

Introduction to the Social Sciences (Grades: 9-10)

Prerequisite: None

Credit: 1 semester, ½ credit, elective

Course Overview:

This course is designed to introduce the students to all topics of the Social Sciences. Through surveying geography, anthropology, psychology, sociology, political science, and economics, the students will understand the principles involved in the social sciences field and be better prepared in choosing future electives. The course also includes a study of Critical Thinking Skill, and Effective Study Skills, designed to prepare the students for prospective studies in high school and beyond.

Social Studies Content Strands

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

I. Participation and Application Skills

A. Study and Organization Skills

1. Notetaking and Outlining
 - Classroom lecture/discussion material
 - Suggested methods of instructor and materials related formats
2. Demonstrating a Sense of Chronology
 - Related to specific areas of the social sciences
 - Timeline activities
 - Historical perspectives
3. Identifying, Classifying and Summarizing Ideas
 - Specific skills activities as they apply to identifying, classifying, and understanding the elements of the various social sciences
 - Determine the cultural and social factors and their implications on mankind past and present

B. Communication Skills

1. Writing and Research
 - Individual and group presentations
 - Audio-visual material analysis and discussion
 - Group discussions

(Content Strands cont.)

- Research skills in obtaining background information and relative data
- Internet based research
- 2. Listening and Oral
 - Participate in class discussions based on lecture format
 - Group and individual oral presentations
 - Analysis and discussion of student presentations
 - Comprehension of terms and concepts
- 3. Reading and Vocabulary
 - Focus on basic terminology
 - Text and supplementary reading
 - Guided reading including cooperative groups
- C. Map and Globe skills
 - Ongoing throughout the course
 - Specific map skills and geographical assignments as pertinent to social science areas
- D. Group Participation Skills
 - 1. Conflict Resolution
 - Discussions related to current events
 - Cooperative group situations
 - 2. Simulations
 - Computer
 - Group simulations as they apply to topic areas
 - 3. Class Discussion
 - Ongoing throughout the course
 - Both teacher and student developed topics and projects

II. Citizenship Skills

- A. Comparing and Evaluation of Political Process
 - Related to specific social science areas
 - Ongoing throughout the course
- B. Investigating Historical and Geopolitical Interrelationships
 - Analyze, compare, and contrast interrelationships throughout the social sciences
 - Identify the factors and relevance found in specific content areas such as global village, globalization , and internationalism
- C. Evaluating the Contributions of Cultures and Regions
 - Ongoing process throughout the study of social sciences
 - Specific emphasis in the fields of anthropology and geography
- D. Comparing Different Values, Traditions and Religious Beliefs
 - Ongoing throughout the course as topical
- E. Exploring Social, Psychological and Economic Forces
 - Analysis and discussion of the significance in the interaction of social, psychological and economic forces in related content areas

(Content Strands cont.)

F. Critical and Analytical Skills

1. Drawing inferences
 - Text, class discussion and lecture
 - Current issues related to content area
2. Distinguishing Fact, Bias and Propaganda
 - Specific units
 - Original source material
 - Text, lecture, broadcast news, periodicals
 - Internet use and research
3. Understanding cause and effect relationships
 - Ongoing throughout the course
 - Classroom discussion, projects, assignments
 - Specific issued related to content areas
4. Interpreting charts, graphs, tables, diagrams, and visuals
 - Ongoing throughout the course
5. Developing hypotheses and gathering and evaluating data
 - Student research projects
 - Specific areas of study
6. Using primary and secondary sources
 - Text material
 - Class supplements—Internet use and research
 - Projects and assignments
 - Guest speakers
 - Analysis and discussion of audio-visual material
7. Relating the past to the present
 - Ongoing throughout the course
8. Predicting the future using past and present trends
 - Discussion and evaluation of new trends and techniques in the social science fields
 - Brainstorming techniques
 - Analysis and discussion of past errors and trends
 - Applying synthesized information to survival of the global community

Social Studies Content Standards and Benchmarks

Standard 1: Students will identify and evaluate the importance of an open mind, objectivity, critical analysis and effective study techniques in studying the social sciences. (SSCS—1, 4)

Benchmarks

1.1 Students will recognize and develop critical thinking skills. (1.12.1-2, 4.12.1-2)

Students will:

	Essential Learnings	Assessment	Map
1.1.1	distinguish between facts, opinions, and inferences.	V, W, O, P	D
1.1.2	recognize the characteristics of assumptions.	V, P	I, D
1.1.3	explain the difference between propaganda, bias, and ideologies.	V, P	D
1.1.4	predict the relationship between cause and effect.	V, W, P	D
1.1.5	identify consequences and alternatives.	V, W, P	D

1.2 Students will recognize and develop effective study skills. (1.12.1, 1.12.3)

Students will:

	Essential Learnings	Assessment	Map
1.2.1	identify and critique current study habits.	V, W, P	D
1.2.2	generate a list of outlining methods that lead to memory improvement.	V, P	D
1.2.3	develop methods to improve individual reading skills and reading levels.	V, W, P	I, D
1.2.4	explain and discuss the elements of concept trees, outlining and notetaking.	V, W, P	D
1.2.5	demonstrate the effective use of a dictionary, encyclopedia, and almanac.	V, W	D

Standard 2: Students will develop an understanding of the significant elements and trends involved in the field of psychology. (SSCS—1, 3, 4)

Benchmarks

2.1 Students will evaluate the components of the field of psychology. (1.12.1-2, 3.12.4, 4.12.4)

Students will:

	Essential Learnings	Assessment	Map
2.1.1	explain the elements of psychology.	V, W	I
2.1.2	describe the relevance of psychology in the world around us.	V, W	I

- 2.2** Students will discuss the issues that comprise the field of psychology. (1.12.1-2, 3.12.4, 4.12.4)

Students will:

	Essential Learnings	Assessment	Map
2.2.1	develop an understanding of the role that emotions play in our everyday lives.	V, W	I
2.2.2	identify and discuss the significance of heredity and the environment on the individual.	V, W, P	I, D
2.2.3	develop an understanding of the psychological problems and issues humans face and how to best address them.	V, W, P	I, D
2.2.4	describe and evaluate the factors in perception and learning.	V, W, P	D
2.2.5	identify and discuss how the learning process operates.	V, W	I
2.2.6	develop an appreciation of the importance of positive thinking.	V, W, P	D
2.2.7	list and evaluate the components of good mental health.	V, W, O, P	D
2.2.8	identify and discuss how the aging process affects the individual.	V, W, P	D
2.2.9	identify different issues in the field of abnormal psychology.	V, W, P	I, D
2.2.10	develop an understanding of the power of the mind in areas such as sports, health, and personal success	V, W, P	I

Standard 3: Students will develop an understanding of the significant elements and trends involved in the field of sociology. (MCS—6)

- 3.1** Students will discuss the issues that comprise the field of sociology. (6.12.1, 6.12.4, 6.12.6-7)

Students will:

	Essential Learnings	Assessment	Map
3.1.1	define and explain what sociology is and the role it plays in our society.	V, W	I
3.1.2	develop an understanding of why people live in groups and the human need for socialization.	V, W, P	D
3.1.3	identify the relevance and importance of rules, roles and socialization.	V, W, O	D
3.1.4	recognize the importance of institutions and explain the factors involved in and the significance of family, education, religion, marriage, government, economics.	V, W, O, P	D
3.1.5	understand how status and social stratification affect humans.	V, W	I, D
3.1.6	recognize career opportunities in the field of sociology.	V, W, O	I, D
3.1.7	develop an understanding of relevant terms and concepts.	V, W	I, D

Standard 4: Students will develop an understanding of the origins of mankind and recognize the diversity of cultures worldwide. (MCS—4-6)

- 4.1** Students will identify the components that make up the fields of cultural and physical anthropology . (4.12.2, 4.12.4, 6.12.1-3, 6.12.6-7)

Students will:

	Essential Learnings	Assessment	Map
4.1.1	define and explain the various elements that constitute the fields of anthropology.	V, W, P	I
4.1.2	analyze the importance of perception and value judgments in the study of mankind.	V, W	I
4.1.3	generate a list of the characteristics that Americans share while at the same time emphasizing the heterogeneous nature of US society.	V, W, P	I, D
4.1.4	explain and analyze the cultural and technological changes that have occurred in American society and how they interact.	V, W, P	D
4.1.5	demonstrate an understanding of the various elements involved in “culture”.	V, W, P	I
4.1.6	evaluate how culture operates within various societies.	V, W, O, P	D
4.1.7	critique and explain some of the many problems endemic in American society.	V, W, P	D
4.1.8	identify and evaluate the conflict of cultures between Native Americans and Western Europeans in North America.	V, W, P	D
4.1.9	identify the contributions of Charles Darwin to the field of anthropology.	V, W, P	I, D
4.1.10	discuss and evaluate survival of the fittest, origins of life, mutation, extinction and the theory of evolution.	V, W, O, P	I
4.1.11	develop an understanding of relevant anthropological terms and concepts.	V, W, P	D
4.1.12	identify career opportunities in anthropology.	V, W, O, P	I, D

Standard 5: Students will analyze and recognize the relevance and importance of the study of political science. (MCS—2, 3, 6)

5.1 Students will recognize and discuss the various forms and functions of government found throughout the world. (2.12.1-2, 2.12.6, 3.12.3, 6.12.1-3, 6.12.6-7)

Students will:

	Essential Learnings	Assessment	Map
5.1.1	define and discuss the elements that comprise the field of political science.	V, W, P	D
5.1.2	generate a discussion and analysis on the various types of government and how they have been created.	V, W, P	D
5.1.3	discuss the pros and cons of the different types of governments.	V, W, O, P	D
5.1.4	recognize how a state and government are organized to work for the benefit of the people.	V, W, P	D
5.1.5	comprehend how governmental priorities differ according to geography, technology, natural resources and the needs of the people.	V, W	D
5.1.6	evaluate the importance of treaties, the United Nations and international cooperation within the global village concept.	V, W, P	D
5.1.7	Recognize and understand the function of government within the	V, W, P	D

Columbia Falls - SD6

5.1.8	United States. recognize and discuss career opportunities in government and politics.	V, W, P	D
5.1.9	comprehend relevant terms and concepts.	V, W	I, D

Standard 6: Students will analyze and recognize the importance of economics through the perspectives of the American and global economic system. (MCS—5, 6)

6.1 Students will understand the role of economics in the world, United States and their individual lives. (5.12.1-2, 5.12.4-5, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
6.1.1	define and explain economics and the role it plays in our everyday lives.	V, W	D
6.1.2	discuss and analyze the factors that are involved in financially managing a household.	V, W, P	D
6.1.3	evaluate the importance of making the proper economic decisions.	V, W	D
6.1.4	identify and list the elements that are involved in being a smart consumer.	V, W, O, P	D
6.1.5	compare and contrast three different types of economic systems.	V, W, O, P	I, D
6.1.6	explain and evaluate the theory of supply and demand.	V, W	D
6.1.7	compare and contrast how a market economy functions in relation to a command economy.	V, W, P	D
6.1.8	recognize and identify how the consumer is affected by advertising.	V, W, O, P	D
6.1.9	identify and understand the role of money and credit.	V, W	D
6.1.10	recognize and discuss career opportunities in the field of economics.	V, W, O, P	D
6.1.11	discuss and comprehend relevant terms and concepts.	V, W	I, D

Standard 7: Students will identify the complex geographical areas of Montana. (MCS—3, 6)

7.1 Students will compare and contrast the geographical elements that exist in the mountains, valleys, and plains of Montana. (3.12.1-2, 3.12.4-6, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
7.1.1	analyze the geological history of Glacier National Park.	V, W, P	D
7.1.2	analyze how geological history created the unique ecosystem of Glacier National Park.	V, W, O, P	D
7.1.3	evaluate the geographical features of Western Montana.	V, W, P	D, M
7.1.4	explain and discuss the importance of the river systems and natural resources found on the Eastern Front of the Rocky Mountains in Montana.	V, W, P	D, M

Columbia Falls - SD6

7.1.5 summarize and discuss the geographical diversity of Eastern Montana.	V, W	D, M
--	------	------