begun to adopt more western model of its social studies curriculum. Both South Korea and China acknowledge the deleterious effects of high-stakes testing, especially the college entrance exam, on the vitality of their social studies curricula. The more recent advent of high stakes testing in the United States is having similar effects on its social studies curriculum.

It seems clear that all three nations are substantially under-educating their future citizens in the contents of the social studies. The results of this situation will damage a substantial proportion of these nations' future citizens in their ability to function well and maximally enjoy their lives. These shortcomings in social studies learning may also prove damaging to these nations' internal harmony and their ability to cope with the changes brought about by globalization.

NOTES

1. The United States Information Agency, *Portrait of the USA*. <http://usinfo.state.gov/usa/infousa/facts/factover/homepage.htm> (Oct. 15, 2004)
2. H. Hertzberg, *Social Studies Reform, 1880-1980*, (Boulder, Colo.: Social Science Education Consortium, 1981); D. Jenness, *Making Sense of Social Studies* (New York: Macmillan, 1990); M. B. Lybarger, "The Historiography of Social Studies: Retrospect, Circumspect, and Prospect," in J. P. Shaver, ed., *Handbook of Research on Social Studies Teaching and Learning* (Macmillan Publishing Company, 1991), 3-15; D. Ravitch, "The Continuing Crisis: Fashions in Education," *American Scholar* 53 (1984): 183-93.
3. S. P. Wronski, and D. H. Bragaw, eds. "Social Studies and Social Sciences: A Fifty-Year Perspective," *Bulletin*, no. 78 (1986).
4. I. Leming, L. Ellington and K. Porter, (Eds.), "Where Did Social Studies Go Wrong?" (Washington, DC: Thomas B. Fordham Foundation, 2003); M. M. Merryfield, "Elementary Students in Substantive Culture Learning," *Social Education* 68 (2004): 270-73; D. Ravitch, "The Continuing Crisis: Fashions in Education," *American Scholar* 53 (1984): 183-93.
5. We would argue that education, especially public education, has lost some of its luster as an essential endeavor of society. This diminution of its status is a result of such factors as the loss of the public's sense of community ownership of their schools, the broadening of academic achievement associated with the rise of professions (teachers were no longer among the only or the best educated members of their communities), the failure of many reform attempts, and

the rise of policies (e.g., diminishing certification requirements) and practices (e.g., reducing teachers instructional autonomy) that have diminished the status of teaching credentials.

6. M. E. Hass and M. A. Laughlin, "A Profile of Elementary Social Studies Teachers and their Classrooms," *Social Education* 65 (2001): 122-26; P. Van Fossen, "Reading and Math Take So Much of the Time: An Overview of Social Studies Instruction in Elementary Classrooms in Indiana," Paper presented at the annual meeting of the National Council for the Social Studies, Chicago, IL, November 2003.

7. National Council for the Social Studies, *Expectations of Excellence: National Curriculum Standards for the Social Studies* (Washington, D.C.: National Council for the Social Studies, 1994).

8. A. V. Angell, "Democratic Climates in Elementary Classrooms: A Review of Theory and Research," *Theory and Research in Social Education* 19 (1991): 241-66.

9. M. E. Hass and M. A. Laughlin, "A Profile of Elementary Social Studies Teachers and Their Classrooms," *Social Education* 6 (2001): 122-26; P. Van Fossen, "Reading and Math Take so Much of the Time: An Overview of Social Studies Instruction in Elementary Classrooms in Indiana," paper presented at the annual meeting of the National Council for the Social Studies, Chicago, IL, November 2003.

10. C. L. Hahn, "The Status of the Social Studies in the Public Schools of the United States: Another look," *Social Education* 49 (1985): 220-23.

11. The unit was developed in 1906 as a measure of the amount of time a student has studied a subject. For example, a total of 120 hours in one subject meeting 4 or 5 times a week for 40 to 60 minutes, for 36 to 40 weeks each year, earns the student one "unit" of high school credit. Fourteen units were deemed to constitute the minimum amount of preparation that may be interpreted as "four years of academic or high school preparation," <http://www.carnegiefoundation.org/aboutus/carnegie-unit.htrn>.

12. President George W. Bush's attempt to prepare all areas of American public education for the challenges coming in the third millennium.

13. There was little evidence to support this claim.

14. Basic Education in China, <http://www.edu.cn/HomePage/english/education/basicedu/index.shtml>.

15. General Goal of National Basic Education Curriculum Reform: 2001-2010, <http://www.jyb.com.cn/gb/2001/10/24/jcyj/jxgg/1.htm>.

16. Ibid.

17. South Korean Ministry of Education and Human Resources Development (2004), 14.

18. Ibid., 4.

19. Hang-In Kim, Ho-Bhum Cheong, J. Hoge, R. VanSicle, and Young-Seok Kim, "Elementary Moral Education and Social Studies in South Korea, Paper presented at National Council for the Social Studies, 2001.

20. Students in 11th and 12th grade are supposed to choose their major

field such as a liberal arts/humanities track and a science track. Students of both tracks choose social science subjects differently.

21. National Council for the Social Studies, *Expectations of Excellence: National Curriculum Standards for the Social Studies* (Washington, DC: National Council for the Social Studies, 1994).

22. Curriculum Standards for History and Society in China, http://www.being.org.cn/ncs/soc/l/soc_a.htm.

23. South Korean Ministry of Education and Human Resources Development (2004), 5.

24. The "3+x" refers to the courses that a Chinese student has to take for the NCEE, including Chinese, math, and foreign language, plus a comprehensive test of knowledge in either science field (chemistry, physics, and biology) or social science field (history, geography, and political science) depending on which track the student is going to take for college.

25. Huang Annian, *How to Improve History Quality Education? Teaching Reference for Secondary School History Education* (2001), <http://www.acriticism.com/article.asp?Newsid=655.&type=1002>

26. S. W. Bednarz, N. C. Bettis, R. G. Boehm, A. R. de Souza, R. M. Downs, J. F. Marran, R. W. Morrill and C. L. Salter, *Geography for Life* (Washington, D.C.: National Geographic Research & Exploration, 1994).

27. *Ibid.*, 9.

28. National Assessment of Educational Progress (NAEP), "The Geography Learning of High School Seniors," Educational Testing Services (Princeton, N.J., 1990); J. P. Stoltman, "The National Assessment of Educational Progress in Geography" (ERIC Digest ED412169. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 1997).

29. C. Stallworth and J. A. Braun, "GIS Programs: Geography Tools for Teachers and Students," *Social Education* 64 (2000): 161-64.

30. Center for Civic Education, *National Standards For Civics and Government*. Calabasas, Calif.

31. *High School Political Science Curriculum Standards Experiment version*, <http://www.moe.edu.cn/basel/jckecheng/040304.doc>.

32. *Ibid.*

33. *World History Content for U.S. High Schools*. <http://www.mcrel.org/compendium/Standard.asp?SubjectID=6>

34. *World History Curriculum Standards in China*. <http://www.risearchina.org/kxjyywtj/21-03-02/his/his00.htm>.

35. The National Geography Standards offer, for each standard, a rationale and detailed examples for grades 4, 8, and 12.

36. *National Geography Curriculum Standards in China*. <http://www.risearchina.org/kxjyywtj/21-03-02/geol/geo00%20.htm>.

37. *High School Political Science Curriculum Standards Experiment version*, <http://www.moe.edu.cn/basel/jckecheng/040304.doc>.

38. The twenty economic standards in U.S., <http://www.ncee.net/ea/standards>.

Appendix A. Typical World History Content for U.S High Schools³³

- Era I - The Beginnings of Human Society
- Era 2 - Early Civilizations and the Rise of Pastoral Peoples, 4000-1000 BCE
- Era 3 - Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE
- Era 4 - Expanding Zones of Exchange and Encounter, 300-1000 CE
- Era 5 - Intensified Hemispheric Interactions 1000-1500 CE
- Era 6 - Global Expansion and Encounter, 1450-1770
- Era 7 - An Age of Revolutions, 1750-1914
- Era 8 - A Half-Century of Crisis and Achievement, 1900-1945
- Era 9 - The 20th Century since 1945: Promises and Paradoxes

Appendix B. Major Topics of World History in China³⁴

1. Ancient World History:
Prehistoric Human Being and Civilization, Euro-Asian Civilization in Ancient and Medieval Times, Conflict and Mingling of World Civilizations, Ancient Science, Technology, Culture
2. Modern World History:
Social Change in Europe and North America, First Industry Revolution, Colonialism Expansion vs. Struggle against Colonialism, Expansion of Capitalism in America, International Workers' Revolution and Birth of Marxism, Second Industry Revolution, World War I
3. Contemporary World History
Exploration of Soviet Socialist Path, World War I and II , Development and Change of Prominent Capitalist Countries after World War II, Reform and Evolution of Socialist Countries, Independence and Development of Countries in Asia, Africa, and Latin America, World Change after World War II, Modern Science, Technology, and Culture

Appendix C. Major Topics of World History in South Korea

Ancient and Medieval Asia:

East Asia: Prehistoric civilization, civilization of China, Ancient China, Confucianism, the formulation of Eastern Asian culture, Japanese Bakuh, Modernization, the change of Japan, Nationalism
West, South, and South Eastern Asia: Indus civilization, Mesopotamian civilization, Ancient Indian Society, Gupta Dynasty, Islamic culture, India and Southern East Asia, Modernization and

Nationalism

Ancient and Medieval Europe

Greek democracy, Hellenism, Rome, Slavery Economy, Christianity, Ancient European culture, Formulation of Europe, Feudalism, The development of commercialism and city, Absolutism and Commercial Revolution, Expanding of Europe, Capitalism, Civil Revolution and Industrial Revolution, Liberalism and Nationalism, Socialism

Modern society:

Imperialism, Nationalism against Imperialism, Two World Wars, Russian Revolution, Fascism, Cold War, The Third World, Mass Society, Development of Science and Technology, Modern Culture, The Problem of Modern Society

Appendix D. U.S. National Geography Standards³³

The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
2. How to use mental maps to organize information, people, places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

Places and Regions

4. The physical and human characteristics of places.
5. That people create regions to interpret Earth's complexity.
6. How culture and experience influence people's perception of places and regions.

Physical Systems

7. The physical processes that shape the patterns of Earth's surface
8. The characteristics and spatial distribution of ecosystems on Earth's surface.

Human Systems

9. The characteristics, distribution, and migration of human populations on Earth's surface.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. Patterns and networks of economic interdependence on Earth's surface.

12. The processes, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Environment and Society

14. How human actions modify the physical environment.
15. How physical systems affect human systems.
16. The changes that occur in the meaning, use, distribution, and importance of resources.

Uses of Geography

17. How to apply geography to interpret the past.
18. How to apply geography to interpret the present and plan for the future.

Appendix E. National Geography Standards in China ³⁶

Area	Standards
Values and Attitudes	<ol style="list-style-type: none"> 1. Interested in geography, develop an attitude of seeking the truth and aesthetic interest 2. Care for the environment and development of local area as well as the whole country 3. Respect different traditions and cultures in the world, strengthen national self- pride and self-confidence, understand the value of international cooperation, develop global awareness 4. Strengthen awareness of environment and resource protection
Ability and Skill	<ol style="list-style-type: none"> 1. Develop ability to collect information through a variety of sources, analyze, compare, and summarize geographical phenomena or events 2. Develop ability to find and solve geographic problems in daily life 3. Use appropriate methods to convey knowledge and exchange ideas and thoughts with other people
Knowledge	<ol style="list-style-type: none"> 1. Obtain basic knowledge of the earth and map/globe reading skills, use observations, survey, and other means to obtain geographic information 2. Explain how natural geographic features shaped the geographic environment and affected human activities, understand regional differences in terms of population, economic, and cultural development, and their development 3. Understand geographic features of the world, China, and local areas, understand relationship between China and the world 4. Understand essential problems facing the human world and the inter-relationship between environment and human activity

Appendix F. Major Topics of Political Science for Chinese High Schools³⁷

Economic Life	Life and Consumption, Investment and Employment, Income and Distribution, Market Economy
Political Life	Citizen's Political Life, Government Serving the People, Construction of a Political Socialist Civilization, Contemporary International Society
Cultural Life	Culture and Life, Cultural Heritage and Creation, Culture and Nationalism, Developing Advanced Culture
Life and Philosophy	Life Wisdom and Spirit of the Century, Exploration of the World and Seeking the Truth, Ideological Method and Initiative Spirit

Appendix G. Major Topics of Political Science for South Korean Students

Civil Life and Politics	Country and political life, the principles of democracy, the development of democratic politics, democracy education and the form of democratic government
Process of Politics and Citizen's Participation	The process of modern politics and participants, voting and participants, Party and interest group, public opinion and journalism
Democracy in Korea	The principles and values of constitution, rights and duty of Korean people, governmental institutions
International Society and Politics	The development of international society, international relationship and international institutions, change of international relationship
The Meaning of International Relationship with Others	

Appendix H. National Standards for South Korean Economics

Economic Life and Economic Problem Solving	The meaning of economic life, the solution of economic problems, the change of economy system
Market Economic Behavior	The function of market price, the decision of market price, the limitation of market economy, the policy of market economy
Rational Economic Choice	Consumption and selection, efficient business and business ethics, responsibilities of enterprise
Fluctuation of National Economy	Flow of national economy, economy development, economic policies
World Market and Prospect of Korean Economy	Trade and national competition, the future of Korean economy, the compromise of world economy

Appendix I. The Twenty Economics Standards for U.S. Schools³

Standard 1: Scarcity	Standard 2: Marginal Cost/Benefit
Standard 3: Allocation of Goods and Services	Standard 4: Role of Incentives
Standard 5: Gain from Trade	Standard 6: Specialization and Trade
Standard 7: Markets - Price and Quantity Determination	Standard 8: Role of Price in Market System
Standard 9: Role of Competition	Standard 10: Role of Economic Institutions
Standard 11: Role of Money	Standard 12: Role of Interest Rates
Standard 13: Role of Resources in Determining Income	Standard 14: Profit and the Entrepreneur
Standard 15: Growth	Standard 16: Role of Government
Standard 17: Using Cost/Benefit Analysis to Evaluate Government Programs	Standard 18: Macroeconomy-Income/ Employment, Prices
Standard 19: Unemployment and Inflation	Standard 20: Monetary and Fiscal Policy