

Pursuant to Court's Instructions the Record on Appeal in this matter was condensed. Pages were not renumbered, therefore it appears there are missing pages, however, counsel has confirmed all pertinent information is included in the condensed record.

THE STATE OF SOUTH CAROLINA  
In The Supreme Court

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APPEAL FROM LEE COUNTY  
Court of Common Pleas

Thomas W Cooper, Jr , Circuit Court Judge

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Case No 93-CP-31-169

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Abbeville County School District, Allendale County School District, Bamberg County School District 1, Bamberg County School District 2, Barnwell County School District 19, Barnwell County School District 29, Barnwell County School District 45, Berkeley County School District, Chesterfield County School District, Clarendon County School District 1, Clarendon County School District 2, Clarendon County School District 3, Dillon County School District 1, Dillon County School District 2, Dillon County School District 3, Florence County School District 1, Florence County School District 2, Florence County School District 3, Florence County School District 4, Florence County School District 5, Hampton County School District 1, Hampton County School District 2, Jasper County School District, Laurens County School District 55, Laurens County School District 56, Lee County School District, Lexington County School District 4, Marion County School District 1, Marion County School District 2, Marion County School District 7, Marlboro County School District, McCormick County School District, Orangeburg Consolidated School District 3, Orangeburg Consolidated School District 5, Saluda County School District and Williamsburg County School District, *(caption continued on second page)*

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**RECORD ON APPEAL (CONDENSED),  
VOL XV OF XXVIII**

Lena Manning, individually, and as a taxpayer residing in Allendale County and as Guardian ad Litem of Courtney V , Courtney V , a minor, by and through Lena Manning, as Guardian ad Litem, William L Mills, individually, and as a Taxpayer residing in Allendale County and as Guardian ad Litem of Waylon P , Waylon P , a minor, by and through William Mills, as Guardian ad Litem, Betty Bagley, individually, and as a taxpayer residing in Bamberg County and as a parent and Guardian ad Litem of Tyler B , Tyler B , a minor, by and through Betty Bagley, as Guardian ad Litem, Evert Comer, Jr , individually, and as a taxpayer residing in Bamberg County and as parent and Guardian ad Litem of Kimberly C , Kimberly C , a minor, by and through Evert Comer, Jr , as Guardian ad Litem, Marla Q Jameson, individually, and as a taxpayer residing in Barnwell County, and as a parent and Guardian ad Litem of Eleanor J , Eleanor J , a minor, by and through Marla Q Jameson, as Guardian ad Litem, Victor M Lancaster, Sr , individually, and as a taxpayer residing in Barnwell County, and as parent and Guardian ad Litem of Christie L , Christie L , a minor, by and through Victor M Lancaster, Sr , as Guardian ad Litem, Dr Charles Clark, individually, and as a taxpayer residing in Chesterfield County, and as parent and Guardian ad Litem of Candace C , a minor, by and through Dr Charles Clark, as Guardian ad Litem, Colonel Larry Coker, individually, and as a taxpayer residing in Clarendon County, and as a parent and Guardian ad Litem of Corrie C , Corrie C , a minor, by and through Colonel Larry Coker, as Guardian ad Litem, Pamela Williams, individually, and as a taxpayer residing in Dillon County, and as parent and Guardian ad Litem of Katisha W , Kathisha W , a minor, by and through Pamela Williams as Guardian ad Litem, Eddie Wright, individually, and as a taxpayer residing in Florence County, and as parent and Guardian ad Litem of Brandon F , Brandon F , a minor, by and through Eddie Wright as Guardian ad Litem, John Whiteside, individually, and as a

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Of whom

Allendale County School District,  
Dillon County School District 2,  
Florence County School District 4,  
Hampton County School District 2,  
Jasper County School District,  
Lee County School District,  
Marion County School District 7,  
Orangeburg School District 3,  
Lena Manning, individually, and as a taxpayer residing in Allendale County and as Guardian ad Litem of Courtney V , Courtney V , a minor, by and through Lena Manning, as Guardian ad Litem, Pamela Williams, individually, and as a taxpayer residing in Dillon County, and as parent and Guardian ad Litem of Katisha W , Katisha W , a minor, by and through Pamela Williams as

Plaintiffs,

Guardian ad Litem, Eddie Wright, individually, and as a taxpayer residing in Florence County, and as parent and Guardian ad Litem of Brandon F , Brandon F , a minor, by and through Eddie Wright as Guardian ad Litem, Brenda Brooks, individually, and as a taxpayer residing in Hampton County, and as parent and Guardian ad Litem of Tyrin B , Tyrin B , a minor, by and through Brenda Brooks as Guardian ad Litem, Marva Tigner, individually, and as a taxpayer residing in Jasper County, and as parent and Guardian ad Litem of Bryan T and Bradley T , Bryan T , a minor, by and through Marva Tigner as Guardian ad Litem, Bradley T , a minor, by and through Marva Tigner as Guardian ad Litem, Gail Y Harriott, individually, and as a taxpayer residing in Lee County and as parent and Guardian ad Litem of Rashade H , Rashade H , a minor, by and through Gail Y Harriott, as Guardian ad Litem, Linda Carraway, individually, and as a taxpayer residing in Marion County, and as parent and Guardian ad Litem of Kimberly W , Kimberly W , a minor, by and through Linda Carraway as Guardian ad Litem, Bernice Profit, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Russell H , Russell H , a minor, by and through Bernice Profit, as Guardian ad Litem, are

Appellants-  
Respondents,

v

Glenn F McConnell, as President *Pro Tempore* of the Senate and as a representative of the South Carolina Senate, Robert W Harrell, Jr , as Speaker of the House of Representatives and as a representative of the South Carolina House of Representatives,

Respondents-  
Appellants,

and

The State of South Carolina, Mark C Sanford, as Governor of the State of South Carolina,

Respondents

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Topic Waves (20%)

| S C Standard                                                                                                                              | Performance Objectives<br>(Competencies)                                                                                                                                  | Suggested Activities                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| IV C 1 a Identify and show relationships among wave characteristics such as velocity, period, frequency, amplitude, phase, and wavelength | <ul style="list-style-type: none"> <li>Analyze the relationship among the characteristics of waves (velocity, wavelength, frequency, period, phase, amplitude)</li> </ul> | <ul style="list-style-type: none"> <li>Wave experiments (using equipment such as ripple tanks, springs, oscilloscopes, etc )</li> </ul> |
| IV C 1 c Give examples of reflection, refraction, diffraction, interference, polarization, and Doppler Effect                             | <ul style="list-style-type: none"> <li>Describe the behavior of waves in various media.</li> </ul>                                                                        |                                                                                                                                         |
|                                                                                                                                           | <ul style="list-style-type: none"> <li>Analyze the behavior of waves at boundaries between media (reflection, refraction)</li> </ul>                                      | <ul style="list-style-type: none"> <li>Snell's Law</li> <li>Plane mirrors</li> </ul>                                                    |
|                                                                                                                                           | <ul style="list-style-type: none"> <li>Analyze the characteristics of lenses and mirrors</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Concave and convex mirror lab</li> <li>Concave and convex lenses lab</li> </ul>                  |
|                                                                                                                                           | <ul style="list-style-type: none"> <li>Analyze the diffraction of waves</li> </ul>                                                                                        |                                                                                                                                         |

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|                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                  |                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>• Analyze the relationship between phenomena of interference and the principle of superposition</li></ul>  | <ul style="list-style-type: none"><li>• Standing wave lab</li><li>• Measurement of the speed of sound using a resonance tube</li></ul>        |
|                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>• Analyze the frequency and wavelength of sound produced by a moving source (the Doppler Effect)</li></ul> |                                                                                                                                               |
| <p><b>IV.C.a.ii</b> Describe how absorbing and releasing of energy by electrons produces light.</p> <p><b>IV.C.a.iii</b> Explain that each element has its own configuration of electrons and has a unique line spectrum that can be used to identify that element</p> <p><b>IV.C.a.iv</b> Discuss the application of emitted colors by certain substances in such areas as fireworks and light sources.</p> | <ul style="list-style-type: none"><li>• Analyze the emission of light from various sources and explain the emission process.</li></ul>           | <ul style="list-style-type: none"><li>• Measuring the wavelength of light using a diffraction grating</li><li>• Gas discharge tubes</li></ul> |

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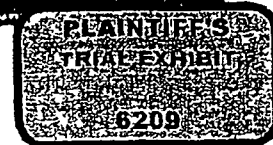
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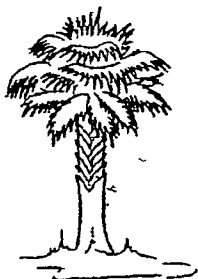
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*I am only one but still I am one I cannot do everything  
 but still I can do something I will not refuse to do the  
 something I can do*

—Helen Keller

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No man is an island entire of itself, every  
man is a piece of the continent, a part of the  
main: if a clod be washed away by the sea,  
Europe is the less, as well as if a promontory  
were, as well as if a manor of thy friends or  
of thine own were: any man's death  
diminishes me, because I am involved in  
mankind, and therefore never sent to know  
for whom the bell tolls: it tolls for thee.

—John Donne

## INTRODUCTION



Social studies as a discipline embodies the essence of humankind—where people live, how they are organized, how they change, and how they prosper. In preparing guidelines for the study of these topics, the writing team operated with this assumption: *An educated citizenry is the key to a successful democratic society. Therefore, it is imperative that South Carolinians acquire a comprehensive and connected understanding of the human experience.* Social studies is vital in helping students to:

- Social studies helps students understand their roles as social beings, understand who they are and how they relate to their communities, the nation, and the global society.
- understand why and how they participate as citizens, both individually and as groups.
- understand how the past, present, and future are interconnected.
- understand cultural diversity and
- meet the challenges of the world of work.

With ambition for the task that lay before us in creating these standards for student achievement in these areas, the team defined the subject in the following manner:

*Social studies is the integrated study of human experience for the purpose of promoting active participation in a diverse yet interconnected world. Social studies combines the disciplines of anthropology, archaeology, history, philosophy, economics,*

*geography, government, and political science, psychology, religion, and sociology in a systematic way to help students understand what it means to be human and how, as human beings, we are members of society.*

### A Vision of Social Studies Education

A social studies program has the potential to examine the past and the present to facilitate all students' understanding of their roles as social beings. Students can become aware of their capacity to think creatively and critically to make informed decisions. Ideally, their application of the knowledge they acquire in social studies can help students develop their ability to function as contributing citizens in a culturally diverse and democratic society.

Social studies helps students understand their roles as social beings.

In schools, students studying social studies are introduced to different people of the world and are given the opportunity to explore concepts that apply to the society in which they live. Social studies is a unique field due to the range of disciplines it encompasses. Yet the teaching of social studies incorporates more than the piecemeal presentation of separate disciplines. Through the integration of history and the social sciences and the further integrated study of social studies with other content areas, students may acquire the knowledge, participatory skills, and commitment for engagement outside school settings.

## Organization of the Standards

The chapters that follow this introduction are described below.

- chapter 1, Teaching and Learning,<sup>1</sup> describes the conditions and understandings necessary for the teaching and study of social studies.
- chapter 2, Standards includes the process content, and grade standards of learning recommended for all students in South Carolina
- chapter 3 Guidelines for Elective Courses, lists national standards for electives such as psychology, sociology, and anthropology
- chapter 4, Professional Development and Teacher Education<sup>2</sup> discusses the kinds of professional development, including preservice recommendations and in service assistance, that are needed to improve the teaching and study of social studies
- chapter 5, "Assessment, outlines the principles and purposes of assessment, including examples of good social studies assessments
- chapter 6, Instructional Materials and Resources, presents the resources and materials that are recommended by this writing team.
- chapter 7, Systemic Support,<sup>3</sup> describes the kind of support needed from administrators and the community for the successful teaching and study of social studies

The *South Carolina Social Studies Curriculum Standards* provides an in depth treatment of four core areas history, government/political science, geography, and economics. The standards are derived primarily from the following national standards documents *National Standards for History* (National

Our vision for the field of social studies involves several goals and objectives that can be universally applied to the diverse disciplines housed within this content area. Social studies encompasses much more than a chronological menu of people and events to be transmitted as unrelated fragments or irrelevant bits of data. It should emphasize thinking skills. Students should be actively engaged in a variety of learning activities.

Instructors can make social studies content relevant in a variety of ways. For instance in history and geography teachers can use examples that link the past to the present and connect people with their environment. In economics and government, teachers can teach concepts by using examples from current events and students' interests. Instructors should also use strategies that connect information—for example, using thematic presentations and encouraging students to explore cause-and effect relationships. Students need to acquire a rich understanding of social themes, which are embedded in social studies. They also need to examine history critically as being comprised of alternative perspectives on past events.

Instruction in social studies should help students understand and appreciate what America has accomplished and how fortunate we truly are as a nation. Now and in the future, the United States should remain an international leader and a role model for democracy. Students must be challenged to look at all sides of issues and to explore frequently overlooked social problems such as the impact of racism, sexism, and classism both here and abroad. Our country becomes more diverse every day, and students can learn from social studies how to use that diversity to make our country a better place for all of its peoples.

*The direction in which education starts  
a man will determine his future life*

—Plato

Center for History in the Schools, 1996), *National Standards for Civics and Government* (Center for Civic Education, 1994), *Geography for Life National Geography Standards* (Geography Education Standards Project, 1994), and *Economics What and When* (Joint Council on Economic Education, 1988)

The *South Carolina Social Studies Curriculum Standards* organize social studies into four strands, roughly analogous to the academic disciplines. For example, Strand II is People, Places, and Environments. Geography. Specific social studies courses are often derived from the strands, especially in high school. The strands and the general understandings required by each are listed below.

### Strand I Time, Continuity, and Change History

Social studies programs should include experiences that provide for the study of *time, continuity* and *change* to allow the learner to demonstrate an understanding of

- the way individuals, families, and communities live and work together now and the way they did in the past,
- the history of peoples of many cultures around the world,
- the developments in the history of Europe and the Western Hemisphere from its beginnings to the present age,
- major developments in the history of the Eastern Hemisphere from its beginnings to the present age,
- major developments in the history of South Carolina and the United States from the earliest human settlements through Reconstruction (ca 1877),
- major developments in South Carolina and the United States from the end of Reconstruction through World War II (1945), and
- major developments in South Carolina and the United States from the end of World War II to the present.

### Strand II Power, Authority, and Governance Government/Political Science

Social studies programs should include experiences that provide for the study of *power, authority* and *governance* to allow the learner to demonstrate an understanding of

- the origins and functions of government,
- the foundations of American democracy,
- the role of the U.S. Constitution in American democracy, and
- the relationship of the United States to other nations and to world affairs.

### Strand III People, Places, and Environments Geography

Social studies programs should include experiences that provide for the study of *people, places* and *environments* to allow the learner to demonstrate an understanding of

- the world in spatial terms,
- places and regions,
- physical systems,
- human systems,
- the environment and society, and
- the uses of geography.

### Strand IV Production, Distribution, and Consumption Economics

Social studies programs should include experiences that provide for the study of *production, distribution*, and

consumption to allow the learner to demonstrate an understanding of

- scarcity and choice
- demand and supply
- the world of work,
- free enterprise economy,
- economic institutions,
- government
- national economy, and
- trade

Chapter 2 expands the above organization to include several kinds of standards of learning. At the beginning of this chapter, process standards, or skills that students need for success in social studies are listed for all of the strands. These process skills address what the student should be able to do and are embedded in the content standards for the strand.

Following the process standards are the content standards for the strand. The content standards are broad statements of what students are expected to know and to be able to do. These standards describe the core understandings that every student is expected to learn in a strand.

Listed under the content standards are grade-specific standards that describe the standards benchmarks, or what should be expected of the student at the end of the grade. Grade-specific standards by definition prescribe a general sequence of studies from kindergarten through grade twelve.

The grade standards in this document assume that content will be covered as follows:

|            |                                      |
|------------|--------------------------------------|
| Grades K-2 | Introduction to Social Studies       |
| Grade 3    | Introduction to Social Studies/South |

|              |                                                            |
|--------------|------------------------------------------------------------|
|              | Carolina Studies                                           |
| Grade 4      | U.S. Studies to 1877                                       |
| Grade 5      | U.S. Studies 1877 to Present                               |
| Grade 6      | Early Cultures through 1500s                               |
| Grade 7      | Contemporary World Regions                                 |
| Grade 8      | U.S. and South Carolina Studies                            |
| Grades 9-10  | Global Studies (World Geography/<br>World History)         |
| Grades 11-12 | U.S. and South Carolina Studies,<br>(Government/Economics) |

These grade standards were developed in the fall of 1997 in response to recommendations from the PASS (Performance Accountability, and School Standards) Commission, and the legislation was proposed in the winter of 1998.

The writing team wishes to emphasize that the teaching of the strands should be as integrated as possible. Indeed, most social studies teachers have found that it is nearly impossible to teach one social studies discipline alone. For example, how can one teach history without frequent references to geography, government, and economics? The sequence outlined above offers further support for this kind of integration.

Finally, the organization of the standards is intended to facilitate use of this document by both teachers and administrators. It is the hope of the writing team who worked several years developing and refining this document, that every chapter will support and enhance the teaching and learning of social studies in South Carolina.

### Using This Document to Plan Instruction

The *South Carolina Social Studies Curriculum Standards* should be used to plan instruction. When using the document for this purpose, the teacher must keep in mind the concept of

integration. That is, the teacher needs to integrate content standards from the various strands (e.g., history and geography) as well as process standards (e.g., systematically locate and gather geographic information from a variety of primary and secondary sources) whenever possible. While specific standards may be viewed as general objectives in the planning process, this document is *not* designed to provide objectives that are addressed one at a time.

The teacher might follow such a procedure as this:

1. Choose the primary content focus of the lesson (e.g., history) and identify the appropriate specific standard.
2. Review standards in other fields (e.g., geography, economics) to find concepts or topics that logically fit into a treatment of the primary content focus/specific standard.
3. Review process standards (e.g., "Select and design appropriate forms of graphs, diagrams, tables, and charts to organize geographic information" or "Evaluate and categorize information for relevance") to find thinking skills/processes to which the content lends itself.
4. Design the lesson to incorporate each of the elements identified in steps 1-3.

The following passages describe ways in which teachers at each level of instruction have incorporated these steps in their planning.

#### Fourth-Grade Level

A fourth grade teacher whose primary content focus is history (U.S. Studies to 1877) is planning a lesson incorporating the historical novel *Guns for General Washington*, by Seymour Reit.

She follows the steps of the example procedure:

1. Choose the primary content focus of the lesson. History standard 4.1.7, "describe the key events and effects of the American Revolution on the new country."
2. Review the standards in other fields. Standards from other fields that logically fit into this lesson include Geography standards 4.6.4, "explain connections among places", 4.7.1, "explain the concept of region with unifying geographic characteristics", and 4.7.2, "compare and contrast regions", Government/Political Science standard 4.3.3, "identify historical figures who shaped the values and principles of American democracy", and Economics standard 4.12.2, "describe business risk".
3. Review process standards. Historical process standards incorporated into this lesson include specific standards in the areas of "Historical Comprehension," "Historical Analysis and Interpretation," and "Historical Issues." Geographic process standards incorporated into this lesson include specific standards in the areas of "Asking Geographic Questions," "Acquiring Geographic Information," "Analyzing Geographic Information," and "Answering Geographic Questions."

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- 4 In this series of lessons the students read a historical novel that depicts the events surrounding the British siege of Boston in 1775. The novel provides a springboard into an overview of key events and effects of the war. As students read the novel, they complete activities that allow them to practice reading and map skills and apply geographic and economic concepts.

*Today I believe we stand on the edge of a new age of synthesis. In all intellectual fields, from hard science to sociology and economics, especially economics, we are likely to see a return to large-scale thinking, to general theory, to the putting of pieces back together again. For it is beginning to dawn on us that our obsessive emphasis on quantified detail without context, on progressively finer and finer measurement of smaller and smaller problems leaves us knowing more and more about less and less.*

—Alvin Toffler

and all the Communicating in Social Studies skills in the section entitled "Communicating Graphically."

#### Seventh Grade Level

A seventh grade teacher whose primary content focus is geography (the course is Contemporary World Regions) is preparing to teach an introductory lesson on the importance of geography and interdependence in the modern world. She follows the steps above:

- 1 Choose the primary content focus of the lesson. Geography standard 7.3.16, "explain the different ways places are connected and how these connections impact economic, cultural, and political interdependence at the regional and global scales."
- 2 Review standards in other fields. Standards from other fields that logically fit into this lesson include Economics standard 7.6.1, "distinguish between and explain the importance of domestic and global trade," and Government/Political Science standard 7.2.3, "explain how nation states interact with each other."

- 3 Review process standards. Geographic process standards incorporated in this lesson include all of the standards at the middle school level under "Acquiring Geographic Information" and "Organizing Geographic Information" as well as the Economics process skills of collecting, organizing, and comparing economic data.

- 4 In this lesson, students will be required to spend a week collecting product names and countries of origin for products used by the students themselves (e.g., cars, clothing, furniture). Once this information is collected, the students will pursue a variety of activities. The information collected will be displayed in a retrieval chart. Students will then create a color-coded map indicating the number of items per country of origin. Next, students will create a bar graph indicating the number of products used from each continent. They will compare their graphs with graphs of U.S. imports from other nations. Finally, students will discuss the importance of trade.

#### Ninth Grade Level

A ninth grade teacher whose primary content focus is geography is teaching in a school that divides the ninth and tenth grades between world geography and world history. He is teaching "World Geography" and using a standard world regional



approach. In this lesson the content comes from the unit on North Africa and the Middle East.

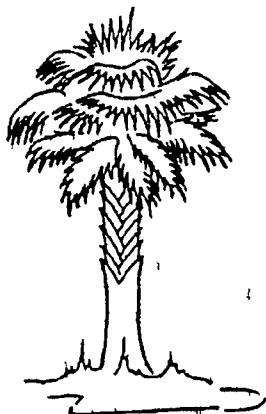
1. Choose the primary content focus of the lesson. Geography standards 10.7.6, explain why areas of various sizes function as economic activity centers; 10.7.7, describe the economic interdependence of the world's countries; 10.7.13, examine how people's lives are affected by the social, political, and economic identities on Earth; and 10.6.14, describe how self-interest and different points of view can be factors in conflict over resources and territory.
2. Review standards in other fields. Standards from other fields that logically fit into this lesson include Economics standards 10.10.1, illustrate how scarcity and choice impact the economic decisions of communities, nations, or empires; and 10.10.4, examine and provide examples of economic decision-making based upon geographic factors.
3. Review process standards. Geographic process standards incorporated in this lesson include specific standards at the high school level from "Acquiring Geographic Information" and "Organizing Geographic Information."
4. In this lesson, students examine the role of natural resources in trade between the oil-producing nations of the Middle East and the United States. Students complete a comparative analysis of population and resources in the United States and the Middle East to demonstrate how demand in one region of the world can be met with supply from another. During the exercise, students analyze and create maps.

A more complete discussion of instructional approaches will be found in chapter 1, Teaching and Learning in Social Studies.

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*Throw thy bold banner to the breeze!  
I rout with thy ranks the threatening seas  
Like thine own proud amorial trees  
Carolina! Carolina!*

—Henry Timrod

# Chapter 1

## TEACHING AND LEARNING SOCIAL STUDIES



The primary objective of the standards document is to describe what students should know and be able to do in social studies. However, prior to these descriptions it is important to review some essential principles in teaching and learning. Recognizing that teacher-student interaction is at the heart of education, this chapter offers guiding principles portraying ideal social studies teaching and learning. These principles are adapted from the position statement by the National Council for the Social Studies (NCSS) entitled *A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy*. Social studies instruction is effective when it is meaningful, integrative, active, and challenging; when it promotes understanding of diversity; and when it uses local community resources and technology effectively.

### Meaningful

Students learn based upon what they already know. This means that new information must be linked to their prior knowledge and experiences.

- Students learn connected networks of knowledge, skills, beliefs, and dispositions that they will find useful both in and outside of school. New information is related to students' prior knowledge and experiences. For example, when teaching about the World War II Holocaust, a fifth-grade teacher used the following questions to connect events that happened more than fifty years ago with children's lives today: "What does an event that

happened in the 1940s have to do with us today? Have you ever been swept up in an idea that you knew was wrong but you continued to go along with it because you did not want to appear to be an outsider? Have you ever put someone down because he or she was different from you? How would you feel if everything that was important to you was suddenly taken away? Could an event like the Holocaust happen again? Why or why not? Through questions such as these, students compare the past to the present and as a result learn more about themselves.

Furthermore, new information is presented in ways that allow students to find patterns or relationships within that information and apply it to new situations. Facts and skills are not taught in isolation. For example, in an eleventh-grade history class, the teacher shows the students a series of maps. The first map depicts Native American territory prior to the Europeans' arrival in North America. The final map shows Native American lands and communities of the late twentieth century. The teacher facilitates a discussion about changes in land ownership by Native Americans over the history of North America, but the students draw inferences from the maps. Students analyze data presented in the maps and think critically about the changes reflected in the data—why the changes occurred and what are their possible future implications for Native Americans.

In another activity a fourth grade teacher wants students to compare the past to the present. He has students select a topic of interest regarding something that existed in the United States at some point between 1860 and 1930 and is still around today, although it may have changed a great deal. Students select tasks such as comparing settlement houses like Hull' House to community centers today, communications companies in the 1880s to those of today, music of the 1920s to music today, and/or automobiles of the early twentieth century, like the Model T, to automobiles today. Students are allowed to choose the method by which their comparisons will be shared with the class: some students write short papers, others make videos or conduct interviews and still others do short multimedia presentations. In their presentations, students are required to make predictions about the status of these topics in the future, thus completing an exercise requiring the formation of generalizations along with the application of these generalizations to the future.

- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application. Too frequently, social studies teachers are driven by the perceived need to cover a large body of content. This practice undermines effectiveness. "The most effective teachers do not diffuse their efforts by covering too many topics superficially. Instead, they select for emphasis the most useful landmark locations, the most representative case studies, the most inspiring models, the truly precedent setting events and the concepts and principles that their students must know and be able to apply in their lives outside of school." (A Vision' 1993, 216) Effective teachers focus student attention on the most important ideas.

The significance and meaningfulness of the content are emphasized in how it is presented to students and how it is developed through activities. New information is presented in ways that allow students to see the relationships among elements of the information. Timelines, charts, matrices, and other graphic devices may be used.

Teaching emphasizes authentic activities and assessment tasks. Rather than doing the traditional research paper, students develop a museum display on colonial life, complete with replica artifacts and fully documented research.

#### Integrative

Social studies is by its very nature integrative. The study of important social issues requires insights from across the disciplines that inform social studies.

- Teaching is integrative in its treatment of topics. These topics transcend particular disciplinary treatment. For example, the study of the family is informed by sociology, history, anthropology, and psychology.
- Teaching is integrative across time and space. Social studies allows students to study the past to inform themselves in the present and direct themselves in the future. Social studies provides students with a lens through which they study other cultures and reflect on their own culture.
- Teaching integrates knowledge, skills, beliefs, values, and dispositions into action. Effective social studies teaching recognizes the close relationship between content and process.

#### Active

Effective social studies teaching requires the active involvement of the student in processing information and creating connections in order to further his or her understanding. The role of the teacher becomes one of facilitating students' connection making through a focus on organizing themes, issues, or concepts and of providing students with opportunities to investigate source materials and draw conclusions.

- The teacher facilitates active student learning through the following strategies:
  - continually adjusting instruction to address the individual needs of students;
  - collaborating with students in the learning process;
  - incorporating a variety of instructional materials and resources such as photographs, maps and other graphics, videos, primary sources and the Internet;
  - using community resources such as guest speakers and historic places;
  - developing lessons that require students actively to manipulate information in a variety of formats and engage in higher order and critical thinking;
  - developing and implementing appropriate questioning techniques that encourage reflection;
  - empowering students to manage their own learning by providing them with thoughtful and ongoing guidance;
  - fostering a classroom atmosphere that encourages the development of a community of learners;
  - demonstrating accountability by using grading systems that are compatible with instructional methods; and
  - monitoring student learning and adjusting instruction appropriately.
- Social studies teaching requires reflective decision making as events unfold during instruction. *Carpe diem!*

- Social understanding takes time and is facilitated by interactive discourse.
- Teacher and student roles shift as learning progresses.
- Teaching emphasizes authentic activities that call for using content for accomplishing life applications. Social studies concepts should be applied to current situations.
- Students develop new understanding through a process of active construction.

In history for example students should be exposed to primary sources and given opportunities to create their own reconstruction of the past.

In the following exercise, high school students must read eyewitness accounts of the battle at Lexington Green and the 'shot heard 'round the world' and then write their own account of the historical event. Not only do exercises like this require students to actively construct their own understandings, they also give students insights into the nature of historical inquiry.

**Student assignment:** Write a description of the fight at Lexington Green using the following eyewitness accounts. Be sure to tell who fired first, and be able to explain why you tell the story your way.

**Setting:** On April 19, 1775, prior to the outbreak of hostilities in the American Revolution, British troops have left Boston and are marching toward Concord in an attempt to find colonial military stores. At Lexington, they run into a group of colonial militia commanded by John Parker. (The following accounts are taken from Peter S. Bennett's *What Happened on Lexington Green*.)

**Eyewitness 1,** Thomas I. Essenden, a colonial onlooker

At about half an hour before sunrise I saw three officers on horseback advance to the front of [the British] Regulars when one of them being within six rods of the said Militia cried out Disperse you rebels immediately on which he brandished his sword over his head three times meanwhile the second officer who was about two rods behind him fired a pistol pointed at said Militia and the Regulars kept huzzaing till he had finished brandishing his sword, and when he had thus finished brandishing his sword, he pointed it down towards said Militia and immediately on which the said Regulars fired a volley at the Militia and then I ran off as fast as I could. I further testify that as soon as ever the officer cried Disperse you rebels the said Company of Militia dispersed every way as fast as they could, and while they were dispersing the Regulars kept firing at them incessantly

Eyewitness 2 T L John Barker, British officer

At 5 o'clock we arrived and saw a number of People I believe between 2 and 300 formed in a Common in the middle of the Town we still continued advancing, keeping prepared against an attack tho without intending to attack them but on our coming near them they fired one or two shots upon which our Men without any orders rushed in upon them, fired and put em to flight several of them were killed, we co d not tell how many

Eyewitness 3, John Batenman, a British soldier captured by the colonials

Being nigh the meeting house in said Lexington there was a small party of men gathered together in that place when our Troops marched by and I testify and declare that I heard the word of command given to the Troops to fire and some of said Troops did fire and I saw one of said small party lay dead on the ground nigh said meeting house and I testify that I never heard any of the

uninhabited so much as fire one gun on said Troops

Eyewitness 4 George Leonard, a loyalist

[Mr Leonard was nding ahead of the main body of British Troops on April 19 when he came across three colonials, one of whom was wounded. He later gave the following account to British General Gage.]

[I] asked the wounded person what was the matter with him he answered that the regulars had shot him [I] then asked what provoked them to do it he said that some of our pepol fired upon the Regulars and they fell on us Like Bull Dogs and killed eight & wounded nineteen he said further that it was not the Company he belonged to that fired but some of our Country pepol that were on the other side of the Road all three Blamed the rashness of their own pepol for firing first

Eyewitness 5, Capt John Parker, commander of a company of colonial militia

[I] ordered our Militia to meet on the common in said Lexington, to consult what to do and concluded not to be discovered, nor meddle or make with said Regular Troops (if they should approach) unless they should insult us and upon their sudden approach, I immediately ordered our Militia to disperse and not to fire. Immediately said Troops made their appearance and rushed furiously fired upon and killed eight of our party without receiving any provocation from us

Eyewitness 6, Maj John Pitcairn, commander of advance British troops

I gave directions to the Troops to move forward but on no account to fire or even attempt it without orders, when I arrived at the end of the Village I observed drawn upon a Green near 200 of the Rebels when I came within about One Hundred Yards of them they

*began to File off towards some stone Walls on our Right Flank The Light Infantry observing this ran after them I instantly called to the Soldiers not to fire but to surround and disarm them and after several repetitions of those positive Orders to the men some Rebels who had jumped over the Wall, Fired Four or Five Shots at the Soldiers which wounded a man of the Tenth, and my Horse was Wounded in two places and at the same time several Shots were fired from a Meeting House on our Left upon this without any order or Regularity the Light Infantry began a scattered Fire and continued in that situation for some little time contrary to the repeated orders both of me and the officers that were present*

### Challenging

Effective social studies instruction should challenge students to think and reach higher standards.

- Students are expected to strive to accomplish the instructional goals both as individuals and as group members through thoughtful participation in lessons and activities and careful work on assignments
- The teacher models seriousness of purpose and a thoughtful approach to inquiry and uses instructional strategies designed to elicit and support similar behavior from the students
- The teacher requires well reasoned arguments rather than opinions. The teacher makes it clear that the purpose of such challenge is not to put students on the spot but to help them create new understandings based on engagement in thoughtful dialogue

### Understanding Diversity

Effective social studies instruction recognizes the diverse nature of our world and the existence of multiple perspectives

- The teacher considers various perspectives in addressing historic and current issues, providing an arena for the reflective development of a concern with the common good, for the application of social mores, and for individual responsibility
- Students are made aware of potential social policy implications and are taught to think critically and to make decisions about related social issues
- The teacher encourages discussion of opposing points of view, respect for well supported positions, recognition of cultural similarities and differences, and a commitment to social responsibility and action

### Using Technology Effectively

Computers are playing an increasingly pervasive role in American society and must be recognized in social studies classrooms. As both a topic and a method of instruction, the potential impact of computers on social studies teaching seems immense. However, the extent to which this potential might be fully realized in the classroom has not been sufficiently explored. Computer based learning and the use of the Internet for resources have the potential to facilitate development of students' decision making and problem-solving skills, data processing skills, and communication capabilities. Through the computer, students may gain access to the world and broaden their exposure to diverse peoples and perspectives.

Computer activities include drill and practice, tutorials, educational games and simulations, database management and manipulation, word processing and writing, graphing, and multimedia presentations.

- Drill and Practice, Tutorials, and Study Guides  
These computer applications, which typically require students to recall information, have been among the most frequently used

programs in social studies. While they may facilitate the practice of social studies skills and the application of knowledge, they have been criticized for detracting from students' understanding of social studies as process rather than simply as content to be memorized.

- Games and Simulations

The benefit of simulations is that they allow students to engage in activities that otherwise would be too expensive, dangerous, or impractical to conduct in the classroom. Simulations facilitate the development of students' problem-solving skills and place students in the role of decision maker. In conjunction with higher-level thinking skills development, simulations expose students to information that may expand their knowledge regarding the content area.

- Databases, Graphics, and the Internet

Among the most frequently cited rationales for integrating computers into the social studies curriculum is the belief that this technology encourages problem solving and facilitates inquiry-driven approaches to learning. From the elementary through the college levels, database projects have been the foundation for problem-solving activities involving computers. As a result, the use of computer databases, especially with the growth of the Internet, has been an expanding area of computer-assisted instruction in the social studies.

Computers also have been utilized to facilitate interaction with primary source documents and to aid the retrieval of raw historical data. Student access to the Internet can provide a multitude of social studies materials and references. Databases have been especially useful for managing the extensive knowledge base in the social studies. They foster students'

development of inquiry strategies through the manipulation and analysis of information. However, students must learn to examine these materials as critically as they do others.

The computer is a potentially valuable visual aid that can diversify a teacher's presentation of information. Graphics are particularly useful for organizing extensive data into manageable visual representation, and they are a useful tool for accommodating diverse learning styles. Students may develop critical thinking skills as they analyze nontextual visual images and acquire skills in interpreting maps and graphs. The graphics program is used in conjunction with word processing, a spreadsheet, and a database. In the process of creating brochures, short history books, and crossword puzzles, students engage in a greater amount of student-teacher interaction. Concurrently, students develop their teamwork and problem-solving skills and are encouraged to become active rather than passive learners. Students learn to reach conclusions based on facts and to integrate social studies concepts.

#### Word Processing and Writing

Whereas social studies teachers previously utilized word processing programs to develop students' writing skills, electronic mail networks via the Internet are evolving as an instructional aid and are assuming a more prominent role as a tool to enhance students' writing abilities. Students can access global information and develop cross-cultural relationships through international pen pals.

#### Using Local Community Resources for the Teaching and Learning of Social Studies

Over the past decades, teachers of social studies from across the nation have rediscovered the value of the local community as a resource for the teaching of social studies. Their students have equipped themselves with video cameras and

*The administration of justice is the firmest pillar of government.*



note pads, have located and interviewed senior citizens, and have recorded a wide variety of stories never before documented. Thanks to alliances with downtown business organizations or local historical societies, students have gone on architectural walking tours of downtowns and learned to read the history of their community as evidenced in its 'built environment'. Combining such explorations with investigation of historical photographs, newspapers, or business records, students have produced publications, exhibits, and plays to tell the story of their community and its place in the nation.

Thus resurgence of the importance of local history in schools is a reflection of a much larger interest in community history that has been growing in American society at large in recent years. As families become more transient and societies more rootless, community history endeavors assume greater importance in providing individuals with a stronger sense of identity. What was once passed on from generation to generation among extended families or by community elders must now be transmitted in an institutional manner, if it is to be passed on at all. In addition, once rural landscapes and once isolated towns are becoming overwhelmed by suburban sprawl, shocking citizens into realizing that what was once seen as 'unchanging' may well be transformed tomorrow.

Further, working with local resources may rectify the imbalance in the way social studies, especially history, has conventionally been taught. So often, such courses have focused on trends, issues, and key figures of national significance to the neglect of the everyday experiences of ordinary men, women, and children in towns across the State and the nation. Yet such people contributed to the creation of our history, economy, and culture. They were shaped by the environment around them and they in turn shaped it.

Another reason for the increasing popularity of using local resources is that teachers have found that these resources make social studies more interesting. They can literally make social studies more tangible to students and more closely related to the people and places they know. In addition, such resources can provide innovative teachers with an almost endless supply of teaching materials and ideas, which can be crafted to suit the needs of the curriculum and the interests of students.

It should be underscored that focusing on local issues is not an end in itself. Instead, these issues must be connected to the development of critical thinking skills and to the criteria for intellectual integrity. Further, the emphasis on local concerns should be connected to larger themes of the social studies curriculum. Students need to see how their community and their own lives have been shaped by larger trends and ideas. For that to happen, students must also learn to notice what is at their feet and not just what is on the horizon. Teachers need to be bridge builders, continually connecting in a meaningful manner the history, government, geography, and economics of the school's community to the larger trends and issues of the nation and world.

#### Types of Local Resources

What kinds of community resources might teachers use to accomplish such goals? Excellent introductions can be found in *Nearby History: Exploring the Past around You*, by David Kyvig and Myron Marty, the Teaching with Historic Places series of materials by the National Park Service, and *Using Local History in the Classroom* by Fay Metcalf and Matthew Downey. In South Carolina, the middle school text *African Americans and the Palmetto State* and the South Carolina Black History Calendar are useful additional resources. The South Carolina Geographic Alliance has produced South Carolina Interactive Geography a CD ROM that will be useful the classrooms. Teachers are urged to

contact the South Carolina State Museum in Columbia as well as other organizations listed in chapter 6

As a sample of the types of local resources that teachers may use, the following are offered, along with brief descriptions of how they may be used and why

- **Oral History** Oral history can be an invaluable way to learn about the history, culture, economy, or politics of the community. It is not an end in itself but should be seen as one method of gathering evidence. By interviewing persons firsthand, students encounter social studies in a personal manner and may well experience the complexity of social studies as they hear differing accounts of the same events. Since so much of history, especially that of everyday people, has not been written down, oral history offers students the opportunity to record important experiences, traditions, stories, and points of view. Thanks to technology, such documentation can be digitized for archival purposes or easily edited into a range of school print or media productions. In the 1970s the Foxfire program in Rabun Gap, Georgia, pioneered oral history in schools, and its newsletters, books, and plays offer excellent case studies for reference. South Carolina's Downtown Development Association has helped develop oral history programs with local businesses, and many historical organizations have established partnerships with schools.
- **Artifacts** Whether contemporary or historical, artifacts make social studies tangible and can be used to decipher a story. By definition, artifacts are objects made by people. They are, therefore, products of a specific culture and economy that students can discover by asking questions in a systematic way. One set of questions encompasses five basic properties of artifacts: history, material, construction, design, and function. To identify the artifact's history, students may ask: Where and when was it made? By whom? For whom? Why? Have there

been alterations? Who might have owned it? In terms of material, students may ask: Is it made of metal, glass, plastic, or wood? For construction, is it handmade or machine made? Locally made or foreign? What about its design? What about its structure and form? Does it have utilitarian functions as well as symbolic ones? What aesthetic purposes might it serve?

Answers to these questions should not stop there but should lead to discussions and conclusions about the society, culture, location, and economy that produced the artifacts. While asking these questions about one artifact, students could also address a collection—of toys or of cooking ware, for example—and make conclusions about cross-cultural comparisons or change over time.

- **Photographs** Providing literally a snapshot of the past, photographs are among the most useful resources. They can help us understand the character of a place or a people; they can show details of buildings, clothing, landscapes, or personal expressions, and they can convey the ambience of a period—how things appeared together in relationship to one another, the *total ensemble*. Further, it is often difficult for students today to visualize ways of life in the past, so photographs provide them with visual cues that help them imagine what it was like. In the study of social studies, photographs can be "read" in systematic ways to learn about society, culture, geography, politics, technology, or the economy. Some schools have combined historical photographs of their school or of a street corner or business with city directories and oral histories to show change and continuity over time. In Beaufort, South Carolina, for example, innovative teachers and students at the Lady's Island School have produced a fascinating calendar of historical photographs of their community over time.

- **Buildings** Though often taken for granted, buildings perhaps serve as the most visible evidence of change and continuity in our community, both in itself and in its relationship to the wider world. They tell us of architectural styles and aesthetic values, of financial costs and economic choices of technology and science, of labor and management, and of people and how they lived and worked. Almost all communities have historical buildings of some sort, and the study of them takes students back into the past and helps them connect those buildings to the styles and trends of the nation at large. Modern buildings can also be studied in the same way. For example, a convenience store—complete with its gas pumps, easy access, and look-alike architecture—can be investigated as a piece of evidence of contemporary America.

To analyze a building, a range of questions may be addressed. Organizations such as the Historic Columbia Foundation, the Historic Charleston Foundation, and Drayton Hall offer guides to architectural styles that may help in such investigations. Students might begin with the basics: What is the identity of the building? What is its name? Where is it located? When was it built? For what purpose? They might look at its history: Has the building been changed? How is it different from or similar to other buildings? They could also consider its architecture: Is it of a vernacular or a formal style? If the latter, of which type? What does it tell the viewer about the aesthetic values of the owners and of that period?

Students should also investigate the site. What is the physical geography of its location, and how does the building relate to it? For example, what is its relationship to rivers and roads or the site's topography? How is the site landscaped today, and are there vestiges of its historical landscape? In terms of technology, students may ask about how the building is constructed and supported. How are heating, ventilation,

lighting, and sanitation provided? Are the building materials local or imported? To learn about economics, students may ask whether the building appears to have been expensive or not so expensive in its time? Who might have been paid for it? How do the size, building materials, architectural style, degree of ornamentation, and interior design illustrate economic choices?

Lastly, what about the people associated with the building? Did people live or work there? Who might those people have been in terms of class status, and age? What would have been their jobs or routines of daily life? By piecing together answers to such questions, students can be led to draw interpretive conclusions about the local society, geography, culture, and economy of which the building is a part and to connect the results to the larger trends and issues being studied in the curriculum.

- **The Environment** While buildings may be the most visible of resources in local communities, the environment is among the most influential yet perhaps the most overlooked. The patterns of settlement of any town are very much the product of the environment. Environmental studies can help students understand why and how things developed and thus give them new views into the past.

Simple questions can lead to new ways of thinking. Choose any town and ask why it is located where it is and how environment shaped the decisions. Why was Charleston, South Carolina, founded where it was? How did its environment of lowlands and waterways both contribute to and hinder its development? Why was Summerville established in its location (on a ridge)? Did its location have any effect on why it was named Summerville?

*Government is a trust and its officers of the government are trustees both the trust and its trustees are created for the benefit of the people.*

— Henry C

What about Summerville? (Answers to those last questions connect health, history, and geography.) Was Greenville named for a person or for its verdant landscape? Why is Columbia sited as it is? Since it is on a major river in the State, why did it not become an inland port city, as did Richmond, Virginia, on the James River, or Alexandria, Virginia, on the Potomac, or Albany, New York, on the Hudson? What effects did that lack of access to the sea have on the settlement of upstate South Carolina?

Trying to answer such questions about local waterways and other environmental features and their effects can lead students to other basic questions. Why, for example, is a particular region flat, hilly, or mountainous? What in the geological past happened to form those particular geographical features? Why, for example, is almost half of the State flat? When did this occur?

In helping their students answer such questions, teachers may take the class back into time to get the students to imagine previous landscapes. Thanks to the research of historians, archaeologists, historical geographers, and geologists, teachers can select one place and provide snapshots of its development back into time, as if a movie were running in reverse. South Carolina's capital city, Columbia, may serve as an example. If students were to "time travel" five hundred years into its past, what kind of landscape might they see? According to natural historians and archaeologists, they would look out over vast stretches of forests as far as the eye could see with a few clearings marking settlements of Native Americans, especially along the rivers.

If students were to travel far back into Columbia's geological past—say, to the Late Cretaceous Epoch about eighty million years ago—what would they see? Geologists tell us they would

be looking along a shoreline with low mountains gently sloping to the Atlantic Ocean. Pine trees and flowering plants would be growing on the hillsides, including a tree whose bloom students would readily recognize, the magnolia. Students might see duck-billed dinosaurs walking among forests, and just off the beach would be lurking the great white shark and its much larger relative, the giant white shark, along with crocodiles and many fish.

If a teacher in Summerville performed a similar exercise, taking her students back about a million years ago, they would see the ocean lapping against the dune ridge that has now become Summerville. On the land they would see scores of large mammals, many of them now extinct—camels, mammoths, mastodons, bison, sloths. In the rich and shallow seawaters they would see whales, porpoises, sharks, and fish in abundance.

By working with geologists, geographers, archaeologists, historians, and others in such ways, teachers can look anew at their own environs and help bring history and geography together for their students. By asking large questions of small places and by getting assistance from others, teachers can help students paint fascinating tableaux connecting life then with life now.

- **Archives, Libraries and Written Records:** Written records provide the most conventional source of evidence in local communities. Old newspapers, city directories, maps, censuses and other documents serve as primary sources for the research of local history and culture. City directories, for example, provide names of residents and businesses by street address, enabling teachers and students to trace the social and economic development of a specific site or neighborhood over time. Chamber of Commerce or other business records provide

excellent indices into the evolution of the local economy and its relationship to national trends.

Recorded each decade since 1790, United States manuscript censuses list members of households by name, age, race, occupation, and other categories, and those from 1790 to 1920 are available for research in many libraries and local archives. In the year 2000 the census of 1930 became available. In African American history, the censuses after emancipation—that is, those of 1870 and 1880—are especially significant because they provide the surnames that families officially assumed after emancipation, as well as other information about family composition and occupations.

Historical newspaper accounts can be used to make historical events seem like news and enable students to see things from the perspective of the times. Such exercises are important if students are to learn to disengage themselves from present-day assumptions and to see more objectively from the differing points of view of the past. Finally, these written records that have been cited along with others available in archives and libraries, can be combined with one another and with the other community resources described earlier. Students can experience social studies close up and to step back and paint a picture of their community and its context over time.

- **Museums and Historical Organizations** Across the State museums and historical organizations are developing programs for schools that extend far beyond the conventional field trip. They are working with schools to produce curriculum-based programs that help teachers meet specific objectives and that are usually interdisciplinary.

For example, school programs at the Catawba Indian Cultural Center in Rock Hill interweave history, natural history and

Native American culture. The Penn Center—a institution founded in 1862 on St. Helena Island by northern abolitionists to teach self-sufficiency to former slaves—today has a museum, a conference facility, educational enrichment programs for children, and an early childhood at-risk family initiative.

In Summerville, one teacher enriched a course in geography by using the Francis Beidler Forest, a wildlife sanctuary of the National Audubon Society in Dorchester County, South Carolina. While the forest is known for its natural history and biology offerings, this teacher used the migrations of birds through the forest as the focus and had his students learn geography as they traced the migratory routes of the birds from Canada through the Francis Beidler Forest to South America and back.

Whether the principal focus of the museum is history, art, natural history or otherwise, museums are increasingly becoming interdisciplinary. Perhaps Harry Henry, president of Brookgreen Gardens near Murrells Inlet, South Carolina, described this recent trend best when he said: "The land is a repository for telling a story. Most institutions are about animals, history, or plants. We are about the place. What we want to show is how all these things fit together."

In order to achieve these more cohesive objectives, museums are looking to build alliances with schools,

businesses, downtown associations and local citizens groups. No longer can they afford to operate independently, for time

*Let me be a free man—free to travel, free to stop free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law or submit to the penalty.*

—Chief Joseph of the Nez Perce

and financial resources are at a premium, and both museum professionals and teachers realize that together they can craft more effective educational programs. City school systems in partnership with museums have developed courses for teachers to help them learn to use local community resources to enhance their teaching of social studies. In addition, museums and historical organizations are producing social studies kits that schools may rent or buy. These institutions and agencies also offer programs in which their staff members visit schools or help produce walking tours or oral histories of neighborhoods and business districts.

- **Service Learning.** Another way to make social studies come alive for students and to introduce them to the moral and ethical responsibilities of citizens and neighbors is through service learning. Students across South Carolina from kindergarten to the twelfth grade are involved in service learning programs as tutors, conservationists, public opinion pollsters, peer mentors and helpers, museum docents, farmers and assistants to the police department, fire department, and other public agencies. Since 1992 South Carolina has been recognized as a leader state in service learning—an educational strategy linking community service with the social, personal, and academic needs of students. Students help develop their communities and strengthen their own learning experience, while community members benefit from student work and become more involved in their local schools.

Service learning provides young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities. For example, high school students planned and performed renovations on a donated building in an impoverished area of their community to create a new community center for young and old alike. Middle school students explored farming possibilities in science class

and offered their services to local farmers by testing the market for a worm farm and a shiitake mushroom farm.

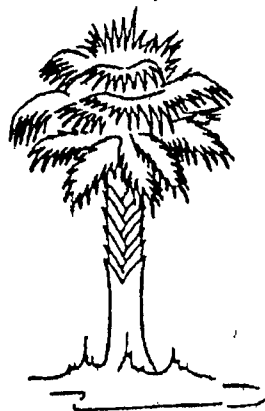
Along with personal, social, and intellectual growth and preparation for the world of work, one of the goals of service learning is to build an understanding of citizenship in a democracy and an understanding of the responsibilities of the individual as a member of a community and a society. One high school activity directly related to civic participation, for example, involves students working a designated number of hours with voter registration. Students assist prospective voters with paperwork for registration and serve as poll workers following classroom study of the why and the how and the history of voting within the United States.

The list of partnerships could go on, but suffice it to say that if such endeavors are to be successful, they must be efficiently interwoven into the curriculum so that students learn about the local and personal at the same time that they learn about the far away and abstract. By teachers utilizing this two-pronged approach, it is hoped that students will learn more about who they are, where they came from, where they are going, and what their responsibilities will be in the future world that they will help to forge.

REC031009

*Hold up the glories of thy dead,  
Say how thy elder children bled,  
And point to Eutaw's battle-bed  
Carolina! Carolina!*

—Henry Linrod



## Chapter 2 STANDARDS



The three standards described in this chapter are process, content, and grade specific. Figure 1 illustrates the organization of the standards.

### Process Standards

The process standards, or skills, needed for success in social studies for each of the strands are listed below. These process skills address what students should be able to do. For example, one of the process standards for history requires that students be able to demonstrate chronological thinking by creating time lines. The process standards are embedded in the content standards so teachers should incorporate them into their teaching and assessment of the content standards.

### Content Standards

Following the process standards are the content standards for each strand. The content standards are broad statements of what students are expected to know and be able to do in each area. These standards are based on the national standards from the National Center for History in the Schools, the Center for Civic

Education, the National Geography Education Standards Project, and the National Council on Economic Education.

Listed under each general standard are specific standards, which describe how a student might demonstrate the core understandings described in the general standards. The specific standards

*The sun never shone on a cause of greater worth. 'Tis not the affair of a city, a county, a province or a kingdom but of a continent—of at least one eighth part of the habitable globe. 'Tis not the concern of a day, a year or an age; posterity are virtually involved in the contest and will be more or less affected even to the end of time by the proceedings now.*

—Thomas Paine

- are numbered according to the specific and general standard under which they fall—for example for grade two the first specific standard under the first general standard is numbered 2.1.1,
- are numbered for reference purposes and not according to importance, priority or desired teaching sequence,
- are developmentally appropriate for most students and can be used by teachers to design classroom activities and by teachers and other test writers to develop assessments and

- are, in a few cases repeated across grades—in these cases they should be taught in the latter grades at increasing levels of sophistication and breadth using developmentally appropriate teaching strategies.



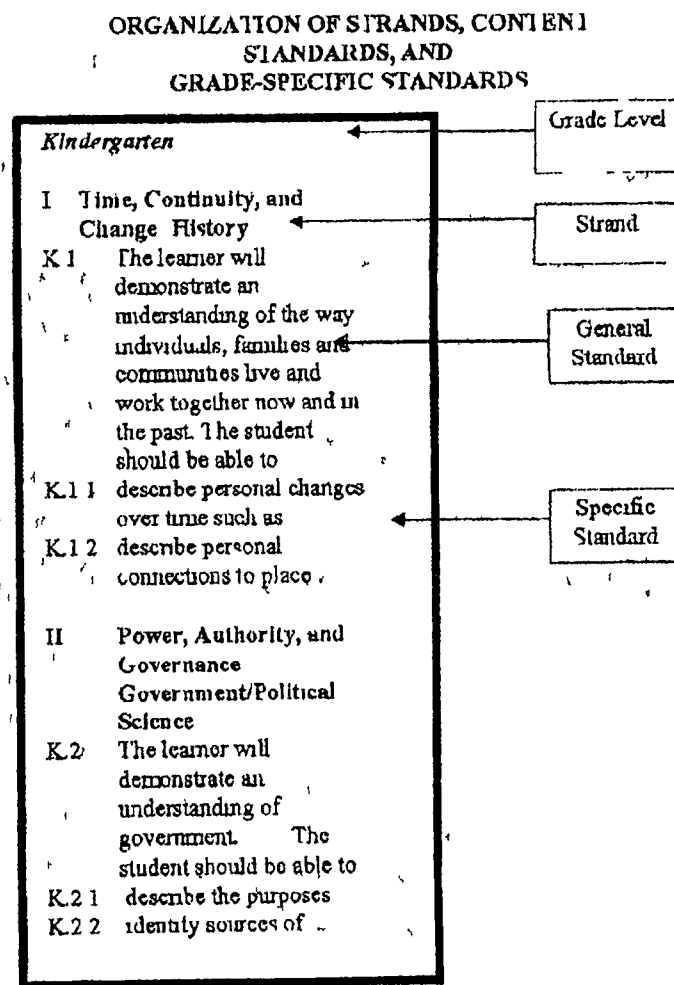
Specific standards are listed for each grade from kindergarten through grade eight but are combined for the high school grades in (nine through ten and eleven through twelve) As described in the introduction, the standards in this document assume a particular sequence from kindergarten through grade twelve

|              |                                                       |
|--------------|-------------------------------------------------------|
| Grades K-2   | Introduction to Social Studies                        |
| Grade 3      | Introduction to Social Studies/South Carolina Studies |
| Grade 4      | U S Studies to 1877                                   |
| Grade 5      | U S Studies 1877 to Present                           |
| Grade 6      | Early Cultures through 1500s                          |
| Grade 7      | Contemporary World Regions                            |
| Grade 8      | U S and South Carolina Studies                        |
| Grades 9-10  | Global Studies (World Geography/ World History)       |
| Grades 11-12 | U S and South Carolina Studies, Government/Economics  |

Standards are supposed to identify major goals and concepts. This team did not consider it practical or desirable to enumerate all the individuals, events, or documents that are important for students to know. Rather, the standards provide a framework through which these specifics should be addressed

The figure to the right shows the organization and location of the strands and general and specific standards as they are presented in this chapter

FIGURE 1



# Process Standards

## STRAND 1 TIME, CONTINUITY, AND CHANGE HISTORY

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A Chronological Thinking</b></p> <ul style="list-style-type: none"> <li>Distinguish between past present and future time</li> <li>Use the temporal structure to construct a historical narrative or story</li> <li>Establish chronological order in constructing one's own historical narratives</li> <li>Measure and calculate calendar time</li> <li>Interpret data presented in time lines</li> <li>Create time lines</li> <li>Explain change and continuity over time</li> <li>Compare alternative models for periodization</li> </ul>                                                                                                                                  | <p><b>D Historical Research Capabilities</b></p> <ul style="list-style-type: none"> <li>Formulate historical questions from a variety of sources</li> <li>Obtain historical data from a variety of sources</li> <li>Identify ways in which sources of historical data can be preserved</li> <li>Interrogate historical data</li> <li>Identify and seek to fill in gaps in the available records</li> <li>Employ quantitative analysis</li> <li>Construct sound historical interpretations with evidence</li> </ul>                            |
| <p><b>B Historical Comprehension</b></p> <p>Reconstruct the literal meaning of a historical passage</p> <p>Identify the central questions the historical narrative addresses</p> <ul style="list-style-type: none"> <li>Utilize visual and mathematical data presented in charts tables pie and bar graphs flow charts Venn diagrams and other graphic organizers</li> <li>Utilize the visual data presented in photographs paintings, cartoons, and architectural drawings</li> </ul>                                                                                                                                                                                            | <p><b>C Historical Issues, Analysis and Decision Making</b></p> <ul style="list-style-type: none"> <li>Identify problems and dilemmas in the past</li> <li>Analyze the interests and values of the various people involved</li> <li>Identify causes of a problem or dilemma confronting people in historical situations</li> <li>Propose alternative ways of solving a historical problem or dilemma</li> <li>Formulate a position or course of action on an issue</li> <li>Evaluate implementation and consequences of a decision</li> </ul> |
| <p><b>C Historical Analysis and Interpretation</b></p> <p>Identify the author or source of the historical document or narrative</p> <ul style="list-style-type: none"> <li>Analyze historical fiction</li> <li>Distinguish between historical facts and historical interpretation</li> <li>Compare different stories about a historical figure, era or event</li> <li>Analyze illustrations in historical stories</li> <li>Consider multiple perspectives</li> <li>Explain causes in analyzing historical actions</li> <li>Challenge arguments of historical inevitability</li> <li>Evaluate major debates among historians</li> <li>Hypothesize influence of the past</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## STRAND II POWER, AUTHORITY, AND GOVERNANCE (GOVERNMENT/POLITICAL SCIENCE)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A Explaining and Analyzing</b></p> <p>Explain how something works (e.g. electoral system, system of checks and balances American federal system)</p> <p>Analyze reasons for its occurrences and trends (e.g. passage of the Nineteenth Amendment, urban riots voter interest or apathy)</p> <ul style="list-style-type: none"> <li>• Explain the causes and effects of events and phenomena (e.g., creation of the Bill of Rights, election of Franklin D. Roosevelt in 1932, high or low voter turnout)</li> <li>• Analyze the reasons or motivations for the use of emotional language (e.g., to pique public interest, spur action, gain support or sympathy)</li> <li>• Comparing and contrasting (e.g., limited and unlimited governments legislative and judicial functions shared powers and parliamentary systems)</li> <li>• Distinguish between opinion and fact (e.g. belief that citizens cannot influence public policy vs. available avenues through which citizens can monitor and influence public policy)</li> <li>• Distinguish between means and ends (e.g. between trial by jury and justice taxation and public safety foreign aid and national security interests)</li> <li>• Clarify responsibilities (e.g. between personal and public responsibilities between elected officials and citizens)</li> <li>• Interpret the meaning or significance of events, ideas phenomena (e.g., ratification of the Constitution rule of law impact of immigration)</li> </ul> | <p><b>B Evaluating, Taking and Defending Positions</b></p> <ul style="list-style-type: none"> <li>• Identify strengths and weaknesses (e.g. of proposed rules, regulations or legislation)</li> <li>• Challenge ad hominem and other illogical arguments (e.g. name calling, personal attacks innuendo and innuendo circular arguments)</li> <li>• Evaluate the validity of arguments analogies, and data (e.g., source of data, omission of data, logical cohesion, circularity of argument, appropriate correspondence of analogies)</li> <li>• Cite evidence in support or rejection (e.g., reliability of evidence relevance of evidence, substantiation or contradiction of two or more kinds of evidence)</li> <li>• Predict probable consequences (e.g., reliability of predictions degrees of probability comparability to past instances)</li> <li>• Evaluate means and ends (e.g., means not conducive to ends unethical means and ends, ends that conflict with other desirable ends)</li> <li>• Assess the costs and benefits of alternatives (e.g., numbers of people positively or negatively affected, monetary costs vs. societal value)</li> <li>• Choose a position from existing alternatives (e.g., analyzing existing positions, judging positions using appropriate criteria)</li> <li>• Create a novel position (e.g. extracting the best ideas from alternatives, combining elements in unique ways)</li> <li>• Defend a position (e.g. consistency with fundamental values and principles costs outweighed by benefits best and least objectionable among alternatives)</li> <li>• Respond to opposing arguments (e.g. citing appropriate evidence countering misstatements or emotive language pointing out inconsistencies in opposing arguments accommodating the strengths of different positions taking into account the best case against one's own position)</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

REC031013

TEX\_2739

PLT\_6209 0029

STRAND III PEOPLE, PLACES, AND ENVIRONMENTS GEOGRAPHY

| Elementary                                                                                                                                                                                                                                                                                                                                       | Middle                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | High                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A Asking Geographic Questions</b></p> <ul style="list-style-type: none"> <li>Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments? Distinguish between geographic and nongeographic questions.</li> </ul> | <p><b>A Asking Geographic Questions</b></p> <ul style="list-style-type: none"> <li>Identify geographic issues, define geographic problems, and pose geographic questions.</li> <li>Plan how to answer geographic questions.</li> </ul>                                                                                                                                                                                                                                       | <p><b>A Asking Geographic Questions</b></p> <ul style="list-style-type: none"> <li>Plan and organize a geographic research project (e.g., specify a problem, pose a research question or hypothesis, and identify data sources).</li> </ul>                                                                                                                                                               |
| <p><b>B Acquiring Geographic Information</b></p> <p>Locate, gather, and process information from a variety of primary and secondary sources, including maps.</p> <p>Make and record observations about the physical and human characteristics of places.</p>                                                                                     | <p><b>B Acquiring Geographic Information</b></p> <p>Use a variety of research skills to locate and collect geographic data.</p> <ul style="list-style-type: none"> <li>Use maps to collect and/or compile geographic information.</li> <li>Systematically observe the physical and human characteristics of places on the basis of fieldwork.</li> </ul>                                                                                                                     | <p><b>B Acquiring Geographic Information</b></p> <ul style="list-style-type: none"> <li>Systematically locate and gather geographic information from a variety of primary and secondary sources.</li> <li>Systematically assess the value and use of geographic information.</li> </ul>                                                                                                                   |
| <p><b>C Organizing Geographic Information</b></p> <p>Prepare maps to display geographic information.</p> <ul style="list-style-type: none"> <li>Construct graphs, tables, and diagrams to display geographic information.</li> </ul>                                                                                                             | <p><b>C Organizing Geographic Information</b></p> <ul style="list-style-type: none"> <li>Prepare various forms of maps as a means of organizing geographic information.</li> <li>Prepare various forms of graphs to organize and display geographic information.</li> <li>Prepare various forms of diagrams, tables, and charts to organize and display geographic information.</li> <li>Integrate various types of materials to organize geographic information.</li> </ul> | <p><b>C Organizing Geographic Information</b></p> <ul style="list-style-type: none"> <li>Select and design appropriate forms of maps to organize information.</li> <li>Select and design appropriate forms of graphs, diagrams, tables, and charts to organize geographic information.</li> <li>Use a variety of media to develop and organize integrated summaries of geographic information.</li> </ul> |

REC031014

EX\_2740

PLT\_6209 0030

|                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>D Analyzing Geographic Information</b></p> <ul style="list-style-type: none"> <li>Use maps to observe and interpret geographic relationships</li> <li>Use tables and graphs to observe and interpret geographic trends and relationships</li> <li>Use texts, photographs, and documents to observe and interpret geographic trends and relationships</li> <li>Use simple mathematics to analyze geographic data</li> </ul> | <p><b>D Analyzing Geographic Information</b></p> <ul style="list-style-type: none"> <li>Interpret information obtained from maps, aerial photographs, satellite produced images and geographic information systems</li> <li>Use statistics and other quantitative techniques to evaluate geographic information</li> <li>Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents and interviews</li> </ul> | <p><b>D Analyzing Geographic Information</b></p> <p>Use quantitative methods of analysis to interpret geographic information</p> <ul style="list-style-type: none"> <li>Make inferences and draw conclusion from maps and other geographic representations.</li> <li>Use the processes of analysis, synthesis, evaluation, and explanation to interpret geographic information from a variety of sources</li> </ul> |
| <p><b>E Answering Geographic Questions</b></p> <ul style="list-style-type: none"> <li>Present geographic information in the form of both oral and written reports accompanied by maps and graphics</li> <li>Use methods of geographic inquiry to acquire geographic information, draw conclusions, and make generalizations</li> <li>Apply generalizations to solve geographic problems and make reasoned decisions</li> </ul>   | <p><b>E Answering Geographic Questions</b></p> <ul style="list-style-type: none"> <li>Develop and present combinations of geographic information to answer geographic questions</li> <li>Make generalizations and assess their validity</li> </ul>                                                                                                                                                                                                                                         | <p><b>E Answering Geographic Questions</b></p> <ul style="list-style-type: none"> <li>Formulate valid generalizations from the results of various kinds of geographic inquiry</li> <li>Evaluate the answers to geographic questions</li> <li>Apply geographic models, generalizations, and theories to the analysis, interpretation, and presentation of geographic information.</li> </ul>                         |

#### STRAND IV PRODUCTION, DISTRIBUTION, AND CONSUMPTION ECONOMICS

|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A Identifying (e.g. economic problems, alternatives, benefits, and costs)</b></p> <p><b>B Analyzing (e.g. incentives at work in an economic situation)</b></p> <p><b>C Examining (e.g. the consequences of changes in economic conditions and public policies)</b></p> <p><b>D Collecting and organizing (e.g. economic evidence)</b></p> <p><b>E Comparing (e.g. benefits with costs)</b></p> | <p>Economic skills to be learned by the end of high school include</p> <p><b>A interpreting basic economic concepts,</b></p> <p><b>B analyzing key economic issues that affect our lives as workers, consumers, and citizens,</b></p> <p><b>C analyzing trends of major changes in the American and world economy,</b></p> <p><b>D evaluating data from major economic indicators,</b></p> <p><b>E evaluating different views on economic issues, and</b></p> <p><b>F analyzing the expected and actual consequences of personal choice and public policy.</b></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

TEX\_2742

# Process Standards for Communicating in Social Studies

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A Communicating in Writing</b></p> <ul style="list-style-type: none"><li>▪ Communicate in written form using appropriate writing standards</li><li>▪ Communicate their interpretation of issues in paragraphs, essays, and term papers</li><li>▪ Communicate their interpretation of research data by formulating a thesis statement</li><li>▪ Address the question asked by using relevant evidence</li><li>▪ Acknowledge and account for conflicting evidence</li><li>▪ Give credit to sources of information using proper citation and bibliographic information</li></ul> | <p><b>D Communicating with Research</b></p> <ul style="list-style-type: none"><li>▪ Develop a research question</li><li>▪ Read to understand information</li><li>▪ Interpret each writer's perspective</li><li>▪ Gather information from multiple, credible sources including primary and secondary visual and electronic</li><li>▪ Take notes and organize information</li><li>▪ Evaluate and categorize information for relevance</li><li>▪ Present the information using an appropriate research format</li></ul>                                                                                                                           |
| <p><b>B Communicating Orally</b></p> <ul style="list-style-type: none"><li>▪ Communicate in oral form using appropriate oral standards</li><li>▪ Present a thesis and supporting evidence using good public speaking skills-speaking skills</li><li>▪ Support their interpretations in debate</li><li>▪ Practice active listening in order to respond to questions and counter arguments</li></ul>                                                                                                                                                                                  | <p><b>E Communicating Socially</b></p> <ul style="list-style-type: none"><li>▪ Work with others to gather information</li><li>▪ Work with others to analyze the consequences of decisions that affect the group</li><li>▪ Work with others to produce alternative solutions to a problem</li><li>▪ Work with others to compromise and arrive at a decision that is acceptable to the group respecting conflicting points of view and recognizing individual differences</li><li>▪ Develop individual responsibility</li><li>▪ Demonstrate responsible citizenship within the school community and the local and national communities</li></ul> |
| <p><b>C Communicating Graphically</b></p> <ul style="list-style-type: none"><li>▪ Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, printings, cartoons, architectural drawings, documents, letters, censuses, artifacts, and so forth.</li><li>▪ Use relevant data to produce any of the above mentioned products</li><li>▪ Prepare and use material to visually deliver multimedia presentations</li></ul>                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

REC031016

PLT\_6209 0032

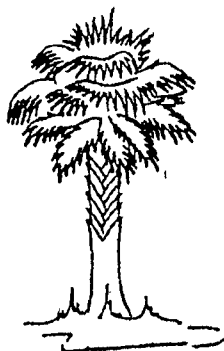
REC031017

PLT\_6209 0033

TLX\_2743

*Call on thy children of the hill  
Wake swamp and river, coast and rill,  
Rose all thy strength and all thy skill  
Carolina! Carolinal*

—Henry Tunrod



# **SCOPE AND SEQUENCE FOR THE SOCIAL STUDIES PROCESS STANDARDS**



**SOUTH CAROLINA SOCIAL STUDIES CURRICULUM STANDARDS**

REC031018

TEX\_274A

PLT\_6209 0034



TEX\_2745

The process standards from the *South Carolina Social Studies Curriculum Standards* were printed in the original document in 2000 without a scope and sequence. At the request of many districts this document was prepared to address that oversight. No changes in the wording or design of the process standards were made. The scope and sequence was prepared based on the textbooks adopted for our state, the National Social Studies Standards, suggestions from a committee of teachers, and suggestions from a committee district coordinators/contacts for social studies.

The following formula is used to indicate where a process standard should be introduced and where a process standard will be mastered.

**I—Introduce**—Grade level at which student explores this process standard. This exploration may occur multiple times based on the content standards and grade appropriateness. Continuous teacher assessment of a student's progress is necessary at all identified grades.

**Δ Accountable**—Grade level at which a student masters this process standard. This mastery is expected at all subsequent grades.

REC031019

PLT\_6209 0035

REC031020

TEX\_2746

PLT\_6209 0036

| HISTORY                                                                                                                                       |   |   |   |   |   |   |   |   |   |      |       |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|--|
| Standard                                                                                                                                      | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |  |
| Chronological Thinking                                                                                                                        |   |   |   |   |   |   |   |   |   |      |       |  |
| Distinguish between past, present and future time                                                                                             | I | I | A | A | A | A | A | A | A | A    | A     |  |
| Use the temporal structure to construct a historical narrative or story                                                                       | I | I | I | I | A | A | A | A | A | A    | A     |  |
| Establish chronological order in constructing students' own historical narratives                                                             | I | I | I | I | A | A | A | A | A | A    | A     |  |
| Measure and calculate calendar time                                                                                                           | I | I | A | A | A | A | A | A | A | A    | A     |  |
| Interpret data presented in time lines                                                                                                        |   | I | I | A | A | A | A | A | A | A    | A     |  |
| Create time lines                                                                                                                             | I | A | A | A | A | A | A | A | A | A    | A     |  |
| Explain change and continuity over time                                                                                                       | I | I | I | A | A | A | A | A | A | A    | A     |  |
| Compare alternative models for periodization                                                                                                  |   |   |   |   | I | I | A | A | A | A    | A     |  |
| Historical Comprehension                                                                                                                      |   |   |   |   |   |   |   |   |   |      |       |  |
| Reconstruct the literal meaning of a historical passage                                                                                       |   |   |   | I | A | A | A | A | A | A    | A     |  |
| Identify the central question(s) the historical narrative addresses                                                                           |   |   |   | I | A | A | A | A | A | A    | A     |  |
| Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams and other graphic organizers |   | I | I | A | A | A | A | A | A | A    | A     |  |
| Utilize the visual data presented in photographs, paintings, cartoons and architectural drawings                                              | I | I | A | A | A | A | A | A | A | A    | A     |  |

REC031021

TEX 2147

|                                                                       | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
|-----------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Identify the author or source of the historical document or narrative | I | A | A | A | A | A | A | A | A | A    | A     |
| Analyze historical fiction                                            |   |   |   | I | A | A | A | A | A | A    | A     |
| Distinguish between historical facts and historical interpretation    |   |   |   |   | I | I | A | A | A | A    | A     |
| Compare different stories about a historical figure, era, or event    |   |   |   |   | I | I | A | A | A | A    | A     |
| Analyze illustrations in historical stories                           |   | I | I | A | A | A | A | A | A | A    | A     |
| Consider multiple perspectives                                        |   |   |   | I | I | I | A | A | A | A    | A     |
| Explain causes in analyzing historical actions                        |   |   |   | I | I | I | A | A | A | A    | A     |
| Challenge arguments of historical inevitability                       |   |   |   |   | I | I | I | I | A | A    | A     |
| Evaluate major debates among historians                               |   |   |   |   | I | I | I | I | A | A    | A     |
| Hypothesize influences of the past                                    |   |   |   | I | I | I | A | A | A | A    | A     |
| <b>Historical Research Capabilities</b>                               |   |   |   |   |   |   |   |   |   |      |       |
| Formulate historical questions from a variety of sources              |   |   |   |   |   |   | I | I | A | A    | A     |
| Obtain historical data from a variety of sources                      |   | I | I | I | A | A | A | A | A | A    | A     |
| Identify ways in which sources of historical data can be preserved    |   | I | I | I | A | A | A | A | A | A    | A     |
| Interrogate historical data                                           |   |   |   |   | I | I | A | A | A | A    | A     |

|                                                                                     | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
|-------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Identify and seek to fill in gaps in the available records                          |   |   |   |   | I | I | A | A | A | A    | A     |
| Employ quantitative analysis                                                        | I | I | I | I | A | A | A | A | A | A    | A     |
| Construct sound historical interpretations with evidence                            |   |   |   | I | I | A | A | A | A | A    | A     |
| <b>Historical Issues: Analysis and Decision-Making</b>                              |   |   |   |   |   |   |   |   |   |      |       |
| Identify problems and dilemmas in the past                                          |   |   |   | I | A | A | A | A | A | A    | A     |
| Analyze the interests and values of the various people involved                     |   |   |   | I | I | I | A | A | A | A    | A     |
| Identify causes of a problem or dilemma confronting people in historical situations |   |   |   | I | A | A | A | A | A | A    | A     |
| Propose alternative ways of solving a historical problem or dilemma                 |   |   |   | I | A | A | A | A | A | A    | A     |
| Formulate a position or course of action on an issue                                |   |   |   | I | A | A | A | A | A | A    | A     |
| Evaluate implementation and consequences of a decision                              |   |   |   | I | A | A | A | A | A | A    | A     |

REC031022

TEX\_27AB

PLT\_6209 0038

REC031023

TEX\_2749

PLT\_6209 0039

| POLITICAL SCIENCE                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |      |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Standard                                                                                                                                                                                 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
| Chronological Thinking                                                                                                                                                                   |   |   |   |   |   |   |   |   |   |      |       |
| Explaining how something works (e.g., electoral system, system of checks and balances, American federal system)                                                                          |   | I | I | I | A | A | A | A | A | A    | A     |
| Analyzing reasons for acts/occurrences and trends (e.g., passage of the Nineteenth Amendment, urban riots, voter interest or apathy)                                                     |   | I | I | I | I | A | A | A | A | A    | A     |
| Explaining the causes and effects of events and phenomena (e.g., creation of the Bill of Rights, election of Franklin D. Roosevelt in 1932, high or low voter turnout)                   |   | I | I | I | A | A | A | A | A | A    | A     |
| Analyzing the reasons or motivations for the use of emotional language (e.g., to pique public interest, spur action, gain support or sympathy)                                           |   | I | I | I | A | A | A | A | A | A    | A     |
| Comparing and contrasting (e.g., limited and unlimited governments, legislative and judicial functions, shared powers and parliamentary systems)                                         |   | I | I | I | I | I | I | A | A | A    | A     |
| Distinguishing between opinion and fact (e.g., belief that citizens cannot influence public policy vs. available avenues through which citizens can monitor and influence public policy) |   |   |   |   | I | I | A | A | A | A    | A     |
| Distinguishing between means and ends (e.g., between trial by jury and justice, taxation and public safety, foreign aid and national security interests)                                 |   |   |   |   | I | I | I | A | A | A    | A     |

REC031024

TEX\_2750

PLT\_6209 0040

|                                                                                                                                                                                       | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Clarifying responsibilities (e.g., between personal and public responsibilities, between elected officials and citizens)                                                              | I | I | I | A | A | A | A | A | A | A    | A     |
| Interpreting the meaning or significance of events, ideas, phenomena (e.g., ratification of the Constitution, rule of law, impact of immigration)                                     |   |   |   | I | I | A | A | A | A | A    | A     |
| <b>Evaluating, Taking and Defending Positions</b>                                                                                                                                     |   |   |   |   |   |   |   |   |   |      |       |
| Identifying strengths and weaknesses (e.g., of proposed rules, regulations, or legislation)                                                                                           |   |   |   | I | A | A | A | A | A | A    | A     |
| Challenging ad hominem and other illogical arguments (e.g., name calling, personal attacks, insinuation and innuendo, circular arguments)                                             |   | I | I | I | A | A | A | A | A | A    | A     |
| Evaluating the validity of arguments, analogies and data (e.g., source of data, omission of data, logical cohesion, circularity of argument, appropriate correspondence of analogies) |   |   |   |   | I | I | A | A | A | A    | A     |
| Citing evidence in support or rejection (e.g., reliability of evidence, relevance of evidence, substantiation or contradiction of two or more kinds of evidence)                      |   |   |   | I | I | A | A | A | A | A    | A     |
| Predicting probable consequences (e.g., reliability of predictions, degrees of probability, comparability to past instances)                                                          |   |   |   | I | A | A | A | A | A | A    | A     |
| Evaluating means and ends (e.g., means not conducive to ends, unethical means and ends, ends that conflict with other desirable ends)                                                 |   |   |   |   | I | I | I | A | A | A    | A     |
| Assessing the costs and benefits of alternatives (e.g., numbers of people positively or negatively affected, monetary costs vs. societal value)                                       |   |   |   |   |   | I | I | A | A | A    | A     |

TEX\_2751

|                                                                                                                                                                                                                                                                                         | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Choosing a position from existing alternatives (e.g. analyzing existing positions, judging positions using appropriate criteria)                                                                                                                                                        |   |   |   |   |   | I | I | A | A | A    | A     |
| Creating a novel position (e.g., extracting the best ideas from alternatives, combining elements in unique ways)                                                                                                                                                                        |   |   |   | I | A | A | A | A | A | A    | A     |
| Defending a position (e.g. consistency with fundamental values and principles, costs outweighed by benefits best and least objectionable among alternatives)                                                                                                                            |   |   |   | I | A | A | A | A | A | A    | A     |
| Responding to opposing arguments (e.g., citing appropriate evidence, countering misstatements or emotive language, pointing out inconsistencies in opposing arguments, accommodating the strengths of different positions taking into account the best case against one's own position) |   |   |   | I | I | A | A | A | A | A    | A     |

REC031026

| GEOGRAPHY                                                                                                                                                                              |   |   |   |   |   |   |   |   |   |      |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Standard                                                                                                                                                                               | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
| <b>Elementary—Asking Geographic Questions</b>                                                                                                                                          |   |   |   |   |   |   |   |   |   |      |       |
| Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments? | I | I | A | A | A | A | A | A | A | A    | A     |
| Distinguish between geographic and nongeographic questions                                                                                                                             | I | I | A | A | A | A | A | A | A | A    | A     |
| <b>Elementary—Acquiring Geographic Information</b>                                                                                                                                     |   |   |   |   |   |   |   |   |   |      |       |
| Locate, gather, and process information from a variety of primary and secondary sources including maps                                                                                 |   |   |   |   | I | I | A | A | A | A    | A     |
| Make and record observations about the physical and human characteristics of places                                                                                                    | I | I | A | A | A | A | A | A | A | A    | A     |
| <b>Elementary—Organizing Geographic Information</b>                                                                                                                                    |   |   |   |   |   |   |   |   |   |      |       |
| Prepare maps to display geographic information                                                                                                                                         | I | I | I | A | A | A | A | A | A | A    | A     |
| Construct graphs, tables, and diagrams to display geographic information                                                                                                               | I | I | I | A | A | A | A | A | A | A    | A     |
| <b>Elementary—Analyzing Geographic Information</b>                                                                                                                                     |   |   |   |   |   |   |   |   |   |      |       |
| Use maps to observe and interpret geographic relationships                                                                                                                             |   | I | I | A | A | A | A | A | A | A    | A     |
| Use tables and graphs to observe and interpret geographic trends and relationships                                                                                                     |   | I | I | A | A | A | A | A | A | A    | A     |
| Use texts, photographs, and documents to observe and interpret geographic trends and relationships                                                                                     |   | I | I | A | A | A | A | A | A | A    | A     |
| Use simple mathematics to analyze geographic data                                                                                                                                      |   | I | I | A | A | A | A | A | A | A    | A     |

TEX\_2752

PLT\_6209 0042



REC031027

TEX\_2753

|                                                                                                                 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
|-----------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| <b>Elementary—Answering Geographic Questions</b>                                                                |   |   |   |   |   |   |   |   |   |      |       |
| Present geographic information in the form of both oral and written reports accompanied by maps and graphics    |   |   |   | I | I | A | A | A | A | A    | A     |
| Use methods of geographic inquiry to acquire geographic information, draw conclusions, and make generalizations |   |   |   | I | I | A | A | A | A | A    | A     |
| Apply generalizations to solve geographic problems and make reasoned decisions                                  |   |   |   | I | I | A | A | A | A | A    | A     |
| <b>Middle School—Asking Geographic Questions</b>                                                                |   |   |   |   |   |   |   |   |   |      |       |
| Identify geographic issues, define geographic problems, and pose geographic questions                           |   |   |   |   |   |   | I | A | A | A    | A     |
| Plan how to answer geographic questions                                                                         |   |   |   |   |   |   | I | A | A | A    | A     |
| <b>Middle School—Acquiring Geographic Information</b>                                                           |   |   |   |   |   |   |   |   |   |      |       |
| Use a variety of research skills to locate and collect geographic data                                          |   |   |   |   |   |   | I | A | A | A    | A     |
| Use maps to collect and/or compile geographic information                                                       |   |   |   |   |   |   | I | A | A | A    | A     |
| Systematically observe the physical and human characteristics of places on the basis of fieldwork               |   |   |   |   |   |   | I | A | A | A    | A     |
| <b>Middle School—Organizing Geographic Information</b>                                                          |   |   |   |   |   |   |   |   |   |      |       |
| Prepare various forms of maps as a means of organizing geographic information                                   |   |   |   |   |   |   | I | A | A | A    | A     |
| Prepare various forms of graphs to organize and display geographic information                                  |   |   |   |   |   |   | I | A | A | A    | A     |

PLT\_6209 0043

TEX 2754

REC031028

PLT\_6209 0044

|                                                                                                                                                       | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Prepare various forms of diagrams, tables, and charts to organize and display geographic information                                                  |   |   |   |   |   |   | I | A | A | A    | A     |
| Integrate various types of materials to organize geographic information                                                                               |   |   |   |   |   |   | I | A | A | A    | A     |
| <b>Middle School—Analyzing Geographic Information</b>                                                                                                 |   |   |   |   |   |   |   |   |   |      |       |
| Interpret information obtained from maps, aerial photographs, satellite produced images, and geographic information systems                           |   |   |   |   |   |   | I | A | A | A    | A     |
| Use statistics and other quantitative techniques to evaluate geographic information                                                                   |   |   |   |   |   |   | I | A | A | A    | A     |
| Interpret and synthesize information obtained from a variety of sources graphs, charts, tables, diagrams texts, photographs, documents and interviews |   |   |   |   |   |   | I | A | A | A    | A     |
| <b>Middle School—Answering Geographic Questions</b>                                                                                                   |   |   |   |   |   |   |   |   |   |      |       |
| Develop and present combinations of geographic information to answer geographic questions                                                             |   |   |   |   |   |   | I | A | A | A    | A     |
| Make generalizations and assess their validity                                                                                                        |   |   |   |   |   |   | I | A | A | A    | A     |
| <b>High School—Asking Geographic Questions</b>                                                                                                        |   |   |   |   |   |   |   |   |   |      |       |
| Plan and organize a geographic research project (e.g., specify a problem, pose a research question or hypothesis, and identify data sources)          |   |   |   |   |   |   |   | I | I | A    | A     |
| <b>High School—Acquiring Geographic Information</b>                                                                                                   |   |   |   |   |   |   |   |   |   |      |       |
| Systematically locate and gather geographic information from a variety of primary and secondary sources                                               |   |   |   |   |   |   |   | I | I | A    | A     |

REC031029

|                                                                                                                                     | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
|-------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Systematically assess the value and use of geographic information                                                                   |   |   |   |   |   |   |   | I | I | A    | A     |
| <b>High School—Organizing Geographic Information</b>                                                                                |   |   |   |   |   |   |   |   |   |      |       |
| Select and design appropriate forms of maps to organize information                                                                 |   |   |   |   |   |   |   | I | I | A    | A     |
| Select and design appropriate forms of graphs, diagrams, tables, and charts to organize geographic information                      |   |   |   |   |   |   |   | I | I | A    | A     |
| Use a variety of media to develop and organize integrated summaries of geographic information                                       |   |   |   |   |   |   |   | I | I | A    | A     |
| <b>High School—Analyzing Geographic Information</b>                                                                                 |   |   |   |   |   |   |   |   |   |      |       |
| Use quantitative methods of analysis to interpret geographic information                                                            |   |   |   |   |   |   |   | I | I | A    | A     |
| Make inferences and draw conclusion from maps and other geographic representations                                                  |   |   |   |   |   |   |   | I | I | A    | A     |
| Use the processes of analysis, synthesis, evaluation, and explanation to interpret geographic information from a variety of sources |   |   |   |   |   |   |   | I | I | A    | A     |
| <b>High School—Answering Geographic Questions</b>                                                                                   |   |   |   |   |   |   |   |   |   |      |       |
| Formulate valid generalizations from the results of various kinds of geographic inquiry                                             |   |   |   |   |   |   |   | I | I | A    | A     |
| Evaluate the answers to geographic questions                                                                                        |   |   |   |   |   |   |   | I | I | A    | A     |
| Apply geographic models, generalizations, and theories to the analysis, interpretation, and presentation of geographic information  |   |   |   |   |   |   |   | I | I | A    | A     |

TEY\_2755

PLT\_6209 0045

REC031030

TEX\_2756

PLT\_6209 0046

| ECONOMICS                                                                                |   |   |   |   |   |   |   |   |   |      |       |
|------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Standard                                                                                 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
| Identifying (e.g., economics problems, alternatives, benefits, and costs)                | I | I | I | A | A | A | A | A | A | A    | A     |
| Analyzing (e.g., incentives at work in an economic situation)                            | I | I | I | A | A | A | A | A | A | A    | A     |
| Examining (e.g., economics problems, alternatives, benefits, and costs)                  | I | I | I | A | A | A | A | A | A | A    | A     |
| Collecting and organizing (e.g., economic evidence)                                      | I | I | I | A | A | A | A | A | A | A    | A     |
| Comparing (e.g., benefits with costs)                                                    | I | I | I | A | A | A | A | A | A | A    | A     |
| Economic skills to be learned by the end of high school include                          |   |   |   |   |   |   |   |   |   |      |       |
| interpreting basic economic concepts,                                                    | I | I | I | I | I | I | I | I | I | A    | A     |
| analyzing key economic issues that affect our lives as workers, consumers, and citizens, | I | I | I | I | I | I | I | I | I | A    | A     |
| analyzing trends of major changes in the American and world economy,                     | I | I | I | I | I | I | I | I | I | A    | A     |
| evaluating data from major economic indicators,                                          | I | I | I | I | I | I | I | I | I | A    | A     |
| evaluating different views on economic issues, and                                       | I | I | I | I | I | I | I | I | I | A    | A     |
| analyzing the expected and actual consequences of personal choice and public policy      | I | I | I | I | I | I | I | I | I | A    | A     |

REC031031

TEX\_2757

PLT\_6209 0047

| COMMUNICATING IN SOCIAL STUDIES                                                                                                                                                                       |   |   |   |   |   |   |   |   |   |      |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Standard                                                                                                                                                                                              | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
| Communicating in Writing                                                                                                                                                                              |   |   |   |   |   |   |   |   |   |      |       |
| Communicate in written form using appropriate writing standards                                                                                                                                       | I | I | A | A | A | A | A | A | A | A    | A     |
| Communicate their interpretation of issues in paragraphs, essays and term papers                                                                                                                      |   |   |   | I | A | A | A | A | A | A    | A     |
| Communicate their interpretation of research data by formulating a thesis statement                                                                                                                   |   |   |   |   |   | I | I | A | A | A    | A     |
| Address the question asked by using relevant evidence                                                                                                                                                 |   |   |   | I | I | A | A | A | A | A    | A     |
| Acknowledge and account for conflicting evidence                                                                                                                                                      |   |   |   | I | I | A | A | A | A | A    | A     |
| Give credit to sources of information using proper citation and bibliographic information                                                                                                             |   |   |   | I | I | A | A | A | A | A    | A     |
| Communicating Orally                                                                                                                                                                                  |   |   |   |   |   |   |   |   |   |      |       |
| Communicate in oral form using appropriate oral standards                                                                                                                                             | I | I | A | A | A | A | A | A | A | A    | A     |
| Present a thesis and supporting evidence using good public speaking skills                                                                                                                            |   |   |   | I | A | A | A | A | A | A    | A     |
| Support their interpretations in debate                                                                                                                                                               |   |   |   | I | A | A | A | A | A | A    | A     |
| Practice active listening in order to respond to questions and counter arguments                                                                                                                      |   |   |   | I | A | A | A | A | A | A    | A     |
| Communicating Graphically                                                                                                                                                                             |   |   |   |   |   |   |   |   |   |      |       |
| Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, and so forth |   | I | I | A | A | A | A | A | A | A    | A     |

TEX\_2758

|                                                                                                                                                                       | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Use relevant data to produce any of the above mentioned products                                                                                                      | I | I | I | A | A | A | A | A | A | A    | A     |
| Prepare and use materials to visually deliver multimedia presentations                                                                                                |   | I | I | A | A | A | A | A | A | A    | A     |
| <b>Communicating with Research</b>                                                                                                                                    |   |   |   |   |   |   |   |   |   |      |       |
| Develop a research question                                                                                                                                           |   |   |   | I | I | A | A | A | A | A    | A     |
| Read to understand information                                                                                                                                        | I | I | I | A | A | A | A | A | A | A    | A     |
| Interpret each writer's perspective                                                                                                                                   |   |   |   | I | A | A | A | A | A | A    | A     |
| Gather information from multiple, credible sources, including primary and secondary, visual and electronic                                                            |   | I | I | I | A | A | A | A | A | A    | A     |
| Take notes and organize information                                                                                                                                   |   |   |   | I | I | I | A | A | A | A    | A     |
| Evaluate and categorize information for relevance                                                                                                                     |   |   | I | I | I | A | A | A | A | A    | A     |
| Present the information using an appropriate research format                                                                                                          |   |   |   | I | I | A | A | A | A | A    | A     |
| <b>Communicating Socially</b>                                                                                                                                         |   |   |   |   |   |   |   |   |   |      |       |
| Work with others to gather information                                                                                                                                | I | I | I | I | A | A | A | A | A | A    | A     |
| Work with others to analyze the consequences of decisions that affect the group                                                                                       | I | I | I | I | A | A | A | A | A | A    | A     |
| Work with others to produce alternative solutions to a problem                                                                                                        | I | I | I | I | A | A | A | A | A | A    | A     |
| Work with others to compromise and arrive at a decision that is acceptable to the group, respecting conflicting points of view and recognizing individual differences | I | I | I | I | A | A | A | A | A | A    | A     |

REC031032

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|                                                                                                        | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9/10 | 11/12 |
|--------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------|
| Develop individual responsibility                                                                      | I | I | I | I | A | A | A | A | A | A    | A     |
| Demonstrate responsible citizenship within the school community and the local and national communities | I | A | A | A | A | A | A | A | A | A    | A     |

**I—Introduce**—Grade level at which student explores this process standard. This exploration may occur multiple times based on the content standards and grade appropriateness. Continuous teacher assessment of a student's progress is necessary at all identified grades.

**A—Accountable**—Grade level at which a student masters this process standard. This mastery is expected at all subsequent grades.

REC031033

TEX\_2759

PLT\_6209 0049

**CONTENT STANDARDS**  
**Kindergarten Introduction to Social Studies**

| I Time, Continuity and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                | II Power, Authority, & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | III People, Places and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | IV Production Distribution and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>K.1 The learner will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past. The student should be able to</p> <p>K.1.1 discuss personal changes over time such as those related to physical growth and personal interests and</p> <p>K.1.2 describe personal connections to place, especially place as associated with immediate surroundings</p> | <p>K.2 The learner will demonstrate an understanding of authority. The student should be able to</p> <p>K.2.1 explain the purposes of rules and laws and the consequences of breaking them and</p> <p>K.2.2 state sources of power and authority in your family and school</p> <p>K.3 The learner will identify key figures, symbols, and events in the foundations of American democracy. The student should be able to</p> <p>K.3.1 name historical figures, events, and national symbols that exemplify values and principles of American democracy</p> <p>K.4 The learner will demonstrate an understanding of the role of the responsible citizen in American democracy. The student should be able to</p> <p>K.4.1 identify what it means to be a citizen</p> <p>K.4.2 demonstrate the ability to work with others</p> <p>K.4.3 understand and exhibit the concept of compromise and</p> <p>K.4.4 demonstrate empathy and caring for others respecting the rights and cultural diversity of others</p> | <p>K.5 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to</p> <p>K.5.1 identify the purposes and characteristics of maps, globes, and graphs and</p> <p>K.5.2 locate places within his or her community and in nearby communities</p> <p>K.6 The learner will demonstrate an understanding of places. The student should be able to</p> <p>K.6.1 compare and contrast the characteristics of the environments made by nature and made by humans</p> <p>K.7 The learner will demonstrate an understanding of the role of human systems on Earth. The student should be able to</p> <p>K.7.1 discuss how various people earn their livings and</p> <p>K.7.2 identify similarities and differences in the customs, patterns, and cultures of various regions</p> <p>K.8 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to</p> <p>K.8.1 explain ways people depend on the environment and</p> <p>K.8.2 name ways people change care for and endanger their environment</p> | <p>K.9 The learner will demonstrate an understanding of how choice impacts personal economics. The student should be able to</p> <p>K.9.1 explain how families and communities work together to meet basic needs and wants and deal with availability of goods and services</p> <p>K.10 The learner will demonstrate an understanding of businesses in the community. The student should be able to</p> <p>K.10.1 give examples of people acting as consumers and producers</p> <p>K.11 The learner will demonstrate an understanding of the world of work. The student should be able to</p> <p>K.11.1 name a variety of jobs</p> <p>K.11.2 state how people live and work together in a family and</p> <p>K.11.3 describe the role of the workers in the community and the tools each worker needs to accomplish his or her task.</p> |

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**CONTENT STANDARDS**  
**Grade 1 Introduction to Social Studies**

TEX\_2761

| I. Time, Continuity and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | II. Power, Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | III. People, Places and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | IV. Production, Distribution, and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>1.1 The learner will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past. The student should be able to</p> <p>1.1.1 identify characteristics that contribute to one's personal identity from birth to the present</p> <p>1.1.2 compare and contrast family life in various places in the world and in history and</p> <p>1.1.3 describe what communities in North America were like long ago and how they varied from one another</p> | <p>1.2 The learner will demonstrate an understanding of government: its origins and functions including civic life and politics. The student should be able to</p> <p>1.2.1 discuss the purposes of rules and laws and the consequences of breaking them and</p> <p>1.2.2 state sources of power and authority in his or her community</p> <p>1.3 The learner will demonstrate an understanding of the foundations of American democracy including its basic principles and the foundations of the American political system. The student should be able to</p> <p>1.3.1 identify ways people can work together to promote the principles and ideals of American society and</p> <p>1.3.2 name the historical figures, events, and national symbols that exemplify values and principles of American democracy</p> <p>1.4 The learner will demonstrate an understanding of the role of the citizen in American democracy including personal and civic rights and responsibilities. The student should be able to</p> <p>1.4.1 identify what it means to be a responsible citizen and</p> <p>1.4.2 describe and demonstrate skills to manage conflict</p> | <p>1.5 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to</p> <p>1.5.1 describe the purposes, characteristics, and uses of geographic representations such as maps, globes, and graphs</p> <p>1.5.2 locate places within his or her community and in nearby communities</p> <p>1.5.3 explain connections among places, and</p> <p>1.5.4 construct a simple map of a familiar area incorporating cardinal direction and map symbols</p> <p>1.6 The learner will demonstrate an understanding of places and regions. The student should be able to</p> <p>1.6.1 describe how physical and human processes work together to shape places,</p> <p>1.6.2 discuss ways in which different people perceive places and regions, and</p> <p>1.6.3 locate his or her own city/town, state, and the United States on a map</p> <p>1.7 The learner will demonstrate an understanding of the role of human systems on Earth. The student should be able to</p> <p>1.7.1 define culture</p> <p>1.7.2 list and explain how people in various places on Earth earn their livings</p> | <p>1.9 The learner will demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to</p> <p>1.9.1 identify examples of scarcity in everyday situations and tell how it forces people to make choices</p> <p>1.9.2 tell how families and communities work together to meet their basic needs and wants</p> <p>1.9.3 discuss why consumers budget and save</p> <p>1.9.4 define and give examples of barter</p> <p>1.9.5 state examples of money being exchanged for goods and services</p> <p>1.9.6 explain how people's choices determine what will be produced and</p> <p>1.9.7 describe examples of making economic choices and explain what is given up when making a choice (opportunity cost/trade off)</p> <p>1.10 The learner will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to</p> <p>1.10.1 give examples of people acting as consumers and producers</p> <p>1.11 The learner will demonstrate an</p> |

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*Grade 1 Introduction to Social Studies*

| I Time Continuity and Change<br>History | II Power, Authority & Governance<br>Government/Political Science | III People Places and<br>Environments. Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | IV Production, Distribution, and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         |                                                                  | <p>1 7 3 explain the basic functions of transportation and communication networks and</p> <p>1 7 4 describe how land is used in different parts of the world</p> <p>1 8 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to</p> <p>1 8 1 explain ways people depend on the environment to meet their needs</p> <p>1 8 2 name ways people use or change their environment and</p> <p>1 8 3 list examples of the use of natural resources in people's daily lives</p> | <p>understanding of the world of work. The student should be able to</p> <p>1 11 1 name a variety of jobs and give examples of daily economic activity within a city or community</p> <p>1 11 2 discuss how people live and work together in families and</p> <p>1 11 3 describe the importance of educational preparation for the world of work</p> <p>1 12 The learner will demonstrate an understanding of government in the operation of markets. The student should be able to</p> <p>1 12 1 name government jobs in the community</p> <p>1 13 The learner will demonstrate an understanding of the national economy and economic policies. The student should be able to</p> <p>1 13 1 identify how money is used in a community for the exchange of goods and services and</p> <p>1 13 2 illustrate the flow of money between businesses and households</p> |

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**CONTENT STANDARDS**  
**Grade 2 Introduction to Social Studies**

| I Time, Continuity and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | II Power Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | III People Places and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | IV Production Distribution and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>2.1 The learner will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past. The student should be able to</p> <p>2.1.1 identify characteristics that contribute to one's personal identity</p> <p>2.1.2 compare and contrast family life in various places now in the recent past, and long ago</p> <p>2.1.3 discuss the historic traditions of diverse groups and peoples and explain the ways these traditions are passed down from generation to generation</p> <p>2.2 The learner will demonstrate an understanding of the history of peoples of many cultures around the world. The student should be able to</p> <p>2.2.1 describe folklore and other cultural contributions from various regions of the United States and the world and how they help form a nation's heritage</p> | <p>2.3 The learner will demonstrate an understanding of government, its origins and functions including civic life and politics. The student should be able to</p> <p>2.3.1 discuss the purposes of rules and laws and the consequences of breaking them and</p> <p>2.3.2 list sources of power and authority</p> <p>2.4 The learner will demonstrate an understanding of the foundations of American democracy including its basic principles and the foundations of the American political system. The student should be able to</p> <p>2.4.1 relate ways people can work together to promote the principles and ideals of American democracy and</p> <p>2.4.2 identify cultural diversity in the United States</p> <p>2.5 The learner will demonstrate an understanding of the relationship of the United States to other nations and to world affairs including the division of the world into nations and the interactions between the United States and other nations. The student should be able to</p> <p>2.5.1 define the term "nation" in relation to the status of the United States and recognize that the United States is one of many nations in the world and</p> <p>2.5.2 describe how the United States</p> | <p>2.7 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to</p> <p>2.7.1 identify the purposes and characteristics of geographic representations such as maps globes and graphs</p> <p>2.7.2 explain spatial concepts of location, distance, direction, scale, movement, region and connections among places and</p> <p>2.7.3 construct a simple map of a familiar area incorporating cardinal direction, scale and map symbols</p> <p>2.8 The learner will demonstrate an understanding of places and regions. The student should be able to</p> <p>2.8.1 describe how physical and human processes work together to shape places</p> <p>2.8.2 explain the concept of region as an area with unifying characteristics</p> <p>2.8.3 compare and contrast regions and</p> <p>2.8.4 locate the United States, the seven continents and the four oceans on a map and a globe</p> <p>2.9 The learner will demonstrate an understanding of the role of human systems on Earth. The student should be able to</p> <p>2.9.1 discuss how populations are spatially distributed,</p> <p>2.9.2 compare and contrast the</p> | <p>2.11 The learner will demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to</p> <p>2.11.1 compare and contrast the systems of money exchange and bartering,</p> <p>2.11.2 identify examples of making economic choices and explain what is given up when making a choice (opportunity costs/trade offs)</p> <p>2.11.3 discuss how people's choices determine what will be produced</p> <p>2.11.4 list examples of resources needed to make a specific product, and</p> <p>2.11.5 explain that through saving and investment one can increase the amount of money that one has</p> <p>2.12 The learner will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to</p> <p>2.12.1 give examples of markets for various goods and services</p> <p>2.13 The learner will demonstrate an understanding of government in the operation of markets. The student should be able to</p> |

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Grade 2 Introduction to Social Studies

| I Time, Continuity and Change<br>History | II Power Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                        | III People Places, and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | IV Production, Distribution and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <p>interacts with other nations through trade diplomacy and cultural contacts</p> <p>2.6 The learner will demonstrate an understanding of the role of the citizen in American democracy including personal and civic rights and responsibilities. The student should be able to</p> <p>2.6.1 demonstrate what it means to be a responsible citizen and</p> <p>2.6.2 show how a citizen can influence policies and decisions by working with others</p> | <p>characteristics of population in various areas</p> <p>2.9.3 describe how various cultures influence the way people live</p> <p>2.9.4 state the importance of transportation and communication networks and</p> <p>2.9.5 explain patterns of land use and the types of settlements worldwide</p> <p>2.10 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to</p> <p>2.10.1 name ways in which people modify the physical environment and the ways in which humans adapt to various environments</p> <p>2.10.2 discuss how the physical environment can both accommodate and be endangered by human activities</p> <p>2.10.3 identify ways in which the physical environment provides opportunities and constrains human activities and</p> <p>2.10.4 analyze the relationship between the locations of resources and patterns of population distribution.</p> | <p>2.13.1 name different services and goods that the government provides citizens and</p> <p>2.13.2 explain why the government collects taxes</p> <p>2.14 The learner will demonstrate an understanding of the national economy and economic policies. The student should be able to</p> <p>2.14.1 discuss how money flows between businesses and households and</p> <p>2.14.2 identify circumstances in which nations exchange money for goods and services.</p> <p>2.15 The learner will demonstrate an understanding of the principles of trade and economic development. The student should be able to</p> <p>2.15.1 define importing and exporting and give examples of each and</p> <p>2.15.2 give examples of interdependence among nations and regions</p> |

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**CONTENT STANDARDS**  
*Grade 3 Introduction to Social Studies/South Carolina Studies*

| I Time, Continuity and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | II Power Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | III People Places and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | IV Production, Distribution and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>3.1 The learner will demonstrate an understanding of the way individuals, families, and communities live and work together now and in the past. The student should be able to:</p> <p>3.1.1 state how personal changes are affected by the influence of peer groups and</p> <p>3.1.2 identify historical resources in the local community</p> <p>3.2 The learner will demonstrate an understanding of the major developments in the history of South Carolina from the earliest human settlements through Reconstruction. The student should be able to:</p> <p>3.2.1 describe the influence of geography on the history of South Carolina and the local community</p> <p>3.2.2 name the indigenous peoples who first lived in South Carolina</p> <p>3.2.3 identify the first explorers who came to South Carolina and describe their activities</p> <p>3.2.4 explain reasons for the voluntary and involuntary settling of South Carolina by Europeans and Africans</p> <p>3.2.5 compare and contrast the lives of European, African, and Native American families in South Carolina in colonial times</p> <p>3.2.6 discuss the cultural contributions of people from various regions of South</p> | <p>3.5 The learner will demonstrate an understanding of government, its origins and functions, including civil life and politics. The student should be able to:</p> <p>3.5.1 discuss necessity and purposes of government</p> <p>3.6 The learner will demonstrate an understanding of the role of the U.S. Constitution in South Carolina and its government. The student should be able to:</p> <p>3.6.1 identify the three branches of state government and describe their functions,</p> <p>3.6.2 explain the major responsibilities of state and local government and</p> <p>3.6.3 name members of national state and local government.</p> <p>3.7 The learner will demonstrate an understanding of the role of the citizen in South Carolina, including personal and civic rights and responsibilities. The student should be able to:</p> <p>3.7.1 explain the importance of political leadership and public service in school, community, state, and nation and</p> <p>3.7.2 understand that working with others can influence policies and decisions.</p> <p>3.8 The learner will demonstrate an understanding of the heritage of South Carolina. The student should be able to:</p> <p>3.8.1 discuss folklore and other cultural contributions from</p> | <p>3.9 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to:</p> <p>3.9.1 make maps, globes, graphs, diagrams, and photographs to illustrate location and spatial distribution of physical and cultural features in South Carolina and</p> <p>3.9.2 use maps, globes, graphs, diagrams, and photographs to analyze the location and spatial distribution of physical and cultural features in South Carolina.</p> <p>3.10 The learner will demonstrate an understanding of places and regions. The student should be able to:</p> <p>3.10.1 identify physical characteristics (e.g., landforms, river systems, climate, regions) and the natural resources in South Carolina and their relationship to economic activities</p> <p>3.10.2 discuss the location and distribution of human characteristics (e.g., population, land use, transportation and communication systems) and political units in South Carolina,</p> <p>3.10.3 locate the physical and human characteristics in his or her community and in nearby communities,</p> | <p>3.12 The learner will demonstrate an understanding of how scarcity and choice impact economic activity in South Carolina. The student should be able to:</p> <p>3.12.1 list and give examples of how scarcity affects benefits and cost and</p> <p>3.12.2 give examples of resources needed to make a specific product.</p> <p>3.14 The learner will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to:</p> <p>3.14.1 identify the relationship between price and consumer buying</p> <p>3.14.2 give examples of goods and services that have increased or decreased in supply recently</p> <p>3.14.3 explain the relationship between price and production,</p> <p>3.14.4 name a wide range of job opportunities in South Carolina, and</p> <p>3.14.5 discuss the role of the entrepreneur in the state and local community</p> <p>3.15 The learner will demonstrate</p> |

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*Grade 3 Introduction to Social Studies/South Carolina Studies*

| I Time, Continuity and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | II Power Authority & Governance<br>Government/Political Science                                                                                                               | III People, Places and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | IV Production Distribution and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>3 2 7 Carolina, state the key events and effects of the Revolutionary War on South Carolina and his or her own community</p> <p>3 2 8 discuss the development of slavery in South Carolina and its impact on the State</p> <p>3 2 9 compare and contrast the various lifestyles of people in South Carolina during the Antebellum Period,</p> <p>3 2 10 state the key events and effects of the Civil War on South Carolina and his or her own community and</p> <p>3 2 11 describe the Reconstruction Period in South Carolina.</p> <p>3 3 The learner will demonstrate an understanding of the major developments in South Carolina from the end of Reconstruction through World War II. The student should be able to</p> <p>3 3 1 trace migration patterns within and from South Carolina and describe their social and cultural impact,</p> <p>3 3 2 explain the impact of World War I in South Carolina</p> <p>3 3 3 state the effects of the Great Depression on South Carolina, and</p> <p>3 3 4 explain the impact of World War II in South Carolina.</p> <p>3 4 The learner will demonstrate an understanding of the major</p> | <p>3 8 2 various regions of South Carolina and how they help form a state heritage and describe state symbols through which American values and principles are expressed.</p> | <p>3 10 4 describe how physical and human processes work together to shape places and regions in South Carolina,</p> <p>3 10 5 list and describe the geographical regions of South Carolina, and</p> <p>3 10 6 discuss how the physical and human characteristics of places and regions in South Carolina change over time</p> <p>3 11 The learner will demonstrate an understanding of the role of human systems in South Carolina. The student should be able to</p> <p>3 11 1 discuss the patterns and types of migrations as they affect the environment agriculture settlement, economic development, and population change in South Carolina.</p> <p>3 12 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to</p> <p>3 12 1 identify ways in which people modify the physical environment</p> <p>3 12 2 explain how the physical environment can both accommodate</p> | <p>an understanding of the sources of income and growth in a free enterprise economy. The student should be able to</p> <p>3 15 1 discuss the role of the entrepreneur</p> <p>3 16 The learner will demonstrate an understanding of the principles of trade and economic development. The student should be able to</p> <p>3 16 1 define importing and exporting and give examples of each and</p> <p>3 16 2 give examples of interdependence among nations and regions</p> |

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| Grade 3: Introduction to Social Studies/South Carolina Studies                                                                                                                                                                                                              |                                                                 |                                                                                                                                             |                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| I Time Continuity and Change<br>History                                                                                                                                                                                                                                     | II Power Authority & Governance<br>Government/Political Science | III People, Places and<br>Environments: Geography                                                                                           | IV Production, Distribution and<br>Consumption Economics |
| developments in South Carolina from<br>the end of World War II to the<br>present. The student should be able to<br>3.4.1 identify the major trends,<br>events, and people that have<br>influenced the development<br>of South Carolina from<br>World War II to the present. |                                                                 | 3.12.3 and be endangered by<br>human activities and<br>examine the<br>characteristics of<br>renewable<br>nonrenewable and flow<br>resources |                                                          |

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**CONTENT STANDARDS**  
**Grade 4 U.S. Studies to 1877**

| I Time, Continuity, and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | II Power, Authority, & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | III People, Places, and<br>Environments: Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | IV Production, Distribution, and<br>Consumption: Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>4.1 The learner will demonstrate an understanding of the major developments in the history of the United States from the earliest human settlements through Reconstruction. The student should be able to</p> <p>4.1.1 describe the events in America, Europe, and Africa that led to a new world in North America.</p> <p>4.1.2 compare and contrast the various Native American cultures from the time of their arrival to their encounter with Europeans.</p> <p>4.1.3 trace the routes and explain the importance of early explorations of the Americas.</p> <p>4.1.4 recall the reasons for the voluntary/involuntary settling of North America by Europeans and Africans.</p> <p>4.1.5 compare and contrast the lives of European, African, and North American families in various regions in colonial times.</p> <p>4.1.6 identify the development, major events, and notable figures involved in the separation of the thirteen colonies from England.</p> <p>4.1.7 describe the key events and effects of the American Revolution on the new country.</p> <p>4.1.8 describe the development of the U.S. Constitution and explain its significance.</p> | <p>4.2 The learner will demonstrate an understanding of government: its origins and functions, civil life, and politics. The student should be able to</p> <p>4.2.1 explain the functions of government and</p> <p>4.2.2 compare and contrast the essential characteristics of limited and unlimited governments.</p> <p>4.3 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to</p> <p>4.3.1 state the nation's basic democratic principles set forth in the Declaration of Independence and the U.S. Constitution.</p> <p>4.3.2 relate the importance of shared values, principles, and beliefs of American democracy.</p> <p>4.3.3 identify historical figures who shaped the values and principles of American democracy and</p> <p>4.3.4 describe cultural contributions from various regions of the United States and how they help form a national heritage.</p> <p>4.4 The learner will demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government</p> | <p>4.6 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to</p> <p>4.6.1 explain the purposes and characteristics of geographic representations such as maps, globes, graphs, diagrams, photographs, and satellite produced images.</p> <p>4.6.2 use appropriate geographic tools and technologies such as reference works and computer-based geographic information systems.</p> <p>4.6.3 display spatial information on maps and other geographic representations.</p> <p>4.6.4 explain connections among places and</p> <p>4.6.5 describe the causes and consequences of spatial interaction among people.</p> <p>4.7 The learner will demonstrate an understanding of places and regions. The student should be able to</p> <p>4.7.1 explain the concept of region with unifying geographic characteristics and</p> <p>4.7.2 compare and contrast regions.</p> <p>4.8 The learner will demonstrate an understanding of the role of physical systems on Earth. The student should be able to</p> <p>4.8.1 define the components of the Earth's physical systems: the atmosphere, lithosphere, hydrosphere, and biosphere.</p> | <p>4.11 The learner will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to</p> <p>4.11.1 identify a wide range of job opportunities.</p> <p>4.12 The learner will demonstrate an understanding of the sources of income and growth in a free enterprise economy. The student should be able to</p> <p>4.12.1 discuss the role of the entrepreneur.</p> <p>4.12.2 describe business risk and</p> <p>4.12.3 define productivity and production.</p> <p>4.13 The learner will demonstrate an understanding of government in the operation of markets. The student should be able to</p> <p>4.13.1 explain why the government collects taxes and</p> <p>4.13.2 examine how government regulations influence the economic activities of individuals, families, communities, and regions.</p> <p>4.14 The learner will demonstrate an understanding of the principles of trade and economic development. The student should be able to</p> <p>4.14.1 define trade and explain its benefits.</p> |

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Grade 4 U.S. Studies to 1877

| I Time, Continuity, and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | II Power, Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | III People, Places and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | IV Production, Distribution and<br>Consumption Economics                                                                                                                         |
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| <p>4.1.9 identify the framers of the Constitution and the roles they played in framing the Constitution,</p> <p>4.1.10 describe the westward expansion of the early American pioneers to 1861</p> <p>4.1.11 discuss the key people who contributed to the westward movement,</p> <p>4.1.12 discuss the development of key technological innovations and inventions throughout the world and their social and economic effects on the United States during this period,</p> <p>4.1.13 name the major scientists and inventors throughout American history to 1877</p> <p>4.1.14 explain the changes in communication, transportation, agriculture and manufacturing and their effects on the United States before 1877</p> <p>4.1.15 compare and contrast the ways of life in the North and South,</p> <p>4.1.16 state the causes and events leading to the Civil War</p> <p>4.1.17 identify the notable figures of the Civil War and the roles they played</p> <p>4.1.18 describe the Civil War and its effects on the nation, and</p> <p>4.1.19 describe Reconstruction and its effects on the nation</p> | <p>established by the Constitution embodies the purposes, values, and principles of American democracy. The student should be able to</p> <p>4.4.1 describe what the U.S. Constitution is and explain why it is important,</p> <p>4.4.2 express what the national government does and how it protects individual rights and promotes the common good and</p> <p>4.4.3 identify the three branches of the federal government and describe their functions</p> <p>4.5 The learner will demonstrate an understanding of the citizen's role in American democracy including personal/civic rights and responsibilities. The student should be able to</p> <p>4.5.1 discuss what it means to be a citizen</p> <p>4.5.2 explain how a person becomes a citizen of the United States</p> <p>4.5.3 identify the rights and responsibilities of individuals in a democratic society</p> <p>4.5.4 indicate character traits that enhance citizen effectiveness and promote the healthy functioning of American democracy and</p> <p>4.5.5 describe how American citizens can participate in their government to influence the decisions and actions of that government</p> | <p>4.8.2 communicate how physical processes help to shape features and patterns on the Earth's surface and</p> <p>4.8.3 describe how Earth's position relative to the sun affects conditions on Earth.</p> <p>4.9 The learner will demonstrate an understanding of the role of human systems in the United States. The student should be able to</p> <p>4.9.1 compare the causes and effects of human migration in the United States and</p> <p>4.9.2 analyze settlement patterns to explain why people settle in various areas</p> <p>4.10 The learner will demonstrate an understanding of the uses of geography. The student should be able to</p> <p>4.10.1 examine how people's perceptions of environments have influenced human migration and settlement and</p> <p>4.10.2 explain how physical and human characteristics of places influenced human migration and settlement.</p> | <p>4.14.2 define imports and exports and give examples of each, and</p> <p>4.14.3 discuss how interdependence among nations and regions is influenced by imports and exports</p> |

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**CONTENT STANDARDS**  
**Grade 5 U.S. Studies 1877 to Present**

| I Time, Continuity and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | II Power Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | III People, Places and<br>Environment Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | IV Production Distribution and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>5.1 The learner will demonstrate an understanding of the way individual families and communities live and work together now and in the past. The student should be able to</p> <p>5.1.1 investigate how peer groups influence personal development</p> <p>5.2 The learner will demonstrate an understanding of the major developments in the United States from the end of Reconstruction through World War II. The student should be able to</p> <p>5.2.1 describe the role of various ethnic and cultural groups in the western expansion of the United States</p> <p>5.2.2 summarize the treatment of the Native American nations by the U.S. government and the federal policies enacted after the Civil War</p> <p>5.2.3 explain how the rise of corporations, heavy industry and mechanical farming and the infrastructure that supported them—transformed the American people</p> <p>5.2.4 relate how massive immigration after 1870 affected social patterns, cultural diversity and ideas of national unity,</p> <p>5.2.5 describe the rise of the American labor movement and how it effected social and economic change</p> | <p>5.4 The learner will demonstrate an understanding of government: its origins and functions including civic life and politics. The student should be able to</p> <p>5.4.1 explain representative government, the rule of law, majority rule, minority rights and popular sovereignty</p> <p>5.5 The learner will demonstrate an understanding of the foundations of American democracy including its basic principles and the basis of the American political system. The student should be able to</p> <p>5.5.1 investigate the ways people can work together to promote the principles and ideals of American democracy</p> <p>5.5.2 describe diversity in the United States and its benefits and challenges</p> <p>5.5.3 identify historical figures who shaped values and principles of American democracy</p> <p>5.5.4 describe the cultural contributions from various regions of the United States and how they help form a national heritage</p> <p>5.5.5 discuss events that demonstrate and promote principles of American democracy and</p> <p>5.5.6 recall and analyze the most important national symbols through which American values and principles are expressed.</p> | <p>5.9 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to</p> <p>5.9.1 describe the purposes and characteristics of geographic representations such as maps, globes, graphs, diagrams, photographs and satellite produced images</p> <p>5.9.2 use appropriate geographic tools and technologies such as reference works and computer based geographic information systems</p> <p>5.9.3 display spatial information on maps and other geographic representations and</p> <p>5.9.4 discuss the causes and consequences of spatial interaction among people</p> <p>5.10 The learner will demonstrate an understanding of places and regions. The student should be able to</p> <p>5.10.1 identify ways in which regions change and</p> <p>5.10.2 explain how people perceive places and regions differently</p> <p>5.11 The learner will demonstrate an understanding of the role of physical systems in the United States. The student should be able to</p> <p>5.11.1 name the components of ecosystems</p> <p>5.11.2 explain the</p> | <p>5.14 The learner will demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to</p> <p>5.14.1 identify positive and negative economic incentives and</p> <p>5.14.2 explain the difference between natural resources, capital resources and human resources</p> <p>5.15 The learner will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to</p> <p>5.15.1 define demand and supply and explain how demand and supply function and</p> <p>5.15.2 examine the major benefits and problems of competition.</p> <p>5.16 The learner will demonstrate an understanding of the sources of income and growth in a free enterprise economy. The student should be able to</p> <p>5.16.1 analyze the impact of entrepreneurship and</p> <p>5.16.2 examine ways to increase productivity</p> <p>5.17 The learner will demonstrate an understanding of the various economic institutions vital</p> |

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Grade 5 U.S. Studies 1877 to Present

| I Time Continuity and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | II Power Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | III People, Places and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | IV Production Distribution and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>5 2 6 analyze the causes of World War I and explain why the United States intervened</p> <p>5 2 7 discuss the impact at home and abroad of the United States involvement in World War I</p> <p>5 2 8 explain the effect of the Great Depression on the United States</p> <p>5 2 9 identify structures in the nation that are a result of New Deal policies and programs</p> <p>5 2 10 analyze the causes of World War II and explain why the United States intervened</p> <p>5 2 11 explain the major impact at home and abroad of the United States involvement in World War II</p> <p>5 2 12 recognize events, people, and various cultures that influenced the United States during this period</p> <p>5 2 13 discuss the development of key technological innovations and inventions throughout the world and their social and economic effects on the United States</p> <p>5 2 14 name the major scientists and inventors in America during this period,</p> <p>5 2 15 summarize the changes in communication, transportation, agriculture, and</p> | <p>5 6 The learner will demonstrate an understanding of the role of the Constitution in American democracy including the ways in which the U.S. government established by the Constitution embodies the purposes, values, and principles of American democracy. The student should be able to</p> <p>5 6 1 compare the major responsibilities of national, state, and local government and</p> <p>5 6 2 name key officials of national, state, and local government.</p> <p>5 7 The learner will demonstrate an understanding of the relationship of the United States to other nations and to world affairs including the division of the world into nations and interactions between the United States and other nations. The student should be able to</p> <p>5 7 1 describe how the United States interacts with other nations through trade, diplomacy, and cultural contacts</p> <p>5 7 2 confirm that nations of the world operate under varying forms of government and</p> <p>5 7 3 identify the role of technology in the United States in world affairs</p> | <p>distribution, patterns, and functioning of ecosystem and</p> <p>5 1 3 describe how humans interact with various ecosystems</p> <p>5 12 The learner will demonstrate an understanding of the role of human systems in the United States. The student should be able to</p> <p>5 12 1 compare and contrast the causes and effects of human migration,</p> <p>5 12 2 discuss the various patterns of culture in the United States</p> <p>5 12 3 investigate how cultures change,</p> <p>5 12 4 explain why and how people compete for control of Earth's surface and</p> <p>5 12 5 use current events to analyze examples of conflict and cooperation.</p> <p>5 13 The learner will demonstrate an understanding of the uses of geography. The student should be able to</p> <p>5 13 1 examine how physical and human characteristics of places influence people and events over time</p> <p>5 13 2 identify ways in which physical and human characteristics of places</p> | <p>to a market economy. The student should be able to</p> <p>5 17 1 provide examples of the basic institutions of a market economy</p> <p>5 18 The learner will demonstrate an understanding of government in the operation of markets. The student should be able to</p> <p>5 18 1 identify and compare different taxes levied by local, state, and federal government and</p> <p>5 18 2 explain how government regulations influence the economic activities of individuals, families, communities, and regions</p> <p>5 19 The learner will demonstrate an understanding of the national economy and economic policies. The student should be able to</p> <p>5 19 1 describe unemployment and its consequences,</p> <p>5 19 2 define inflation and explain how it affects the economy</p> <p>5 19 3 investigate why money is important to individuals, families, and communities and</p> <p>5 19 4 identify the major functions of a bank.</p> <p>5 20 The learner will demonstrate an understanding of the principles of trade and economic</p> |

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Grade 5 U S Studies 1877 to Present

| I Time Continuity and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | II Power Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | III People, Places and<br>Environments Geography                                                                     | IV Production Distribution and<br>Consumption Economics                                                                                                                                                |
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| <p>manufacturing and their effects on the United States during this period.</p> <p>5. The learner will demonstrate an understanding of the major developments in the United States from the end of World War II to the present. The student should be able to</p> <p>5.3.1 recognize how events, people, and various cultures influenced the United States during this period.</p> <p>5.3.2 identify the major social, political, and economic trends that influenced the development of the United States during this period.</p> <p>5.3.3 discuss the development of key technological innovations and inventions throughout the world and their social and economic effects on the United States.</p> <p>5.3.4 name the scientists and inventors who had an effect on American culture during this period, and</p> <p>5.3.5 summarize the changes in communication, transportation, agriculture and manufacturing and their effects on the United States from during this period.</p> | <p>5.8 The learner will demonstrate an understanding of the role of the citizen in American democracy including personal and civic rights and responsibilities. The student should be able to</p> <p>5.8.1 discuss the importance of political leadership and public service in school, community, state and nation,</p> <p>5.8.2 identify criteria used in selecting school, community, state and national leaders.</p> <p>5.8.3 explain how citizens can influence policies and decisions by working with others.</p> <p>5.8.4 formulate personal opinions and communicate them to key decision and policy makers, and</p> <p>5.8.5 describe the uses of technology available for more effective citizenship.</p> | <p>change and</p> <p>5.13.3 analyze ways to make informed decisions regarding social and environmental problems.</p> | <p>development. The student should be able to</p> <p>5.20.1 analyze how the interdependence of countries, their economies and trade increased throughout the second half of the twentieth century.</p> |

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**CONTENT STANDARDS**  
**Grade 6 Early Cultures through 1500s**

| I Time, Continuity, and Change: History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | II Power, Authority, & Governance: Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | III People, Places, and Environments: Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | IV Production, Distribution, and Consumption: Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>6.1 The learner will demonstrate an understanding of the developments in civilizations from the beginning of time through the early 1500s. The student should be able to:</p> <p>6.1.1 describe the early civilizations of Egypt, Mesopotamia, India, China, and the Americas including migrations, the emergence of agriculture, religion, and cultural contributions.</p> <p>6.1.2 describe life in ancient Greece and Rome including the contributions of these civilizations to the modern world.</p> <p>6.1.3 trace the origin and spread of the major world religions including Hinduism, Buddhism, Judaism, Christianity, and Islam through the early 1500s.</p> <p>6.1.4 describe and evaluate life in the European Middle Ages.</p> <p>6.1.5 describe the major aspects of Japan's Classical Age, the middle empire in China, and the Mongol Empire in medieval Russia.</p> <p>6.1.6 summarize the contributions of Middle Eastern cultures and their global impact.</p> <p>6.1.7 trace the development of European nation states and monarchies through the early 1500s.</p> <p>6.1.8 identify the contributions of major African empires and analyze their global impact.</p> <p>6.1.9 discuss the contributions of the Italian Renaissance and describe the impact of the Reformation and religious conflict on western Europe.</p> | <p>6.2 The learner will demonstrate an understanding of government, its origins and functions including civic life and politics from early cultures through the early 1500s. The student should be able to:</p> <p>6.2.1 summarize the major ideas concerning the necessity and purposes of government.</p> <p>6.2.2 describe and compare the civic life, politics, and governments of the early civilizations up through the early 1500s.</p> <p>6.2.3 identify and describe the emergence of various types of governments (monarchy, democracy, republic, theocracy, oligarchy, dictatorship, tyranny, etc.) that developed through the early 1500s.</p> | <p>6.3 The learner will demonstrate an understanding of cultural regions in spatial terms. The student should be able to:</p> <p>6.3.1 make and use maps, globes, graphs, charts, and models to analyze location and spatial distributions in early civilizations.</p> <p>6.3.2 describe the physical characteristics including landforms, climate, and the natural resources of the early civilizations and their relationship to economic activities.</p> <p>6.3.3 explain how people interacted with their physical environment to create distinctive regions.</p> <p>6.3.4 describe geographic patterns and types of migration and how they affected the ecosystems, natural resources, agriculture, and the diffusion of religion, economics, and governments of early cultures.</p> <p>6.3.5 describe the role of technology development in shaping the characteristics of the regions of civilizations through the early 1500s.</p> | <p>6.4 The learner will demonstrate an understanding of how scarcity, choice, and the principles of trade impact on economic activities. The student should be able to:</p> <p>6.4.1 explain how scarcity and choice make distributing goods and services essential.</p> <p>6.4.2 compare and contrast the barter system and a monetary exchange.</p> <p>6.4.3 illustrate how the division of labor and specialization in communities and regions increases productivity and trade.</p> <p>6.4.4 describe the impact of economic trade on the spread of the elements of civilization (language, religion, technology, government, agriculture, etc.) through the early 1500s.</p> |

**CONTENT STANDARDS**  
**Grade 7 Contemporary World Regions**

| I Time, Continuity and Change<br>History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | II Power Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | III People, Places and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | IV Production Distribution and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>7.1 The learner will demonstrate an understanding of the political and social developments of world regions. The student should be able to</p> <p>7.1.1 explain the transformations in Asian, African, and European societies</p> <p>7.1.2 identify major social, cultural, and technological developments that emerged in world regions</p> <p>7.1.3 discuss the growth of nations and nationalism</p> <p>7.1.4 discuss the significance of the revolutionary periods</p> <p>7.1.5 describe the rise of totalitarian states</p> <p>7.1.6 analyze the causes and consequences of world conflicts</p> <p>7.1.7 examine the implications of Communism and its effects on world history</p> <p>7.1.8 examine prospects for political democracy and social justice in the world regions, and</p> <p>7.1.9 analyze advancements and controversies in science and technology and discuss their implications for the world regions</p> | <p>7.2 The learner will demonstrate an understanding of government: its origins and functions including civil life and politics in world cultures. The student should be able to</p> <p>7.2.1 describe the major ideas concerning the necessity and purposes of government</p> <p>7.2.2 identify how the world is organized politically into nations and states</p> <p>7.2.3 explain how nation states interact with each other</p> <p>7.2.4 describe how the United States influences other nations and how other nations influence American society and politics</p> <p>7.2.5 describe the influence of American political ideas on other nations and regions</p> <p>7.2.6 explain the essential characteristics of limited and unlimited governments</p> <p>7.2.7 explain how the purposes and uses of a constitution form a relationship between a people and their government</p> <p>7.2.8 compare and contrast shared powers and parliamentary systems as means of organizing constitutional governments and</p> <p>7.2.9 define and distinguish among confederal, federal and unitary systems of government</p> | <p>7.3 The learner will demonstrate an understanding of world culture regions. The student should be able to</p> <p>7.3.1 make and use maps, globes, graphs, charts, and models to describe and analyze the location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions</p> <p>7.3.2 describe the physical characteristics of each world culture region and explain the processes that shape the patterns in the physical environment</p> <p>7.3.3 explain the spatial patterns and linkages between physical characteristics including ecosystems and biodiversity in the cultural regions</p> <p>7.3.4 describe the population growth, size, density, and distribution in each world culture region and linkages to global population issues</p> <p>7.3.5 identify and compare the cultural characteristics of each world region</p> <p>7.3.6 explain how humans adapt to the physical environment of each world region and how the physical environment limits and defines human activity</p> | <p>7.4 The learner will demonstrate an understanding of how scarcity, choice, and markets impact economic activity. The student should be able to</p> <p>7.4.1 explain how scarcity and choice impact the development of less developed communities and regions</p> <p>7.4.2 explain how the factors of production (natural resources, human resources, capital, and entrepreneurship) combine in the production process</p> <p>7.4.3 describe the roles of supply and demand as they relate to the needs and wants of consumers and markets and describe the relationship among competition, price, and production between buyers and sellers</p> <p>7.5 The learner will demonstrate an understanding of national economies and economic policies. The student should be able to</p> <p>7.5.1 define gross domestic product and per capita gross domestic product in world regions</p> <p>7.5.2 describe how government spending and taxes affect economic activities around the world</p> <p>7.5.3 explain how governments raise revenue and state examples of economic goods and services that</p> |

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*Grade 7 Contemporary World Regions*

| I Time, Continuity and Change<br>History | II Power Authority & Governance<br>Government/Political Science | III People, Places and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | IV Production, Distribution, and<br>Consumption Economics                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          |                                                                 | <p>7 3 7 explain how people interact with their physical environment to create distinctive regions</p> <p>7 3 8 compare how people of different cultural backgrounds perceive places and regions</p> <p>7 3 9 describe the economic system of each world region with respect to its spatial patterns relationship to the physical environment, renewable and nonrenewable natural resources and international trade,</p> <p>7 3 10 describe the types and distribution of human settlement in each world region and the impact of urbanization</p> <p>7 3 11 identify the types geographic patterns, and processes of human migration in each world region</p> <p>7 3 12 discuss the impact of human migration on the cultural diffusion, change, and conflict in each world region,</p> <p>7 3 13 describe the role of technology development in shaping the cultural, economic and political characteristics of each world region,</p> | <p>they provide and</p> <p>7 5 4 explain how government economic regulations affect policy</p> <p>7 6 The learner will demonstrate an understanding of the principles of trade and economic development. The student should be able to</p> <p>7 6 1 distinguish between and explain the importance of domestic and global trade and</p> <p>7 6 2 list examples for free trade and for trade restrictions</p> |

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TEX\_2776



*Grade 7 Contemporary World Regions*

| I Time, Continuity and Change<br>History | II Power Authority & Governance<br>Government/Political Science | III People, Places and<br>Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                               | IV Production Distribution and<br>Consumption Economics |
|------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|                                          |                                                                 | <p>7.3.14 discuss how humans and their use of technology have changed the physical environment and describe the consequences of these changes in each world region,</p> <p>7.3.15 describe how conflict and cooperation affect political, social, and economic systems in each world region and</p> <p>7.3.16 explain the different ways in which places are connected and how these connections impact economic, cultural and political interdependence on the regional and global scales</p> |                                                         |

TEX\_277

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**CONTENT STANDARDS**  
**Grade 8 U.S. and South Carolina Studies**

| I Time Continuity and Change: History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | II Power, Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | III People, Places and Environments: Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | IV Production, Distribution and Consumption<br>Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>8.1 The learner will demonstrate an understanding of history of South Carolina and the United States from the earliest human settlements through Populism (ca. 1900). The student should be able to</p> <p>8.1.1 discuss the nature, challenges and contributions of African American communities and Native American culture, women and their role in society, and other ethnic and religious groups and</p> <p>8.1.2 identify cultural expressions of life in South Carolina and the United States during this period.</p> <p>8.2 The learner will demonstrate an understanding of the major developments in the history of South Carolina and the United States from Exploration through the Revolutionary War. The student should be able to</p> <p>8.2.1 explain the influence of physical geography on South Carolina history</p> <p>8.2.2 describe life in the Americas before the arrival of Europeans and Africans and the consequences of first contact</p> <p>8.2.3 compare and contrast early European settlements in South Carolina and the American colonies, including political, economic, and social institutions</p> <p>8.2.4 explain ways in which South Carolina and other colonies addressed the labor shortage, including slavery</p> <p>8.2.5 describe the political and social divergence of South Carolinians and other Anglo-American colonists from</p> | <p>8.6 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to</p> <p>8.6.1 compare and contrast the central ideas of South Carolina and United States constitutional governments</p> <p>8.6.2 identify and explain historical, geographic, social, and economic factors that have helped shape American democracy</p> <p>8.6.3 summarize the importance of shared political values and principles to American democracy</p> <p>8.6.4 explain how political parties and other associations and groups provide opportunities for participation in the political process and describe how public policy is formed and carried out at the local, state, and national levels</p> <p>8.7 The learner will demonstrate an understanding of the role of the citizen in American democracy, including personal and civic rights and responsibilities. The student should be able to</p> | <p>8.8 The learner will demonstrate an understanding of South Carolina and the United States in spatial terms. The student should be able to</p> <p>8.8.1 make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States;</p> <p>8.8.2 describe and locate physical characteristics, such as landforms, drainage patterns, climate, regions, and the natural resources in South Carolina and the United States</p> <p>8.8.3 explain how people interacted with their physical environment to create distinctive regions in South Carolina and the United States;</p> <p>8.8.4 describe the geographic patterns and types of migrations as they affect ecosystems and natural resources, settlement, economic development, and population change in South Carolina and the United States; and</p> <p>8.8.5 describe the role of technology development in shaping the</p> | <p>8.9 The learner will demonstrate an understanding of the sources of income and growth in a free enterprise economy in the context of South Carolina and United States studies. The student should be able to</p> <p>8.9.1 describe division of labor</p> <p>8.9.2 explain how free enterprise provides the goods and services consumers want</p> <p>8.9.3 explain how income is derived from the products of labor and</p> <p>8.9.4 compare different production methods and illustrate how productivity is affected by technological change</p> <p>8.10 The learner will demonstrate an understanding of the various economic institutions vital to a market economy in South Carolina and the United States. The student should be able to</p> <p>8.10.1 provide examples of the basic institutions of capitalism: private property, free enterprise, competition, and profit;</p> <p>8.10.2 explain the borrowing and lending functions of banks; and</p> <p>8.10.3 explain collective</p> |

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*Grade 8 U.S. and South Carolina Studies*

| I Time Continuity and Change: History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | II Power, Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | III People, Places and Environments: Geography                                                                            | IV Production, Distribution and Consumption: Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center">England and</p> <p align="center">8 2 1 Examine the causes and course of the American Revolution and the contributions of South Carolinians</p> <p>8 3 The learner will demonstrate an understanding of the major developments in the history of South Carolina and the United States from birth of the nation up to the Civil War. The student should be able to</p> <p>8 3 1 discuss the antecedents to the Constitution, the Constitutional Convention, and arguments over ratification</p> <p>8 3 2 identify the major domestic and foreign issues of the early presidential administrations through the War of 1812</p> <p>8 3 3 describe political developments and key figures from the Era of Good Feelings through the Antebellum Period</p> <p>8 3 4 discuss the development of nationalism at home and in foreign affairs</p> <p>8 3 5 describe the revolutions in energy, manufacturing, and transportation and their spatial distribution</p> <p>8 3 6 compare and contrast the Northern industrial system with the Southern agrarian society</p> <p>8 3 7 discuss the various reform movements prior to the Civil War</p> <p>8 3 8 describe the emergence of an American culture and literature</p> <p>8 3 9 discuss westward expansion and the sectional tensions that developed, including the rising opposition to slavery and</p> <p>8 3 10 describe U.S. relations with Native Americans, including Indian removal</p> | <p>8 7 1 explain the meaning of citizenship in the United States and describe how one becomes a citizen, differentiate between personal political and economic rights</p> <p>8 7 3 explain the importance of personal responsibilities and civic responsibilities in the operation of a democracy</p> <p>8 7 4 identify the factors that enhance the effectiveness of citizens and promote the functioning of American constitutional democracy</p> <p>8 7 5 describe the means by which Americans can monitor and influence politics and government</p> <p>8 7 6 justify the importance of political leadership and public service in a constitutional democracy and</p> <p>8 7 7 explain the struggles for equity in the political arena that affected African Americans, women, and other ethnic and religious groups</p> | <p align="center">characteristics of economic, cultural and political regions in South Carolina and the United States</p> | <p align="center">budgeting and the role of labor unions nationally</p> <p>8 11 The learner will demonstrate an understanding of the state and national economy and economic policies. The student should be able to</p> <p>8 11 1 describe inflation and recession and their effects on the value of money</p> <p>8 11 2 describe the effect of budgetary and monetary policies on the economy and</p> <p>8 11 3 identify the principal sources of income and expenditures of federal, state and local government.</p> |

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Grade 8 U.S. and South Carolina Studies

| I Time Continuity and Change History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | II Power Authority & Governance<br>Government/Political Science | III People Places and Environments Geography | IV Production, Distribution, and Consumption Economics |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------|
| <p>8.4 The learner will demonstrate an understanding of the major developments in the history of South Carolina and the United States from Civil War through Reconstruction. The student should be able to</p> <p>8.4.1 identify the series of events leading to the election of Lincoln and the outbreak of Civil War</p> <p>8.4.2 describe the causes and course of the Civil War and its effects on the American people and</p> <p>8.4.3 identify the stage characteristics and key figures of the Reconstruction era.</p> <p>8.5 The learner will demonstrate an understanding of the major developments in the history of South Carolina and the United States from Reconstruction through Populism (ca. 1900). The student should be able to</p> <p>8.5.1 discuss American industrialization and its impact on the economy, society, culture, and public policy</p> <p>8.5.2 describe immigration, migration and urban life in America.</p> <p>8.5.3 describe the major issues, events and figures of the Women's Suffrage Movement in the late nineteenth century</p> <p>8.5.4 discuss the end of the frontier and the decimation of Native American culture</p> <p>8.5.6 describe the economic crisis in agriculture and the emergence of Populism in South Carolina and the United States and</p> <p>8.5.7 discuss American imperialism</p> |                                                                 |                                              |                                                        |

The standards are written for South Carolina and United States Studies from earliest times to the era of Populism. Individual districts may determine the scope of the course.

**CONTENT STANDARDS**  
*Grades 9-10 Global Studies (World Geography/World History)*

| I Time Continuity and Change: History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | II Power, Authority, & Governance: Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | III People, Places, and Environments: Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | IV Production, Distribution, and Consumption: Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>10.1 The learner will demonstrate an understanding of the developments in the history of the world from its beginnings through the period of intensified hemispheric interactions (ca. 1500). The student should be able to</p> <p>10.1.1 describe the ways in which the biological and cultural processes gave rise to the earliest human communities in the Neolithic Age</p> <p>10.1.2 identify the processes that led to the emergence of agricultural societies throughout the world prior to 4000 B.C.</p> <p>10.1.3 analyze the major characteristics of civilization and how civilizations emerged in Mesopotamia, the Nile Valley, the Indus Valley, and the Huang Ho Valley from 4000 to 1000 B.C.</p> <p>10.1.4 explain how agrarian societies spread and new states emerged from 3000-1000 B.C.</p> <p>10.1.5 identify and interpret the way the major political, social, and cultural trends and technological innovations differed in Africa, Europe, Asia, and the Americas from 2000 to 1000 B.C.</p> <p>10.1.6 describe the emergence of African civilizations and their relationship to the peoples of the eastern Mediterranean and Southwest Asia from 600 to 200 B.C.</p> | <p>10.3 The learner will demonstrate an understanding of government, its origins and functions, including civic life and politics. The student should be able to</p> <p>10.3.1 examine the necessity and purposes of government,</p> <p>10.3.2 compare and contrast the civic life, politics, and forms of government in major civilizations</p> <p>10.3.3 analyze the political interactions including conflicts among major nations and empires</p> <p>10.3.4 trace the causes and consequences of major governmental changes within selected nations and empires, and</p> <p>10.3.5 examine and illustrate how governmental decisions are influenced by physical and cultural geography</p> | <p>10.4 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to</p> <p>10.4.1 use maps and other graphic representations to depict geographic problems</p> <p>10.4.2 use technologies to represent and interpret Earth's physical and human systems,</p> <p>10.4.3 use geographic representations and tools to analyze, explain, and solve geographic problems</p> <p>10.4.4 answer complex geographic questions using maps of physical and human features of the world,</p> <p>10.4.5 describe how maps reflect the human perception of places</p> <p>10.4.6 explain how information on maps influences spatial and environmental decision making,</p> <p>10.4.7 account for patterns of human movement on Earth,</p> <p>10.4.8 analyze relationships in and among places using geographic models,</p> <p>10.4.9 explain how people perceive and use space, and</p> <p>10.4.10 make decisions using geographic concepts and models</p> <p>10.5 The learner will demonstrate an understanding of places and regions. The student should be able to</p> <p>10.5.1 explain the meaning and significance of place</p> <p>10.5.2 analyze the changing physical and human characteristics of places</p> <p>10.5.3 explain how relationships</p> | <p>10.10 The learner will demonstrate an understanding of how scarcity, choice, and the principles of trade impact economic activity. The student should be able to</p> <p>10.10.1 illustrate how scarcity and choice impact the economic decisions of communities, nations, or empires</p> <p>10.10.2 trace the increasing complexity of monetary systems</p> <p>10.10.3 assess how the division of labor, specialization, and increase of technology have impacted productivity and trade, and</p> <p>10.10.4 examine and provide examples of economic decision making based upon geographic factors</p> |

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*Grades 9-10 Global Studies (World Geography/World History)*

| I Time, Continuity, and Change: History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | II. Power, Authority, & Governance<br>Government/Political Science | III People, Places, and Environments<br>Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | IV Production, Distribution, and Consumption<br>Economics |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <p>10.1.7 analyze the development of religious and large-scale empires in the Mediterranean world, China, Southwest Asia, and India from 500 B.C. to A.D. 300</p> <p>10.1.8 describe the development of early agrarian civilizations in Mesoamerica in the first millennium A.D.</p> <p>10.1.9 interpret common themes among the classical traditions: religions and great empires in Africa, Asia, Europe, and Mesoamerica from A.D. 300 to 1000</p> <p>10.1.10 analyze the search for political, social, and cultural redefinition in Europe from A.D. 500 to 1000</p> <p>10.1.11 trace the development of agricultural societies and new states in Africa and Oceania prior to A.D. 1000</p> <p>10.1.12 explain causes and consequences of the rise of Islamic civilization through A.D. 1200</p> <p>10.1.13 examine the transformation in European society and culture from A.D. 1000 to 1400, including the origins of the Italian Renaissance and</p> <p>10.1.14 trace the rise of the Mongol Empire and its consequences for Eurasian peoples from A.D. 1200 to 1350</p> <p>10.2 The learner will demonstrate an understanding of the major developments in the history of the world during the modern era (ca. 1500 to the present). The student should be able to</p> |                                                                    | <p>between humans and the physical environment lead to the formation of places and to a sense of personal and community identity</p> <p>10.5.4 assess how multiple criteria can be used to define a region,</p> <p>10.5.5 describe the structure of regional systems</p> <p>10.5.6 examine the ways in which physical and human regional systems are interconnected;</p> <p>10.5.7 analyze geographic issues using regions</p> <p>10.5.8 describe the ways places and regions serve as symbols for individuals and society</p> <p>10.5.9 describe the ways different groups of people within a society view places and regions; and</p> <p>10.5.10 evaluate how cultural changes affect perceptions of places and regions</p> <p>10.6 The learner will demonstrate an understanding of physical systems on Earth. The student should be able to</p> <p>10.6.1 compare the dynamics of the four basic components of the Earth's physical systems: the atmosphere, biosphere, lithosphere, and hydrosphere</p> <p>10.6.2 explain the interaction of Earth's physical systems,</p> <p>10.6.3 describe the ways in which Earth's physical processes are dynamic and interactive,</p> |                                                           |

TEX\_2782

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*Grades 9-10 Global Studies (World Geography/World History)*

| I Time, Continuity and Change: History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | II Power, Authority, & Governance: Government/Political Science | III People, Places and Environments: Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | IV Production, Distribution and Consumption: Economics |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <p>10.2.1 analyze the global transformations that resulted from the transoceanic interlinking of all major regions of the world from 1450 to 1600</p> <p>10.2.2 Describe the political, economic and cultural transformations of European society in an age of global intercommunication 1450-1600</p> <p>10.2.3 interpret the common trends of the emergence of the first global age 1450-1770</p> <p>10.2.4 compare and contrast the large territorial empires that dominated much of the world between 1500 and 1800</p> <p>10.2.5 analyze the economic, political and cultural interrelations including conflict among peoples of Africa, Europe, and the Americas 1500-1750</p> <p>10.2.6 explain transformation in Asian societies in the era of European expansion</p> <p>10.2.7 analyze the causes and consequences of political revolutions between 1650 and 1850</p> <p>10.2.8 analyze the causes and consequences of the agricultural and industrial revolutions 1790-1850</p> <p>10.2.9 describe the transformation of Eurasian and Oceanic societies in an era of global trade and rising European power, 1750-1870</p> |                                                                 | <p>10.6.4 explain the distribution and characteristics of ecosystems</p> <p>10.6.5 analyze the biodiversity and productivity of ecosystems and examine the importance of ecosystems in people's understanding of environmental issues</p> <p>10.6.6</p> <p>10.7 The learner will demonstrate an understanding of the role of human systems on earth. The student should be able to</p> <p>10.7.1 recognize the reasons for trends in numbers and patterns in the world population</p> <p>10.7.2 describe the impact on physical and human systems of human migration</p> <p>10.7.3 analyze how culture influences ways of life</p> <p>10.7.4 describe how transportation and communications technology contribute to cultural convergence and divergence</p> <p>10.7.5 compare and contrast the major economic systems on Earth</p> <p>10.7.6 explain why areas of various sizes function as economic activity centers</p> <p>10.7.7 describe the economic interdependence of the world's countries</p> <p>10.7.8 explain the spatial arrangement of urban areas as well as their sizes and functions</p> |                                                        |

TEX 2783

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*Grades 9-10 Global Studies (World Geography/World History)*

| I Time, Continuity and Change History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | II Power Authority & Governance<br>Government/Political Science | III People, Places, and Environments<br>Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | IV Production, Distribution, and Consumption<br>Economics |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <p>10.2.10 interpret common themes in the Age of Revolutions 1650-1914</p> <p>10.2.11 delineate patterns of global change in the era of Western military and economic domination, 1800-1914</p> <p>10.2.12 delineate patterns of nationalism state/nation building, and social reform in Europe and the Americas 1830-1914</p> <p>10.2.13 describe reform, revolution, and social change in the world economy from 1900 to 1939</p> <p>10.2.14 analyze the consequences of the rise of totalitarian states</p> <p>10.2.15 analyze the causes, course, and global consequences of World Wars I and II</p> <p>10.2.16 analyze the conflict between diverse socioeconomic systems and perspectives</p> <p>10.2.17 describe the breakup of European colonial empires and the development of new nations in Africa, Asia, and the Caribbean</p> <p>10.2.18 analyze the oppression of groups and the struggle for human rights across the world</p> <p>10.2.19 describe the effort to attain stability, peace, and a sense of community in an interdependent world</p> <p>10.2.20 interpret major global trends since World War II</p> |                                                                 | <p>10.7.9 compare settlement patterns in undeveloped and developing countries</p> <p>10.7.10 describe the processes that change the internal structures of urban areas</p> <p>10.7.11 explain the ever-changing urban area</p> <p>10.7.12 analyze the effect of conflict and cooperation and the way they influence the development and control of Earth's social, political, and economic entities</p> <p>10.7.13 examine how people's lives are affected by the social, political and economic identities on Earth and</p> <p>10.7.14 describe how self interest and different points of view can be factors in conflict over resources and territory</p> <p>10.8 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to</p> <p>10.8.1 evaluate ways in which technology has expanded the human capability to modify the physical environment</p> <p>10.8.2 examine the global impacts of human changes in the physical environment</p> <p>10.8.3 explain how to apply appropriate models and information to understand environmental problems</p> |                                                           |

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TEX\_2784



Grades 9-10 Global Studies (World Geography/World History)

| I Time, Continuity and Change History                                                                                                                                                             | II Power, Authority & Governance Government/Political Science | III People, Places and Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | IV Production, Distribution, and Consumption Economics |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <p>10.2.21 describe the origins, causes, and results of the Cold War in the aftermath of World War II, and explain the adjustment and the challenges in the post-Cold War era.</p> <p>10.2.22</p> |                                                               | <p>10.8.4 describe how changes in the physical environment can diminish its capacity to support human activity</p> <p>10.8.5 develop strategies to respond to constraints placed on human systems by the physical environment</p> <p>10.8.6 analyze how humans perceive and react to natural hazards</p> <p>10.8.7 explain how the spatial distribution of resource affects patterns of human settlement,</p> <p>10.8.8 describe how the development and use of resources change over time, and</p> <p>10.8.9 evaluate policy decisions regarding the use of resources in different regions of the world.</p> <p>10.9 The learner will demonstrate an understanding of the uses of geography. The student should be able to</p> <p>10.9.1 explain how processes of spatial change have affected history</p> <p>10.9.2 describe how changing perceptions of geographic features have led to changes in human societies</p> <p>10.9.3 analyze ways in which physical and human features have affected events in history</p> <p>10.9.4 assess how different points of view influence the development of policies designed to use and manage Earth's resources</p> <p>10.9.5 analyze a variety of contemporary issues in terms of</p> |                                                        |

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*Grades 9-10 Global Studies (World Geography/World History)*

| I Time, Continuity and Change History | II Power Authority & Governance<br>Government/Political Science | III People, Places and Environments<br>Geography                                                                                                                  | IV Production, Distribution, and Consumption<br>Economics |
|---------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
|                                       |                                                                 | <p>1096</p> <p>Earth's physical and human systems and explain how to use geographic knowledge skills and perspectives to analyze problems and make decisions.</p> |                                                           |

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TEX\_2786

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# CONTENT STANDARDS

Grades 11-12 U.S. and South Carolina Studies Government/Economics

| I Unit, Continuity and Change History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | II Power Authority & Governance Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | III People, Places and Environments Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | IV Production, Distribution, and Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>12.1 The learner will demonstrate an understanding of the major developments in the United States and South Carolina from the end of Reconstruction through World War II (1945). The student should be able to</p> <p>12.1.1 explain how the rise of corporations, heavy industry, and mechanized farming transformed the American people in the late 1800s</p> <p>12.1.2 interpret the immigration patterns from 1870 to ca. 1945</p> <p>12.1.3 describe how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity</p> <p>12.1.4 analyze the rise of the American labor movement and the way political issues reflected social and economic changes</p> <p>12.1.5 evaluate government policies toward Native Americans and their responses</p> | <p>12.3 The learner will demonstrate an understanding of government: its origins and functions including civil life and politics. The student should be able to</p> <p>12.3.1 take and defend positions concerning the necessity and the purposes of government</p> <p>12.3.2 analyze the essential characteristics of limited and unlimited government</p> <p>12.3.3 compare and contrast the terms "rule of law" and the "rule of man," explaining how the rule of law protects individual rights and the common good</p> <p>12.3.4 explain the various purposes that constitutions serve</p> <p>12.3.5 identify alternative uses of the term constitution</p> <p>12.3.6 explain the advantages and disadvantages of confederal, federal, and unitary systems of government and evaluate and take and defend positions on how well alternative forms of representation serve the purposes of constitutional government</p> <p>12.4 The learner will demonstrate an understanding of the foundations of American democracy including its basic principles and the foundations of the American political system. The student should be able to</p> <p>12.4.1 explain the essential ideas of American constitutional government as expressed in the Declaration of Independence</p> | <p>12.8 The learner will demonstrate an understanding of the United States in spatial terms. The student should be able to</p> <p>12.8.1 design and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features of the United States</p> <p>12.8.2 describe geographic patterns and types of migration as they have affected settlement, population change, economic development, natural resources, and ecosystems</p> <p>12.8.3 analyze the role of technology development in shaping the characteristics of economic, cultural, and political regions</p> | <p>12.9 The learner will demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to</p> <p>12.9.1 show how scarcity and choice impact the economic decisions of individuals, families, and communities</p> <p>12.9.2 describe the typical choices families must make as they budget their income and expenses</p> <p>12.9.3 examine how money, goods, and services link households and businesses in the U.S. economy</p> <p>12.9.4 describe how people use psychological and intellectual resources to deal with scarcity</p> <p>12.9.5 explain how states and nations use scarce resources to satisfy human wants</p> <p>12.9.6 analyze how money encourages specialization, promotes markets, helps organize production, and distributes goods and services</p> <p>12.9.7 assess how choices may translate into opportunity costs and result in trade-offs that determine what goods and services are provided</p> <p>12.9.8 explain economic decision making based on marginal benefit and marginal cost for individuals and government</p> <p>12.9.9 explain how consumers spend their budget to maximize the net benefits of their income</p> |

TEX 278

*Grades 11-12 U.S. and South Carolina Studies, Government/Economics*

| I Time Continuity and Change/History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | II Power, Authority & Governance<br>Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | III People, Places and Environments<br>Geography | IV Production, Distribution, and Consumption/Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>12.1.6 examine the changing role of women in the political and social context</p> <p>12.1.7 analyze the changing role of the United States in world affairs to World War I</p> <p>12.1.8 assess how Progressivism and others addressed problems of industrial capitalism, urbanization and political corruption, assess the causes, course, and effects of World War I</p> <p>12.1.10 examine social tensions and their consequences in the post-World War I era,</p> <p>12.1.11 analyze the emergence of a modern capitalist economy in the 1920s</p> <p>12.1.12 assess how new cultural movements reflected and changed American society in the post-World War I period</p> <p>12.1.13 describe developments in political and international affairs in the 1920s</p> <p>12.1.14 analyze the causes of the Great Depression and the way it affected American society</p> | <p>the Federalist Papers and other historic documents</p> <p>12.4.2 identify opportunities for individuals to volunteer in their own schools and communities</p> <p>12.4.3 explain the conditions that are essential for the growth of a constitutional government</p> <p>12.4.4 explain important factors that have helped shape American democracy including religious freedom, a history of slavery, effects of a frontier and a market economy</p> <p>12.4.5 explain the many forms of diversity in American society and why conflicts have arisen from diversity</p> <p>12.4.6 assess the ways conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good,</p> <p>12.4.7 describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity and</p> <p>12.4.8 evaluate and take and defend positions on issues in which fundamental values and principles are in conflict including conflicts between liberty and equality and conflicts between individual rights and the need to maintain social stability</p> <p>12.4.9 evaluate and take and defend positions on current issues</p> |                                                  | <p>12.9.10 identify present day choices that have important future consequences</p> <p>12.9.11 describe factors of production,</p> <p>12.9.12 describe how specialization and division of labor permit scarce resources to be used more efficiently</p> <p>12.9.13 explain how producers allocate their expenditures to minimize production costs and</p> <p>12.9.14 compare and contrast the ways people make economic decisions in traditional, command, market and mixed market economies</p> <p>12.10 The learner will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to</p> <p>12.10.1 identify conditions that make industries either more or less competitive</p> <p>12.10.2 describe the nature and roles of competition in a market economy</p> <p>12.10.3 explain the law of demand and the law of supply</p> <p>12.10.4 identify the nonprice determinants of demand and those of supply</p> <p>12.10.5 examine how changes in the nonprice determinants of demand cause demand to change</p> <p>12.10.6 examine how changes in the nonprice determinants of supply cause supply to change,</p> |

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TEX\_2788

PLT\_6209 0078

*Grades 11-12 U.S. and South Carolina Studies, Government/Economics*

| I Inner Continuity and Change History                                                                                                                                                                                                                                                                                                                                                                                  | II Power Authority & Governance Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | III People, Places, and Environments Geography | IV Production, Distribution, and Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>12.1.15 evaluate how the New Deal addressed the Great Depression and transformed American society</p> <p>12.1.16 examine changes in everyday life in response to technological and scientific advancement, and</p> <p>12.1.17 describe the causes and course of World War II including the Holocaust, the character of the war at home and abroad, and its reshaping of the United States role in world affairs</p> | <p>12.4.10 involving constitutional protection of individual rights identify some important American ideals and explain, using historical and contemporary examples discrepancies between American ideals and the realities of political and social life, and</p> <p>12.4.11 identify and give examples of ways in which discrepancies between the reality and the ideals of American constitutional democracy can be reduced by individual action, social action and political action.</p>                                                                                                                                                                                   |                                                | <p>12.10.7 analyze how change in market price and quantity result from changes in demand and supply</p> <p>12.10.8 explain economic incentives that lead to the efficient use of resources</p> <p>12.10.9 explain market equilibrium and the mechanism for eliminating shortages and surpluses and</p> <p>12.10.10 identify the components of market research and its impact on products</p>                                                                                                                                                                                                                                                                                                                                                                        |
| <p>12.2 The learner will demonstrate an understanding of the major developments in the United States and South Carolina from the end of World War II to the present. The student should be able to</p> <p>1 explain the economic boom and the social and cultural transformations of postwar United States</p> <p>2 describe how postwar science augmented the nation's economic strength transformed daily</p>        | <p>12.5 The learner will demonstrate an understanding of the role of the U.S. Constitution in American democracy including the ways in which the U.S. government established by the Constitution embodies the purposes, values and principles of American democracy. The student should be able to</p> <p>12.5.1 evaluate and take and defend positions on issues regarding the distribution of powers and responsibilities within the federal system</p> <p>12.5.2 examine the relationship between taxation and government, explain why states have constitutions their purposes and the relationship of state constitutions to the federal constitution,</p> <p>12.5.3</p> |                                                | <p>12.11 The learner will demonstrate an understanding of the sources of income and growth in a free enterprise economy. The student should be able to</p> <p>12.11.1 illustrate how entrepreneurial decisions are influenced by changes in taxation and government regulation,</p> <p>12.11.2 define interest and explain how interest rates and investment are related,</p> <p>12.11.3 explain the importance of profits and losses in a free enterprise economy</p> <p>12.11.4 describe the relationships among technology, productivity and capital</p> <p>12.11.5 explain the relationship of an educated workforce to economic growth and prosperity</p> <p>12.11.6 analyze how profits affect investment and hence productivity and living standards and</p> |

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*Grades 11-12 U.S. and South Carolina Studies, Government/Economics*

| I Time Continuity and Change History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | II Power, Authority, & Governance Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | III People, Places and Environments Geography | IV Production, Distribution, and Consumption Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>life and influenced the world economy</p> <p>12.2.3 analyze the effects of the postwar extension of the New Deal, the New Frontier, and the Great Society</p> <p>12.2.4 describe how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics and</p> <p>12.2.5 evaluate the struggle for racial and gender equality and the extension of civil liberties</p> <p>12.2.6 assess developments in domestic politics from 1968 to the present</p> <p>12.2.7 evaluate economic, social, and cultural developments in contemporary United States from 1968 to the present</p> <p>12.2.8 assess developments in foreign policy from 1968 to the end of the Cold War and</p> <p>12.2.9 describe the</p> | <p>12.5.4 analyze the organization and major responsibilities of state and local government;</p> <p>12.5.5 explain the importance of law in the American constitutional system</p> <p>12.5.6 identify representatives in the legislative branches as well as the heads of the executive branches of their local, state, and national governments</p> <p>12.5.7 assess and apply criteria useful in evaluating rules and laws including fairness, protection of individual rights, and promotion of the common good;</p> <p>12.5.8 define the concept of due process of law and explain the importance to individuals and society</p> <p>12.5.9 explain what is meant by the public agenda and explain how it is set;</p> <p>12.5.10 evaluate and take and defend positions on the influence of the media on American political life</p> <p>12.5.11 analyze how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process;</p> <p>12.5.12 describe the historical and contemporary roles of prominent associations and groups in local, state, or national politics</p> <p>12.5.13 define public policy and identify examples at local, state, and national levels and</p> |                                               | <p>12.11.7 explain and compare personal income distribution and functional income distribution.</p> <p>12.12 The learner will demonstrate an understanding of the various economic institutions vital to a market economy. The student should be able to</p> <p>12.12.1 describe examples of the basic institutions of capitalism: private property, free enterprise, competition, and the profit motive.</p> <p>12.12.2 examine the interaction of banks and business firms to create and expand business enterprise through savings and investments, and</p> <p>12.12.3 explain positive and negative impacts on market-driven economies when dominated by a strong authoritarian government.</p> <p>12.13 The learner will demonstrate an understanding of government in the operation of markets. The student should be able to</p> <p>12.13.1 list the commonly accepted economic responsibilities of government in the economy</p> <p>12.13.2 explain why government produces some goods and services</p> <p>12.13.3 examine the use of government subsidies and taxes to influence the output of certain goods and services.</p> |

TEX\_2790

REC031064

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REC031065

Grades 11-12 U.S. and South Carolina Studies, Government/Economics

| I Time, Continuity, and Change: History                                                 | II Power, Authority, & Governance: Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | III People, Places, and Environments: Geography | IV Production, Distribution, and Consumption: Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>challenges facing the United States at home and abroad in the post-Cold War era.</p> | <p>12.5.14 explain how citizens can monitor and influence the formation and implementation of public policies</p> <p>12.6 The learner will demonstrate an understanding of the relationship of the United States to other nations and to world affairs, including the divisions of the world into nations and interactions between the United States and other nations. The student should be able to:</p> <p>12.6.1 explain how the world is organized politically into nations and states</p> <p>12.6.2 describe the means that nation-states use to interact with one another</p> <p>12.6.3 analyze how U.S. foreign policy is formulated and the means by which it is carried out</p> <p>12.6.4 identify important current foreign policy issues and evaluate the means the United States is using to deal with them</p> <p>12.6.5 explain the role of major international organizations in the world today</p> <p>12.6.6 describe the influence of American political ideas on other nations</p> <p>12.6.7 the impact of other nations' political ideas on the United States and</p> <p>12.6.8 describe the impact of significant political, demographic, environmental, and technological trends in the world</p> |                                                 | <p>12.13.4 compare the major sources of federal, state, and local revenues</p> <p>12.13.5 compare proportional, progressive, and regressive taxes and explain justifications of each in past and current times</p> <p>12.13.6 explain the functions of government regulations</p> <p>12.13.7 define externalities and explain how the government deals with them</p> <p>12.13.8 explain the role of government in income redistribution</p> <p>12.13.9 define property rights and explain how government protects property rights, and</p> <p>12.13.10 describe special interest groups and explain their economic objectives</p> <p>12.14 The learner will demonstrate an understanding of the national economy and economic policies. The student should be able to:</p> <p>12.14.1 define the following selected indicators of economic health: gross domestic product, unemployment, the consumer price index, and personal disposable income</p> <p>12.14.2 distinguish between nominal and real gross domestic product</p> |

TEX\_2791

PLT\_6209 0081

*Grades 11-12 U.S. and South Carolina Studies, Government/Economics*

| I Time, Continuity, and Change: History | II Power, Authority, & Governance: Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | III People, Places, and Environments: Geography | IV Production, Distribution, and Consumption: Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <p>12.7 The learner will demonstrate an understanding of the role of the citizen in American democracy including personal and civic rights and responsibilities. The student should be able to:</p> <p>12.7.1 explain the important characteristics of citizenship in the United States;</p> <p>12.7.2 evaluate the criteria established by the naturalization laws;</p> <p>12.7.3 identify the major documentary sources of personal, political, and economic rights;</p> <p>12.7.4 evaluate and take and defend positions on issues involving personal, political and economic rights;</p> <p>12.7.5 explain the meaning of political rights as distinguished from personal rights;</p> <p>12.7.6 explain why it may be necessary to limit personal rights and then specify criteria that may be used to identify the circumstances under which such limitations may be justified;</p> <p>12.7.7 evaluate the importance of commonly held personal responsibilities to life in a democracy;</p> <p>12.7.8 evaluate the importance of commonly held civic responsibilities to life in a democracy;</p> <p>12.7.9 identify examples of individual and public goals and explain how participation in civic and political life can help attain</p> |                                                 | <p>12.14.3 distinguish between potential and actual gross domestic product;</p> <p>12.14.4 explain how increased or decreased spending impacts gross domestic product;</p> <p>12.14.5 explain the basic circular flow of economic activity;</p> <p>12.14.6 compare frictional, cyclical and structural unemployment;</p> <p>12.14.7 explain who benefits and who suffers from inflation;</p> <p>12.14.8 define fiscal policy and identify examples of fiscal policy measures;</p> <p>12.14.9 explain the effects of expansive and contractionary fiscal policy;</p> <p>12.14.10 enumerate the various forms the money supply takes in the United States;</p> <p>12.14.11 explain how banks "create" money;</p> <p>12.14.12 explain the impact of interest rates, budgeting and savings and the use of loans and credit cards on individual financial decision making;</p> <p>12.14.13 describe the structure and function of the Federal Reserve System;</p> <p>12.14.14 define monetary policy;</p> <p>12.14.15 identify the major monetary policy measures available to the Federal Reserve System;</p> <p>12.14.16 explain how the banking system can affect the money supply and economic activity.</p> |

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REC031067

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| Grades 11-12 U.S. and South Carolina Studies, Government/Economics |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I Time, Continuity and Change History                              | II Power Authority & Governance. Government/Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | III People, Places and Environments Geography | IV Production Distribution, and Consumption. Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                    | <p>12.7.10 them explain how Americans can monitor and influence politics and government at the local, state and national levels</p> <p>12.7.11 evaluate the importance of political leadership and public service in a constitutional democracy</p> <p>12.7.12 explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others are important forms of participation, and</p> <p>12.7.13 cite examples of how technology can be used to promote effective citizenship (e.g. the role of technology in voting and obtaining information about candidates and governmental issues).</p> |                                               | <p>12.14.17 and explain the chain of consequences of expansive and contractionary monetary policy</p> <p>12.15 The learner will demonstrate an understanding of the principles of trade and economic development. The student should be able to</p> <p>12.15.1 analyze the concept of a global economy</p> <p>12.15.2 explain the balance of trade</p> <p>12.15.3 identify problems facing developing nations</p> <p>12.15.4 define "balance of payments"</p> <p>12.15.5 explain the fundamental principles of absolute and comparative advantage</p> <p>12.15.6 describe the impact of a rise or a fall in the American dollar relative to another nation's currency</p> <p>12.15.7 describe barriers to international trade and</p> <p>12.15.8 define terms such as "tariff," "quota," "exchange rate," "most favored nation trade status" and the like.</p> |

The standards are written for United States and South Carolina Studies from Reconstruction to the present  
Individual districts may determine the scope of the courses

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## Chapter 3



# GUIDELINES FOR ELECTIVE COURSES

The *South Carolina Social Studies Curriculum Standards* identifies four major content areas for state assessment: history, government, geography and economics. As a field of study, however, social studies is drawn from many academic disciplines and areas of social concern. A number of those disciplines and areas provide popular social studies elective courses at the middle and high school levels. This chapter -- whose sections are Psychology, Sociology, 'Law Related Education', Anthropology, and Science Technology and Society -- provides some guidelines for teaching and learning in the schools with regard to these elective social studies courses.

### Psychology

#### Perspectives

An understanding of psychology gives students self knowledge and insights into the behavior of others, both as individuals and as participants in various social contexts. As with the other areas of study examined in these standards, a set of process skills is also central to the teaching and study of psychology. These process skills revolve around the application of the scientific method to psychological questions. Thus a course in psychology should include the following areas of study: the application of scientific method in psychology; human growth and development; cognition and learning; personality; mental

health and behavioral disorders; and social psychology (Baum and Cohen 1989).

Writing for the American Psychological Association's Committee on Psychology in the Secondary Schools, Cynthia Baum and Ira Cohen (1989) recommend that in developing a course of study in psychology the educator should consider the following major objectives:

- Students should study the major core concepts and theories of psychology. They should be able to define key terms and to use these terms in their everyday vocabulary. Students should also be able to compare and contrast major theories in psychology.
- Students should understand the basic skills of psychological research. They should be able to devise simple research projects, interpret and generalize from results, and evaluate the general validity of research reports.
- Students should be able to apply psychological concepts in their own lives. They should be able to recognize psychological principles when they encounter them in everyday situations.
- Students should develop critical thinking skills. They should become aware of the danger of blindly accepting or rejecting any theory of human nature and institutions without careful, objective evaluation.
- Students should build their reading, writing, and discussion skills.

- Students should learn about the ethical standards governing the work of psychologists. They should maintain high ethical standards and sensitivity in applying the principles of psychology to themselves, other people, and other organisms.

More specifically, the NCSS argues in its *Expectations of Excellence Curriculum Standards for Social Studies* (1994) that social studies programs at the high school level should include experiences that provide for the study of individual development and identity so that the learner can

- articulate personal connections to time, place and social/cultural systems,
- identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life,
- describe the ways that family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self,
- apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality
- examine the interactions of ethnic, national or cultural influences in specific situations or events,
- analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity,
- compare and evaluate the impact of stereotyping conformity, acts of altruism, and other behaviors on individuals and groups
- work independently and cooperatively within groups and institutions to accomplish goals, and

- examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society

Teaching methods used in psychology classes should actively involve students in the learning process. Baum and Cohen recommend a variety of methods, including direct instruction, discussion, inquiry, audiovisual presentation, case history analysis, role playing, simulation, fieldwork, demonstrations, experiments, research projects, and writing assignments.

The following components can be used to aid in the planning and implementation of a psychology course

#### Course Description

Psychology is the science of behavior and mental processes. This course should acquaint students with the basic psychological theories and tools of analysis. Students are exposed to the psychological assumptions, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods that psychologists use in the practice of their science.

#### Student Objectives

- The student will begin to examine human behavior
- The student will identify various methods and measuring tools used by psychologists
- The student will trace the historical development of psychology
- The student will explore major psychological theories and theorists
- The student will compare and contrast significant prominent therapeutic approaches

- The student will examine a variety of topics common to the study of psychology, such as memory, perception, learning, motivation, emotions, personality theories, and stress
- The student will analyze the human brain and neurological physiology as it applies to behavior (normal and abnormal), learning, addiction, and emotions
- The student will assess his or her own behavioral patterns
- The student will explore his or her own motivation, goals, fears, developmental patterns, and value structure

*I have made a ceaseless effort not to ridicule, not to bewail, not to scorn human actions, but to understand them*

Benedict de Spinoza

Topics of study that a typical secondary level psychology course might include

- the methods, approaches, history of psychology,
- the biological bases of behavior
- sensation and perception,
- states of consciousness
- learning,
- cognition,
- motivation and emotion,
- developmental psychology,
- personality,
- testing and individual differences,
- abnormal psychology,
- the treatment of psychological disorders, and
- social psychology

## Sociology

### Perspectives

Sociologist Paul S. Gray defines his science as the study of human groups, their formation and functioning (Gray 1989,

72) Sociologists search for empirical and theoretical generalizations about groups and the institutions humans create. In that search, sociologists employ the scientific method. A well designed high school sociology course might address sociological inquiry, socialization, social organization, deviance and social control, collective behavior, social stratification, the family, education and social change (Gray 1993). Gray submits that a high school course in sociology might consider the following goals:

- Creating an awareness of culture, in general and American culture in particular, fostering understanding of the subcultures among us
- Creating an appreciation of the process of socialization (learning the rules necessary to function in society), examining the various agents of socialization and the potential consequences of changes occurring in the socialization process
- Exploring dilemmas of freedom and justice in society. How far should we go in creating equality of opportunity for everyone?
- Establishing criteria for evidence and proof in making an argument, understanding that ideas with which we disagree may nonetheless be expressed skillfully and effectively
- Placing the study of American social problems and institutions in a worldwide, comparative context, emphasizing cultural relativity (Gray 1989)

In *Expectations of Excellence*, the NCSS argues that social studies programs at the high school level should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can

- apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups and institutions in society,
- analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings
- describe the various forms that institutions take and explain how they develop and change over time
- identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions
- describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements,
- evaluate the role of institutions in furthering both continuity and change,
- analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings, and explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems

The best sociology courses allow students to become actively involved in the analysis of sociological data to illustrate concepts, define trends, test hypotheses, and form their own generalizations

The following components can be used to aid in the planning and implementation of a sociology course

#### Course Description

Sociology is the study of human behavior in group situations. Its focus is on the dynamics of group behavior and the interaction of individuals in groups. This course acquaints students with the basic sociological theories and tools of analysis and shows their relationship to other behavioral science disciplines such as anthropology and psychology. Social stratification, sexism, ageism, racism, and other social issues will be considered. Additionally the class will examine the effect of social structure, practices and institutions upon the individual in everyday life.

#### Student Objectives

- The student will discuss sociology as a behavioral science and be exposed to the development and characteristics of sociology
- The student will identify the devices, tools, and methods of research that sociologists utilize (surveys, polls, demographic information, statistics, and the Internet)
- The student will recognize how values, norms, and sanctions influence the individual and examine ways in which cultures differ, change, and resist change
- The student will assess antisocial behaviors, such as crime, social deviance, addiction, and terrorism
- The student will evaluate how culture affects his or her personality
- The student will describe the cycle of human life, including birth, childhood, adolescence, adulthood, parenthood, middle age and late adulthood and examine the topics of parenting, aging and death and dying
- The student will discuss and evaluate topics concerning human groups: social stratification, gender roles, microcultures, population, and human ecology
- The student will analyze the family structure and functions, such as marriage, roles, divorce, and changing family patterns

- The student will explain the need and purpose of social systems and institutions, such as prisons, schools, governments and religions
- The students will examine forms of collective behavior such as mobs, riots, fads, social movements, public opinion, and mass communications
- The student will examine major social issues facing modern society

Topics of study that a typical secondary level sociology course might include

- an introduction to sociology,
- culture variation, adaptation, conformity, deviance, and social control,
- socialization creating the person,
- the life span adolescence, adulthood, old age, death and dying
- interactions from couples to corporations,
- stratification and social mobility,
- microcultures,
- racism and ethnocentrism
- gender and sexism,
- the family,
- social institutions education and religion
- economic and political institutions,
- social movements and the nature of social change, and
- social issues in modern society

### Law-Related Education

#### Perspectives

In a 1978 report to the federal government, national leaders in law related education (LRE) described their field of teaching as centering in 'those organized learning experiences that provide students the knowledge and understanding skills, attitudes and appreciations necessary to respond effectively to the law and legal issues in our complex and changing society' (cited in Arbetman et al 1994, 3) LRE courses such as Practical Law and 'Street Law' attempt to teach students how the legal system functions, how law affects them, and how they can affect the law 'LRE is the practical application of law to daily living' (Arbetman et al 1994, 3)

As IRL is explained in *Street Law A Course in Practical Law* (McMahon, O'Brien, and Arbetman 1994), a text developed by the National Institute for Citizen Education in the Law, its central goals are to

- provide a practical understanding of law and the legal system which will be of use to students in their everyday lives,
- improve understanding of the fundamental principles and values underlying our Constitution, laws, and legal system,
- promote awareness of current issues and controversies relating to law and the legal system,
- encourage effective citizen participation in our legal system,
- develop skills to resolve disputes through informal and, where necessary, formal resolution mechanisms
- improve basic skills including critical thinking and reasoning communication, observation and problem solving
- provide an opportunity to consider and clarify attitudes toward the role that law lawyers, law enforcement officers and the legal system play in our society and
- provide an opportunity for exposure to the many vocational opportunities that exist within the legal system

#### Course Description

Research conducted by the Social Science Education Consortium and the Center for Action Research suggests that LRE programs when properly conducted, can reduce tendencies toward delinquent behavior and improve a range of attitudes related to responsible citizenship. This research suggests that several features are critical to successful LRE programs:

- classroom use of outside resource persons,
- sufficient quantity and quality of instruction (i.e., at least a semester of instruction or careful integration of LRE content and strategies into year long courses),
- balanced selection of case materials (i.e., balance between those cases that, when analyzed, should lead to respect for the law and those that should lead to constructive criticism about its application),
- teaching strategies that foster true interaction among students
- involvement of important school administrators (particularly the building principal) and
- availability and use by teachers of professional peer support

The content covered in LRE typically includes:

- an introduction to and overview of the law and legal system,
- the criminal and juvenile justice system, including coverage of the various kinds of crime, and the operation of the criminal justice system,
- consumer law, including consumer rights, legal elements of sales, contracts and credit,
- family law
- housing law and
- individual rights and liberties, including First Amendment rights, privacy, due process, and equality under the law

LRE advocates the use of a wide variety of teaching approaches, including electronic and multimedia materials case

studies role playing conflict resolution strategies, community resources (particularly human resources), field trips, and mock trials. All are designed to promote active learning on the part of students. Problem solving and critical thinking skills are emphasized.

Iredenck Rodgers A (1991) suggests that five critical thinking skills should serve as a guide for developing LRE instructional content and procedures:

- the ability to define a problem,
- the ability to select pertinent information for the solution of a problem
- the ability to recognize stated and unstated assumptions
- the ability to formulate and select relevant and promising hypotheses, and
- the ability to draw conclusions validly and to judge the validity of inferences

#### Sample Activities

Case studies are one of the more powerful techniques used in LRE classes. The following explanation of the case study is taken from *Street Law: A Course in Practical Law*. An integral part of law related education is the case study method. Case studies require students to analyze problem situations and reach their own conclusions concerning the outcome. Case studies can take many forms, including legal cases based on written opinions of courts, hypothetical situations involving some conflict or dilemma and real life situations drawn from newspapers, magazines, books or other sources. While case studies are generally presented in written form, they can also be presented by use of an audiovisual medium such as a movie or tape recording. (Arbetman et al 1994, 9-10)

#### Purpose



The case study method is an inquiry oriented technique that is designed to help students apply legal theory to real life situations. Since the legal rule or authority that applies to a particular problem is not provided, students are forced to explore their own ideas and conclusions. This process helps arouse students' interest and develops their skills in logic, independent analysis, critical thinking, and decision making.

#### Procedure

1. Select the case materials. Cases may be real or hypothetical, long or short based on written opinions of a court or derived from an everyday situation.
2. Review the facts. The facts of the case serve as the basis for classroom discussion, therefore the inquiry process should be started by carefully reviewing and clarifying all of the facts. Students should be asked:
  - What happened in this case?
  - Who are the parties?
  - What facts are important? Unimportant?
  - Is there any significant information missing?
  - Why did the people involved act the way they did?
3. Frame the issue. Students should pinpoint and discuss the issues or problems presented by the case. An issue should be posed in the form of a question. While most cases revolve around a legal issue, students should also consider issues of public policy, ethics, and practical reality.
4. Discuss the arguments. Once students have focused on the issues, they should develop and discuss the arguments that can be made for and against each of the various points of

*A city is a place where there is no need to wait for next week to get the answer to a question, to taste the food of any country, to find new voices to listen to and familiar ones to listen to again.*

—Margaret Mead

view. When discussing the arguments, students should consider questions such as:

- What are the arguments in favor of and against each point of view?
- Which arguments are most persuasive? Least persuasive? Why?
- What might be the consequences of each course of action? To the parties? To society?
- Are there any alternatives?

In discussing the various arguments it is important to foster a climate of acceptance and openness. Students must know that all shades of opinion are welcome and that their ideas will receive a fair hearing and analysis, no matter how controversial or touchy the issue. In other words, students should be encouraged to listen to, consider, and evaluate all points of view.

5. Reach a decision. A decision is the answer to the issue or issues posed by the case. When students are given the decision, as in a court case, they should be asked to evaluate it. Do they agree or disagree with it? What will the decision mean for the parties? For society? In some cases the decision will not be given and students should be asked to reach their own decision. For example, students might be asked how would they decide this case and why? After the students have reached their own conclusions, the teacher can tell them the actual result or holding in the case at which point students can compare their own result to that of the court.

6 Variations when conducting a case study, the teacher may wish to try one of the variations on the case method. Typical variations include:

- Giving students an entire case (i.e., facts, issues, arguments, decision and reasoning). This approach focuses on students' identification and comprehension of the facts, issues, decision, and student evaluation of the decision and the court's reasoning.
- Giving students unmarked opinions (i.e., facts, issues, arguments, and unmarked judicial opinions). When this approach is used, students are not told which of the court opinions is the actual holding of the court. Rather, they are asked to select the opinion they agree with and explain why. Later they can be given the actual holding and can be asked to compare their own reasoning and result against that of the court.
- Giving students only the facts. When this approach is used, students are asked to identify and formulate the issues, prepare arguments on each side, develop a decision, and then evaluate their issues, arguments, and decision against the actual holding of the court. (Arbottman et al. 1994)

*I am too much a skeptic to deny the possibility of anything*

— Thomas Henry Huxley

Yet even though groups of people are different from each other, they also share similarities. The science of anthropology also seeks to understand the common elements of humanity. Anthropologist Jack Ellison wrote in 1960:

One value of [anthropology] is that it is concerned with the most basic human relationships and institutions: parent-child relationships, the family, marriage, death, growing up, man and the unknown, man and the physical environment, man's relationship to other

men. A cross-cultural study of societies which have developed outside the orbit of Western civilization enables the students to see how differently various societies have structured these relationships and, at the same time, to observe the recurrent individual and social needs which must be met' (Ellison 1960, 327).

General anthropology today seeks to answer major questions such as:

- What is the relationship of people in a primitive state to the emergence of civilization?
- How do the works of early humans bridge the gap between prehistoric and historic cultures?
- In what ways is the diversity of languages related to the distribution and affinities of peoples and their cultures? (Rice 1993)

Anthropology is subdivided into four main areas:

- Physical anthropology is the study of the physical characteristics and social behavior of humans in the past as well as present.
- Archaeology is the study of the material remains of cultures.

## Anthropology

### Perspectives

Jane J. White, of the Department of Instruction and Teacher Education at the University of South Carolina, has asserted that:

The central goal of anthropology is to explain why groups of people are different from each other, to explain why they have different physical characteristics, speak different languages, use different technologies and why they think, believe and act so differently. (White 1989, 31)

- Anthropological linguistics is the study of how groups of people use language
- Cultural anthropology is the description of different groups' ways of life

The NCSS recommends in *Expectations of Excellence* that social studies programs at the high school level include experiences that provide for the study of culture and cultural diversity

- analyzing and explaining the ways groups, societies, and cultures address human needs and concerns
- predicting how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference,
- applying an understanding of culture as an integrated whole that explains the functions and interactions of language, literature the arts, traditions beliefs and values, and behavior patterns,
- comparing and analyzing societal patterns for preserving and transmitting culture while adapting to environmental or social change
- discussing cultural diversity as well as cohesion, within and across groups
- interpreting patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross cultural understanding,
- constructing reasoned judgments about specific cultural responses to persistent human issues, and
- explaining and applying ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems

#### Course Description

Topics of study that a typical secondary level anthropology course might include

- an introduction to anthropology,
- prehistory,
- culture,
- the effects of culture,
- tools,
- technology
- economic systems,
- the family,
- other social systems and relationships
- humankind and religion,
- language and speech, and
- humankind, art, and literature

#### Science, Technology, and Society

##### Perspective

The integration of science, technology, and society (STS) into the social studies curriculum has received considerable attention due to the pervasive issues arising from our society's reliance on technology. A key component of STS is developing an understanding of the social changes and consequences associated with the introduction of technological advances. However, the power of technology is not absolute, and society plays a critical role in promoting public policy that supports or limits the role of science. The reciprocal interaction between technology and society is evidenced by the influence that society exerts on the pace of scientific inquiry by establishing controls on the allocation of resources and the development of regulations and policies.

In dealing with SIS in the curriculum, social studies educators may approach this standard in one of three ways: infusing STS into existing social studies courses, extending existing social studies units, or creating STS courses. Since the current curriculum is already overextended, it may be more reasonable to incorporate this perspective into existing curricula across all content areas and grade levels. Due to the vast amount of content that may be addressed under the auspices of STS, specific lists of standards seem unrealistic. An alternative approach that is more conducive to the widespread integration of STS involves the presentation of key concepts and generalizations that could be addressed in any social studies content area.

#### Key Concepts and Generalizations

The following concepts and generalizations may be incorporated within the other standards, regardless of grade level or subject.

- Society is becoming increasingly dependent on technology.
- Science and technology bring about expected and unexpected consequences that have an impact on historical events and on current political, social, and economic functioning worldwide.
- Social groups are differentially impacted by technological innovation.
- The values of a culture are reflected in their technological advancements.
- Technology often develops faster than the social institutions it affects.
- Technological innovations require trade-offs in the form of resource allocation and the development of regulations and policies.

The NCSS suggests in *Expectations of Excellence* that social studies programs include experiences that provide for the study of relationships among science, technology, and society so that learners at the various levels can achieve the following objectives:

Elementary school students should be able to

- identify and describe examples of areas in which science and technology have changed the lives of people, such as in homemaking, child care, work, transportation, and communications,
- identify and describe examples of situations in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, the gathering of medicine from rain forests, and the loss of rain forests due to the extraction of resources,
- describe instances in which values, beliefs, and attitudes have changed as a result of new scientific and technological knowledge, such as the necessity of conserving natural resources and the awareness of chemicals harmful to life and the environment, and
- suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good.

Middle school students should be able to

- examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare,
- show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in the relationship to the land, animal life, family life and economic needs, wants and security,

- describe instances in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge such as the invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries
- explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well being of workers and consumers and the regulation of utilities, radio, and television, and
- suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good

High School students should be able to

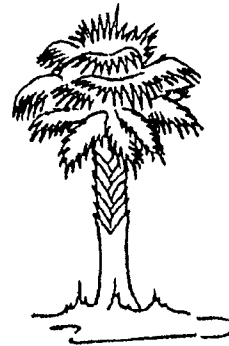
- identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings,
- analyze how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions,

- analyze how science and technology influence the core values, beliefs, and attitudes of society and how core values, beliefs, and attitudes of society shape scientific and technological change,
- evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals,
- recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures and
- formulate strategies and develop policies for influencing public discussions associated with technology society issues such as the greenhouse effect

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*Thy skirts indeed the foe may part,  
Thy robe be pierced with sword and dart,  
They shall not touch thy noble heart,  
Carolina! Carolina!*

Henry Timrod



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## Chapter 4

# PROFESSIONAL DEVELOPMENT AND TEACHER EDUCATION



This chapter focuses attention on the question of how best to prepare social studies teachers and provide for their professional development in the field. Because of the nature of social studies as a broad field of study, some differences exist as to the appropriate training that should be required of anyone who is to teach in the field. Clearly, to teach the subject well, one must know the subject well. However, social studies as an integrative field is drawn from a number of academic disciplines. In this document we emphasize four of those: history, political science, geography, and economics. The dilemma then is complex. Should one preparing for teaching in social studies do so in the broad field, receiving exposure to the wide range of disciplines that inform social studies yet receiving no in-depth training in a specific discipline? Or should one do so with in-depth preparation in a discipline—akin to a college major in that discipline—with enough exposure to the others to enable integration in the classroom?

In part, the answer to this dilemma depends on the grade level—elementary, middle, or high school—at which the subject is being taught. Yet regardless of the level, those teaching social studies must have substantial course work in the field of social studies. The subject is too important to be taught by teachers with little or no background or interest in the field. Furthermore, the higher the school level for which the teacher

is preparing, the more the course work should resemble a major in an academic discipline.

Expertise in an academic discipline is necessary but not sufficient for powerful teaching. Preparation for teaching in the social studies must include experiences that familiarize the teacher candidate with the nature of the learner, learning theory, assessment, classroom management, and the appropriate use of technology. Candidates should also have a strong background in the instructional methodologies that allow them to translate their knowledge in the academic discipline(s) into learning experiences for children.

Certification or licensure is only the first step in professional development. Once in the field, social studies teachers must have opportunities to grow as reflective practitioners. Therefore, this chapter presents characteristics of high quality professional development.

### The Role of Higher Education

Institutions of higher education must provide the content of the discipline as well as the appropriate pedagogy.

## Social Studies Subject Matter

Previously, the point is made that the higher the grade level an individual teaches, the more thorough his or her understanding of the subject matter should be. The following guidelines are recommended for the various levels.

**Elementary** In order to integrate history and the various social sciences adequately as prescribed in this document, the candidates seeking elementary school certification should complete a curriculum that includes United States and world history (including non Western civilizations), political science, economics, and geography. This course work may be at the introductory level, but it should enable the elementary school teacher to provide learners with the following kinds of experiences drawn from those disciplines. (These descriptors are adapted from the *NCS National Standards for Social Studies Teachers* [National Council for the Social Studies 1997])

- From *history* to provide learners with a sense of their own roots and their connections with others and the past, the skills of historical thinking that will enable them to differentiate past, present and future time and the ability to raise questions and to seek answers from historical stories and records from the past as they study the history of their families, communities, states, region, nation, and other nations or topics with worldwide implications.
- From *government/political science* to provide learners with experiences that give them a sense of their relationship to others and the need for rules for resolving conflicts and disagreements and that give them an introduction to government through the use of analogies with the governance of the family and the school.

- From *geography* to provide learners with the experiences that give them an understanding of the characteristics and purposes of geographic representation, such as maps, globes, and satellite-produced images; an understanding of their local community and nearby communities, the ability to locate major physical and human features in the United States and on the Earth and show how these physical and human processes together shape places and ways of living; opportunities to understand how people depend upon and modify the physical environment and how the physical environment can both accommodate and be endangered by human activities; an understanding of how places and people's perceptions of places change over time, and an introduction to the spatial dimensions of social and environmental problems.

- From *economics* to provide learners with experiences that enable them to understand the concepts of resources, economic wants, supply and demand, goods and services, and opportunity costs; experiences that allow them to see that resources are insufficient to provide people with everything they want, that people make choices that determine how resources are used, and that choice means that something is given up.

**Middle** In order to integrate history and the various social sciences adequately as prescribed in this document, the candidate seeking middle school certification in social studies should complete a curriculum that includes United States and world history (including non Western civilizations), political science, economics, and geography. The subject matter course work for these individuals should include no less than 30 percent of a total four year or extended preparation program, with an area of concentration of at least eighteen semester



hours (twenty four quarter hours) in one academic discipline. Such a program of study should enable the middle school-level social studies teacher to provide learners with the following kinds of experiences drawn from those disciplines (these descriptors are adapted from the *NCSS National Standards for Social Studies Teachers*):

- From *history* to provide learners with a more formal study of history than at the elementary school level, opportunities to construct time lines and to group events by broadly defined eras; opportunities to study and interpret primary historical sources, taking into account the context of the historical period from which the sources are drawn and opportunities to formulate historical questions and to identify the various points of view of individuals who held differing opinions in a dispute
- From *government/political science* to provide learners with opportunities to answer questions such as
  - What is civic life?
  - What is politics?
  - What is government?
  - What are the foundations of the American political system?
  - What are the basic values and principles of American democracy?
  - How does the government of the United States, 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?
  - What are the roles of the citizen in American democracy?
- From *geography* to provide learners with experiences in making and using maps, globes, charts, models, and databases to analyze spatial distributions and properties, skills to analyze the physical and human characteristics of places and how different human groups alter places in distinct ways, the ability to identify and understand how technology shapes the physical and human characteristics of places, an understanding of how ecosystems work and how physical processes and human activities influence change in ecosystems, an understanding of the impact of spatial variations in population distribution and migration, as well as in the effects of migration on the characteristics of places, an introduction to the processes of cultural diffusion and urbanization and to the fundamental role of energy resources in society, and the ability to apply a geographic point of view to solve social and environmental problems
- From *economics* to provide learners with experiences that enable them to comprehend the concept of scarcity and to understand that economic choices involve tradeoffs, that governments and societies experience scarcity as well as individuals, that the choices people make have consequences and that the evaluation of choices and opportunity costs can be subjective and can in some respects differ among individuals and societies

High School In order to teach "global studies" (world history and world geography), U.S. history, economics, government, or social science electives at the high school level, the candidate seeking secondary school certification should complete a curriculum in which no less than 40 percent of the course work is in history and the social sciences. At least thirty semester hours (forty quarter hours) should be devoted to one academic

area. Such a program of study should enable the high school-level social studies teacher to provide learners with the following kinds of experiences drawn from those disciplines. These experiences should require students to do much more than simply recount information. Rather they should begin to reflect a much more sophisticated understanding of the structure of the discipline that is being addressed. (These descriptors are adapted from the *NCSS National Standards for Social Studies Teachers*.)

- From *history* to provide learners with opportunities to engage in a sophisticated analysis and reconstruction of the past, draw upon various forms of data in order to elaborate upon information provided by historical sources, consider multiple perspectives in interpreting the past, recognize the role of interpretation in history, make choices regarding historical sources, drawing from bibliographical studies, and utilize historical methodologies in analyzing and defending historical arguments.
- From *government/political science* to provide learners an opportunity to develop an understanding of civic life, politics, and government so that the learners can explore the origins of governmental authority and recognize the need for government, identify the crucial functions of government, including laws and rules, evaluate rules and laws, differentiate between limited and unlimited government and appreciate the importance of limitations on government power, explore American democracy, including the American idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture and the values and principles that are basic to American life and government, understand how the government of the United States operates under the

Constitution, understand the purposes, values, and principles of American democracy, including the ideas of distributed, shared and limited powers of government, identify how national state and local governments are organized, understand the relationship of the United States to other nations and to world affairs, develop an understanding of citizenship, its rights and responsibilities as well as dispositions to participate effectively in civic life, and become aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.

- From *geography* to provide learners an opportunity to use geographic representations and tools to analyze, explain, and solve geographic problems, apply concepts and models of spatial organization to make decisions, develop an understanding of how relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity, understand how multiple criteria are used to define a region and to analyze geographic issues, understand the interactions of Earth's physical systems and the spatial consequences of physical processes across Earth's surface, understand the spatial characteristics of cultural convergence and divergence, understand the classification, characteristics, and spatial distribution of economic systems and the increasing economic interdependence of the world's economies, see how differing points of view and self-interest play roles in conflicts over territory and resources, and learn how to use geographic knowledge, skills, and perspectives to analyze problems and make decisions.
- From *economics* to provide learners with an opportunity to understand the importance of choice in the face of limited

resources and the different methods used to allocate goods and services recognize the interrelationships of such concepts as specialization, voluntary exchange, markets, and competition, understand the roles of institutions such as banks, corporations, legal systems, and nonprofit organizations and the belief in and enforcement of property rights, understand the role of money in a market economy, analyze the interrelationships between the various factors of production, and critically examine the economic role of government, including the costs and benefits of that role in both the domestic and the international economy

#### The Role of College Professors

While it is important for those seeking licensure to be exposed to the content in the field of social studies, the way they are exposed to that content is also important. It is a truism that one teaches the way one was taught. A dry rendition of facts does an injustice to the vitality and dynamism of academic disciplines. Therefore, it is important that college faculty engage students in discussions and activities that will lead to a more sophisticated understanding of their subject matter. That understanding should include not just the facts but the overriding and organizing themes, concepts, and questions of the discipline. It should also demonstrate to students the processes by which new information in a discipline is created and old information challenged. Those learning to be teachers must also learn how to be scholars. Without that background, there is little chance that students in the schools will be challenged by their teachers.

It is the more sophisticated understanding of academic subject matter that helps prepare teachers to develop dynamic and powerful teaching and learning situations. In that regard, it is important that ways be found to foster cooperative work

between experts in history and the social science disciplines and the pedagogy. This will require that colleges and universities find incentives for their faculty to work with colleagues in education and the public schools.

#### Pedagogy and the World of the Schools

Schools, colleges, and departments of education must continue to play a role in the education of preservice teachers. All social studies teacher preparation programs should address the following pedagogical issues (adapted from the *NCSS National Standards for Social Studies Teachers*)

1. **Learning and development** Social studies teachers should possess the knowledge, capabilities, and disposition to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development. Teachers should be attentive to the backgrounds and interests of their students and utilize this information to enhance instruction.
2. **Differences in learning styles** Social studies teachers should possess the knowledge, capabilities, and disposition to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.
3. **Critical thinking, problem solving, and performance skills** Social studies teachers should possess the knowledge, capabilities, and disposition to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking and problem solving and performance skills.

- 4 **Active learning and motivation** Social studies teachers should possess the knowledge, capabilities, and disposition to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning and self motivation
- 5 **Inquiry, collaboration and supportive classroom interaction** Social studies teachers should possess the knowledge capabilities and disposition to use at the appropriate school levels verbal nonverbal, and media communication techniques that foster active inquiry, collaboration and supportive interaction in the classroom.
- 6 **Planning instruction** Social studies teachers should possess the knowledge capabilities, and disposition to plan instruction for the appropriate school levels based on understanding of the subject matter, the students, the community and curriculum goals
- 7 **Assessment** Social studies teachers should possess the knowledge, capabilities, and disposition to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social and physical development of learners. They should be able to gauge student learning using various assessment formats including performance assessment, fixed response, open ended questioning, and portfolio strategies
- 8 **Classroom management** Learning takes place in environments characterized by civility and mutual respect. Social studies teachers should possess the knowledge, capabilities and disposition to maintain a classroom environment that is conducive to learning.

- 9 **Reflection and professional growth** Social studies teachers should possess the knowledge capabilities, and disposition to develop as reflective practitioners and continuous learners

- 10 **Professional leadership** Social studies teachers should possess the knowledge capabilities, and disposition to foster cross-subject matter collaboration and other positive relationships with school colleagues and positive associations with parents and others in the larger community to support student learning and well-being

All social studies programs should contain the following essential elements (adapted from *NCSS National Standards for Social Studies Teachers*)

- 1 **A course or courses on teaching social studies** The course or courses should deal specifically with the nature of the social studies and with ideas, strategies and techniques for teaching social studies at the appropriate licensure level

The course or courses should

- be taught by instructors whose background experience and education are appropriate to social studies,
- be specific to the teaching of social studies and the disciplines from which social studies content is drawn,
- enable prospective teachers to select, integrate, and translate the content and methods of investigation of history and the social science disciplines for use in social studies instruction, and
- prepare prospective teachers to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students who have diverse backgrounds, interests, and abilities

- 2 Clinical school experiences in social studies settings  
Institutions preparing social studies teachers should expect prospective social studies teachers to complete multiple clinical experiences that begin early in a student's professional program and culminate in an integrative capstone of a substantial amount of time and that are closely supervised by qualified professionals. Furthermore, these experiences should expose prospective teachers to a variety of teaching settings and diverse groups of students.
- 3 Qualified faculty  
Institutions preparing social studies teachers should provide faculty in all components of the program who are recognized as exemplary teachers and as scholars in their areas of specialization. Faculty should include social studies education specialists who are either full-time tenure-track faculty in social studies education and hold a doctoral degree with a major or emphasis in social studies education, history, or an academic discipline within the social studies field, or who are otherwise comparably qualified for their roles.
- 4 Substantial instruction in academic areas within the social studies field  
Institutions preparing social studies teachers should expect prospective social studies teachers to complete subject matter content courses (history/social science) that include U.S. history, world history (including both Western and non-Western civilizations), political science (including U.S. government), economics, geography, and behavioral sciences.
- 5 General studies  
Institutions preparing social studies teachers should expect prospective social studies teachers to complete—in addition to professional and major courses—general arts and science courses that reach across

several areas of study, including language arts, humanities, foreign languages, mathematics, physical sciences, and technology.

### Professional Development

Licensure is only the beginning of a process of professional development that should continue throughout the career of the teacher. Teachers should be scholars, and the essence of scholarship is continued inquiry and reflection. Teachers should pursue individualized professional development programs that enhance their knowledge of the content they teach as well as their ability to represent that knowledge in ways that are meaningful to students. The ideal suggested here is perhaps best expressed in Lee S. Shulman's concept of pedagogical content knowledge—the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented and adapted to the diverse interests and abilities of learners and presented for instruction (Shulman 1987, 8).

Such an ideal requires continued study in the academic disciplines as well as reflective practice in the classroom. Reflective practice is how teachers make connections between theory and practice. Teachers must examine the contexts in which they make decisions and the results of those decisions and must build rationales for their decision making. This can happen only when individual teachers themselves are central to plans for professional development. It rarely happens when professional development consists of the imposition of prescriptive practices from the top down. Therefore, to produce reflective practitioners, professional development programs should

- encourage teachers individually to take responsibility for planning their own professional development,

- foster a community of social studies professionals based on the concepts of sharing, mentoring and mutual support,
- encourage active participation in professional organizations and
- foster the maintenance of a current knowledge base in both scholarship and pedagogy

Several years ago, the National Foundation for Improvement in Education analyzed what constitutes high quality professional development. In 1996--after two years of examining good schools and professional development opportunities, interviews with teachers and teacher leaders, as well as work with numerous focus groups, researchers, and reformers--this organization published its recommendations. South Carolina has added two more criteria which are shown at the end of the following list

#### What Is High-Quality Professional Development?

High quality professional development

- has the goal of improving student learning,
- helps teachers meet the future needs of students who learn in different ways and who come from diverse backgrounds,
- provides adequate time for inquiry, reflection, and mentoring and is an important part of the normal working day of all educators,
- is rigorous, sustained, and adequate to the long term change of practice,
- is directed toward teachers' intellectual development and leadership,
- fosters a deepening of knowledge of the subject matter, an understanding of the learning process, and an appreciation of student's needs
- is designed and directed by teachers,

- incorporates the best principles of adult learning and involves shared decisions,
- balances individual priorities with school and district needs,
- makes best use of new technologies
- is role-based and supports a clear vision for students,
- includes exhibitions (demonstrations) of the skills, and
- includes evaluation procedures that assess long term professional growth

#### Recertification

To support the vision of professional development described here, the following recommendations for recertification should be pursued

- Teachers certified in social studies should complete at least six semester hours of course work every five years, at least half of which must be in one of the academic areas that supports the social studies. Course work must relate directly to their teaching assignment.
- Teachers holding certification in non-social studies fields but who are teaching social studies at the middle or high school level must pursue full certification in social studies.
- Recertification should be supported by administrative leadership and resources at the local and state levels
- To guide professional development, certification, or recertification, the teacher and district personnel must collaborate to outline an individualized professional development plan

#### Systemic Collaboration

This prescription for social studies teacher education and professional development will require much more collaboration

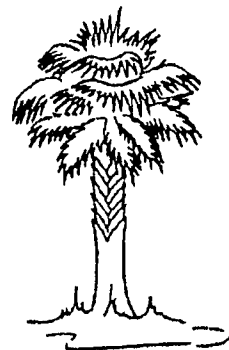
TEX\_2815

than now exists. We have already noted that much closer collaboration should exist between academic and education faculty in colleges and universities. Colleges and universities must find ways for their academic faculty to work with colleagues in education and the public schools. At the state level, licensure policies must be developed that require academic preparation appropriate to the school level at which teachers will work. One cannot effectively serve on interdisciplinary teams at the middle school level for example if one does not understand the major organizing themes, concepts, and methods of inquiry in one's academic discipline. These understandings provide the structure that allows integrated instruction.

Disrupt systems must develop policies that foster the selection of teachers based on their academic accomplishments and potential for professional growth not on their qualifications to fill extracurricular positions. At the school level, teaching assignments must match the academic background of the teacher. At the middle school level for example, those teaching on the sixth or seventh grade level should have had concentrated academic preparation in world geography or world history. Those on the eighth grade level in U.S. history. At the high school level, those who majored or concentrated in these subjects should teach them.

REC031089

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*Throw thy bold banner to the breeze!  
Iront with thy ranks the threatening seas  
Like thine own proud armorial trees,  
Carolina! Carolina!*

— Henry Dunrod



## Chapter 5 ASSESSMENT



How can we tell if students know and can apply social studies concepts? How will we know when they have reached a desirable level of proficiency in history geography economics and government? These questions are the reason that assessment is such an essential element in education-- it is the only way we will ever be able to answer them. Assessing the progress of student learning and evaluating the effectiveness of social studies programs are also vital concerns in developing a valid workable social studies curriculum. Assessment provides the critical data needed for planning monitoring, and modifying social studies programs. Assessment information can help teachers students and their families focus on student learning and evaluate student progress. In short, assessment provides evidence of learning.

Assessments help build more effective social studies programs when the kinds of assessments we use to monitor student learning are closely related to what we want students to learn (curriculum) and how we are teaching it (instruction). Assessment results should be communicated to students and parents and used by the teacher to guide instruction and design curriculum.

In addition to reflecting and supporting curriculum and instruction, assessments should measure both knowledge and skills. For example, a classroom multiple choice test may provide sufficient information

about student learning of the facts about the American Revolution or the names of rivers and lakes. However, if teachers also expect students to create a time line interpret documents or develop a demand schedule, they may find that open ended questions or at the classroom level projects or other examples of student work may provide more useful information about what students are able to do.

Assessment will tell us whether students know and can apply social studies concepts.

Our goal for all of the students in South Carolina is that they become adequately prepared for their lives in the twenty first century. While it is difficult for us to imagine today what their lives will be like decades from now, we know that their success in the future and the success of American democracy itself may well be affected by their ability to use knowledge about the world and its peoples. Students also must be able to use appropriate methods for interpreting this information if they are to understand the issues and participate as educated citizens.

Social studies assessment in South Carolina must assure that students

- are knowledgeable about social studies facts and methods and
- can use their knowledge and skills and can apply what they know about social studies to their everyday work and home lives.

Effective social studies assessments will require students to use the process skills in demonstrating that they have met the standards of learning.

Improving social studies assessment in South Carolina involves reviewing not only district and state accountability assessments but also the classroom assessments used by teachers for monitoring student progress and achievement. Improved social studies assessments will require students to use a knowledge base about events, peoples, places, economic concepts, and governments to connect facts and ideas and to address practical real world social studies related problems. Students have to use the process standards in demonstrating this knowledge. Such assessments might ask students to analyze historical events, take and defend a position about an issue, read a topographical map, or explain an amendment to the Constitution.

#### Purposes of Assessment

The primary reason for assessment is to improve student learning. Therefore, the statewide system should include assessment for instructional purposes (to inform teaching) and assessment for accountability (to inform the system). Effective assessments determine what students know and are able to do, as well as what they do not know or cannot do. Assessment results must be provided to students, teachers, parents, school administrators, school boards, policy makers, and the public.

Overall, assessment serves these purposes:

- *To improve social studies instruction and learning* Good assessments support social studies instruction designed to help students become active learners and problem solvers. Good teachers use assessment

Criterion referenced assessments tell us how well a student is doing compared to standards or criteria in the subject area (e.g. percentage of items correct)

A comprehensive and equitable social studies assessment system should include a variety of formats including traditional items and performance tasks

results to improve social studies instruction and learning by modifying instructional practices to address areas of weakness.

- *To motivate students and help them focus their learning efforts* Assessment results should give students information that helps them identify their strengths and weaknesses.

Classroom assessments, in particular, should provide explicit and detailed feedback about student performance.

- *To report academic achievement and progress* Reporting assessment results provides a way of communicating with students and parents about student achievement. Results of assessments inform students about their progress and assist them in making decisions about

their individual academic goals. Assessment results can also provide parents with information critical to understanding their children's academic progress and to making decisions about future academic pursuits.

- *To select students for admission to programs* Comparing assessment results to program standards allows teachers and administrators to make informed decisions when recommending students for particular programs. Results of assessments provide a means to match student achievement with program standards.

- *To determine the effectiveness of social studies programs* Assessments inform students, teachers, administrators and the public about the types of changes or improvements necessary for educational programs to meet their potential goals. Educators can use the results of

assessments to set directions for future development of social studies education programs

- *To provide accountability* Assessment results allow policy makers to decide what changes in policy or distribution of resources may be necessary to deliver the highest quality social studies education for *all* students. Analyzing the results of local and statewide assessments helps those responsible for the system to make informed decisions affecting South Carolina's schools

#### Assessment Strategies

A variety of assessment strategies—including traditional authentic, and performance based assessments—should be used to measure student progress and gain information about instructional practices in the social studies classroom. Performance assessment involves everyday problems in which students are given the opportunity to make decisions and apply what they know. Performance based assessments require students to complete a task to construct a response that demonstrates knowledge of a skill or process or to create a product. Performance-based assessments in social studies reflect classroom instructional methods that emphasize a hands-on approach to the interpretation of issues and problems.

Assessments in social studies might include such activities as

- demonstrations by students of their social studies knowledge as a part of exhibits or debates,
- student teacher interviews,
- student presentations of the pros and cons of issues,
- student entries in journals

- student samples of work,
- participation in civic events, service learning (voluntary)
- student reports on events and issues, and
- student responses to open ended questions that require interpretation and analysis of documents and data

More traditional assessments include pencil and paper tests such as those containing multiple choice questions, matching questions, true/false questions, or short answer questions in which students are asked to recognize the correct answer, restate information, or explain a concept.

#### Norm Referenced and Criterion Referenced Assessments

Standardized tests, which are criterion referenced tests (CRTs), tell us how well a student does compared to standards of achievement in the content area tested. For example, student performance on the 1992 National Assessment of Educational Progress (NAEP) tests in mathematics were reported as 'basic,' 'proficient,' or 'advanced,' depending on the extent to which the student demonstrated proficiency in mathematics. Current state plans call for similar reporting of proficiency on statewide assessments in social studies. These tests will be constructed by the State Department of Education using the standards in this document, which are aligned with national standards.

South Carolina students in some districts also take national norm referenced tests (NRTs) in social studies. Norm-referenced test results provide information on how a student is performing relative to other students in a norm or comparison group. Student scores from a norm-referenced test are reported in terms of percentiles. For example, a student whose score was at the nineteenth percentile

A norm-referenced test provides information on how a student is performing compared to students in a norm or comparison group (and is typically reported through percentiles)

on a norm referenced social studies test achieved as well as or better than 90 percent of the students in the comparison group. National NRTs in social studies are currently not administered to South Carolina students statewide.

Criterion referenced interpretations of test data are most useful for improving instructional practices and for identifying the strengths and weaknesses of individual students in a content area. Norm referenced interpretations are most useful for selecting students for programs in which there is a limit to the number of students who can be served; norm referenced assessments are designed to rank students from high to low.

#### Use of Assessments

##### Assessment for Instructional Purposes

Classroom teachers, schools, districts, and the State will be responsible for assessments that address instruction. It is recommended that assessments for instructional purposes be

- aligned with previous instruction and assignments,
- varied in format, including performance based assessments
- ongoing in the classroom, and
- consistent with standards

Students should be required to move beyond the basic skills and recall of content knowledge by adding to the basic skills assessments that demonstrate higher order process skills such as

- analysis and interpretation of information and documents,
- critical reasoning,
- problem solving, and
- application of knowledge

Professional development opportunities—as well as sample assessments, scoring rubrics, and instruction in how to use

Classroom assessment must be standards based.

alternative assessments—will be available to teachers. The State Department of Education will set high academic achievement levels based on the process and knowledge standards in this document and provide feedback to schools and districts. The professional organizations should also provide leadership in improving classroom assessment practices.

#### Assessment for Accountability: State Assessment Program

- Assessments should reflect what we want excellent social studies instruction to be. They should include open ended questions that provide opportunities for students to demonstrate critical reasoning and problem-solving in realistic environments.
- Assessments should draw on the process skills and the knowledge standards in social studies.
- The high school exit examination, which students must pass to receive a high school diploma, will assess whether students have reached a basic, proficient, or advanced level of achievement in social studies. Questions will cover the relevant process and achievement standards in all four areas of social studies.
- All students should participate in the assessments, and a report on each student's achievement should be provided to his or her parent(s) or guardian.

Exemplary assessment takes place under the following conditions

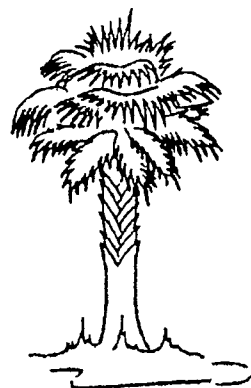
- Assessments should be aligned with their intended purposes. Assessment plays a critical role in the classroom,

and teachers must take time to consider how each assessment is to be used what is its purpose? The type of assessment instrument will often differ with the type of achievement or progress to be measured. An assessment that is meant to be diagnostic or is used for practice should not be used to determine a student's grade. Teachers should also consider how students will use assessment information.

- ☐ Assessments should provide information that is useful for improving learning. Information about students' strengths and weaknesses should be provided to students, teachers, administrators, and parents so that the classroom and the social studies programs can be adjusted to improve learning. For classroom performance based assessments, sharing the scoring rubric with students before the assessments are administered is an ideal way to convey what is expected. The rubric also provides an ideal frame for feedback to both students and parents on the results of the assessment.
- ☐ Assessments should have a variety of formats. Assessments should also take into account the different learning styles and intelligences of students and offer varied ways for students to demonstrate proficiency. The variety in formats offers opportunities to measure both knowledge and skills and fairly evaluate diverse groups of students.
- ☐ Assessments should provide comprehensive feedback to students regarding their academic progress. Assessments should not only inform students of what they have achieved but should also give them a clear picture of what they have yet to learn. In this way, students can expand their learning opportunities and knowledge.
- ☐ Assessments should be equitable. Assessments should offer all students optimal opportunities to demonstrate what they

know and can do. Assessments should consider student differences, including ethnicity, gender, and socioeconomic factors. Specific attention should be given to students with special needs.

- ☐ Assessments should be open and ongoing. Assessment should be an integral part of the learning process and the classroom experience. The best student evaluation is based on multiple and varied assessments made across time.
- ☐ Assessments should measure what we want students to achieve. The ability of students to demonstrate an understanding of the process, skills, and content of social studies is valued and should be tested.
- ☐ Assessments should take advantage of new technologies. Assessments should use multiple sources of information such as graphics, video, sound, simulations, or interactive tasks appropriately. Technology allows students to travel beyond the classroom walls and work on tasks that would otherwise be too time consuming, unsafe, or costly.



*Girt with such wills to do and bear,  
Assured in right, and mailed in prayer,  
Thou wilt not bow thee to despair,  
Carolina! Carolina!*

—Henry Linrod

## Chapter 6

# INSTRUCTIONAL MATERIALS AND RESOURCES



This chapter addresses all the resources available for the teaching of social studies including state approved district selected and supplemental materials. All instructional materials and resources selected for use in South Carolina schools and districts should be consistent with the standards and recommendations in this document.

Instructional materials and resources in social studies include

- print resources—books, journals, magazines, newspapers
- primary sources
- technological resources—computers, CD ROM software, on line resources, audiovisual materials, laser disk programs, distance learning, interactive networks
- human resources—parents, organizations, authorities in various fields, governmental agencies, meetings
- physical resources—museums, sites, architecture, parks, archives, libraries, cemeteries, and
- hands on resources—maps, globes, art, music

### State Adoption of Instructional Materials

The South Carolina State Board of Education adopts a menu of instructional materials and technology resources each year from which districts can select according to local needs. Subject area standards are used in the evaluation of the materials and

resources. The kinds of materials that may be funded by the State were expanded in 1992 when legislation was passed that broadened the definition of instructional materials to cover any resource that assists in the instructional process including textbooks. This means that social studies materials may now include items that range

from printed material (which may or may not be a text) to computer software to video series. The legislation also increased the number of materials that may be approved for a discipline from five to an unlimited number as long as the materials are aligned with the standards and other criteria such as those in Titles I and IX.

Local school districts appoint their own committees to make selections from the state approved list. However, the adoption process has been revised to allow districts to submit additional materials for review if materials from the list do not fully meet the needs of their students.

### Criteria for Selection of Materials and Resources

Instructional materials provide a foundation for a good social studies program since they determine to a great extent the social studies that students encounter. They make social studies come alive and relevant for students. For this reason, the writing team recommends the use of primary sources as much as possible in

*To be ignorant of what occurred before you were born is to remain always a child.*

— Cicero

the classroom. Primary sources also allow students to examine actual evidence and draw their own inferences.

In addition to examining materials for alignment to the standards, the following criteria may be helpful in evaluating materials and resources. Effective resources should

- support curriculum standards,
- be accurate and credible,
- be appropriate for the student's developmental level,
- be appropriate for diverse student populations,
- stimulate student inquiry and exploration,
- promote critical thinking and responding
- teach social studies process skills in the context of the activities,
- allow students to work as individuals and as groups,
- focus on hands-on investigations of historic, geographic, governmental and economic information,
- make use of materials and information that is available in the student's own locale
- facilitate integration with other subject areas,
- include methods for assessing student learning, and
- help prepare students for living their lives as good citizens and meeting the demands of the workplace

The American Historical Association has also recommended guidelines for the preparation, evaluation, and selection of history textbooks. These recommendations include the following criteria:

- Factual coverage: History textbooks cannot cover every historical fact (individual event, or document), so the principles and criteria for selections should be clearly identified. Information must be balanced, up to date, based

on current historical research, and reflect wider global perspectives.

- Historical habits of mind: Adequate history textbooks actively encourage the development of appropriate historical habits of mind beyond memorization. Textbooks should encourage critical thinking, should include or be compatible with primary sources (so that students can gain skill in assessing different kinds of data, judge potential bias and build arguments from various pieces of evidence), should promote the capacity to analyze change over time, and generally should promote active learning by raising issues and varying the types of information provided.

#### Instructional Technology

Social studies as a field of study has been significantly affected by computer networks and technological resources available in schools today. Technology allows immediate access to primary sources and to the most up-to-date documents and data from across the world. Teachers should submit these materials to the same rigorous evaluation criteria as other instructional materials.

Critical questions for teachers to ask in selecting instructional technology resources include:

- Does the material enhance and support the standards?
- Is the information current?
- Is the source credible?
- Is the content accurate?
- Is the information presented in a logical and objective manner?
- Is the resource suitable for the intended audience?
- Are adequate operating instructions provided, and is the product designed for easy use?
- Is hardware available to operate the material (software) under consideration?



- Do the instructional benefits justify the cost?

Since the relevance of many sources for social studies does depend on the recency of the information, this is an ideal field for students to learn and practice the technological skills that are becoming almost indispensable in every classroom. These opportunities should be available for every student.

Technology resources can provide practice in skills and expand the sources available to students. The ability to use a variety of sources, to analyze and interpret data and documents, to draw conclusions based on evidence and to evaluate information and take a position can all be enhanced through the use of technology.

Teachers should be as selective with software and technology as they are with other materials and activities they use. Many companies offer preview policies to accommodate the need for appropriate and careful expenditures. Free materials should meet the same standards as those that are purchased.

Internet sites should also be previewed before being recommended to students. Students can be taught to evaluate the information available on the Web.

The following criteria are recommended by the Argus (Learninghouse <<http://www.clearinghouse.net/ratings.html>> and may be used to rate Internet resources.

- Level of Resource Description Descriptive information provides users with an objective sense of what the Internet resources cover, including
  - > description of the resources' content (ranging from keywords to abstracts)
  - > description of the traffic levels, level of moderation, features (e.g., digests) for mailing lists and Usenet newsgroups,

- > intended audience for the resources,
- > description of the update frequencies for resources,
- > access instructions for the resources, and
- > technical performance levels of the resources (i.e., a server is frequently down)

- Level of Resource Evaluation Evaluative information provides users with a subjective sense of the quality of the Internet resources, including
  - > quality of the content of resources (e.g., discussion in mailing lists and Usenet newsgroups, information in a Web site)
  - > assessment of the resources' usability (e.g., document layout, readability, appropriate use of graphics, organization), and
  - > authority (e.g., reliability) of resource authors
- Guide Design Quality guides balance aesthetics with usability
  - > images (Are images attractive? Do they support ease of navigation? Do they load quickly?),
  - > layout (Does the author make appropriate use of headers, mixed font sizes, and white space?), and
  - > navigational aids (It is easy to find your way around? Do you have a consistent sense of context or understanding of where you are in the guide at any given time?)
- Guide Organizational Schemes Guides can be organized in one or more ways, including
  - > by subject (e.g., sports can be broken up into soccer, racquetball),
  - > by format (e.g., mailing lists, Web sites),
  - > by audience (e.g., academic vs. general users),
  - > by chronology (for a history guide),
  - > by geography (for a guide to a region), and
  - > by authors (for a literature guide)

- Guide Meta information Meta information is information about other information. In this case, meta information describes the guide itself and may include
  - > mission of the guide why it was created, what it contains, and what it leaves out,
  - > how the guide was researched and constructed,
  - > information about the authors their professional or institutional affiliations, and their knowledge of or experience with the subject,
  - > information on how to contact the author and submit feedback and suggestions and
  - > update frequency

#### Supplementary Resources

An education in social studies is a preparation for life. It is the fruit of much labor, and if it is to grow properly, needs nourishment from a range of resources. For the student, the teacher is one resource, the textbook another. But today there is a wealth of other resources available to enrich those two and to make the story of social studies become more real and alive.

In an effort to provide every social studies teacher with examples of sources of materials and activities, the following list has been developed. While this list is not comprehensive it provides a starting point for social studies professionals to locate resources. These nonprofit organizations are divided into national and state levels. Those at the state level may be statewide, or they may be local but serve a statewide audience. They are not categorized by disciplines among the social studies since many offer interdisciplinary resources and interdisciplinary teaching is recommended in these standards. Addresses, telephone numbers, and Web sites were correct at the time this document was

written. Although we have not attempted to list all of them, professional organizations within the specific disciplines often provide excellent resources for teachers, for example, the Organization for American Historians publishes the *OAH Magazine of History*, which includes background information and lesson plans. Also many commercial vendors provide materials to support and enhance the teaching of social studies. The media specialist in each school can provide catalogs from these companies. Teachers should explore ideas and share findings of other resources they have found particularly helpful.

#### NATIONAL LEVEL

##### AMERICAN ASSOCIATION FOR STATE AND LOCAL HISTORY (AASLH)

530 Church St, Suite 600  
Nashville TN 37219 2325  
615 255 2971

<http://www.aaslh.org>

E-mail [aaslh@nashville.net](mailto:aaslh@nashville.net)

AASLH offers technical leaflets, books, magazines, workshops and conferences for educators, historians, museums, and community organizations.

##### AMERICAN FOLKLORE CENTER

101 Independence Ave, SE  
Library of Congress  
Washington, DC 20540-4610  
202 707 5510

<http://lcweb.loc.gov/folklore/>

The Center offers a range of interdisciplinary resources about traditional ways of life. Its publications and Web site feature teachers guides to fieldwork in folklore and the use of folklore in the classroom. Its resource directory lists folklore organizations in the United States, Canada and Mexico.

Actual field recordings of folk music from decades ago are available on the Web site

ASSOCIATION FOR THE STUDY OF AFRO AMERICAN  
LIFE AND HISTORY

1407 Fourteenth St NW  
Washington, DC 20005  
202 667 2822

<http://www.asahh.org>

E-mail [asahh@earthlink.net](mailto:asahh@earthlink.net)

The Association offers programs, conferences and publications such as the *Negro History Bulletin* that can be used to support the teaching of African American history and culture in social studies

CALIFORNIA DEPARTMENT OF EDUCATION

Curriculum, Instruction, and Assessment Division  
721 Capitol Mall  
Sacramento, CA 94244  
916-445 1260

One of the leaders in social studies education, the California Department of Education offers many publications related to the development of curricula and to the teaching and assessment of history, economics, geography, and other disciplines of social studies

CENTER FOR CIVIC EDUCATION

5146 Douglas Fir Rd  
Calabasas, CA 91302 1467  
818 591 9321  
Fax 818 591 9330

<http://www.civiced.org/>

E-mail [ccc@civiced.org](mailto:ccc@civiced.org)

The Center for Civic Education is a nonprofit, nonpartisan educational corporation dedicated to fostering the

development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy

CENTER FOR UNDERSTANDING OUR BUILT  
ENVIRONMENT (CUBE)

5328 W 67th St  
Prairie Village KS 66208  
913 262 0691

<http://www.cubekc.org>

E-mail [gunny@cubekc.org](mailto:gunny@cubekc.org)

Bringing together educators with community partners across the nation, CUBE provides interdisciplinary courses, workshops, newsletters, videos, teaching guides and other resources to help students and teachers appreciate the heritage of their community

COLORADO COUNCIL ON ECONOMIC EDUCATION

225 E. 16th Ave, Suite 740  
Denver, CO 80203  
303 832-8480  
Fax 303 832 8474

E-mail [ccc@csej.net](mailto:ccc@csej.net)

The Colorado Council focuses on improving economic education in grades K-12 and offers teachers conceptual background, teaching strategies, and exemplary materials that include videos, lesson plans, supplementary materials, and simulations

CONSTITUTIONAL RIGHTS FOUNDATION

601 South Kingsley Dr  
Los Angeles, CA 90005  
213-487 5590

E-mail [crfpubs1@aol.com](mailto:crfpubs1@aol.com)

The Foundation offers publications for teaching government, US history, world history, business, and civic participation/service learning and for teaching students with special needs. Curriculum units are available with teachers guides and individual or multiple student copies.

ECONOMICS AMERICA OF MICHIGAN  
38505 Country Club Dr., Suite 125  
Farmington Hills MI 48331-3403  
248 848 1025

Economics America offers curriculum guides, lesson plans, multimedia programs, videotapes, and guides to national resources on economic education.

#### ERIC CLEARINGHOUSE FOR SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

Indiana University  
2805 East 10th St. Suite 120  
Bloomington, IN 47408

[http://www.indiana.edu/~ssdc/eric\\_clees.htm](http://www.indiana.edu/~ssdc/eric_clees.htm)

The Clearinghouse produces the ERIC database, which includes citations to papers, lesson plans, teaching guides, pedagogy, and other education related topics. It publishes materials such as teaching guides to history and ERIC digests, which contain brief essays with bibliographies on social studies topics. It also provides reference and referral services for teachers to help search World Wide Web sites, which may include full text documents and links to other sites.

FREE ENTERPRISE INSTITUTE  
9525 Katy Freeway, Suite 303  
Houston, TX 77024  
713 984 1343

The Institute promotes free enterprise economics education for high school students.

JUNIOR ACHIEVEMENT (JA)  
National Headquarters  
1 Education Way  
Colorado Springs, CO 80906-4477  
719 540-8000  
<http://www.ja.org>

JA is a nonprofit economic education organization that operates in communities across the nation and in more than one hundred countries worldwide. It offers programs at each grade level from kindergarten through grade twelve designed to provide a fundamental understanding of the American free enterprise system. JA's purpose is to educate and inspire young people to value free enterprise, business, and economics to improve the quality of their lives. At the heart of JA programs are thousands of classroom volunteers from diverse areas of the community and different walks of life who deliver its programs in school classrooms.

LIBRARY OF CONGRESS  
National Digital Library Program  
Washington, DC 20540-1320  
202 707 2235

E-mail: [ndlpedu@loc.gov](mailto:ndlpedu@loc.gov)

As the nation's library, the Library of Congress offers a wide range of services. Although its reading rooms are closed to school aged children, the Library of Congress National Digital Library is now bringing examples of the Library's unique American history collections into schools and classrooms across the country.

On line programs include the following:

American Memory Collections

<http://memory.loc.gov/>

Documents, films, manuscripts, photographs, and sound recordings tell the story of America's history. Examples include portraits of presidents and first ladies and the history of African Americans, women, agriculture, and conservation.

The Learning Page

<http://memory.loc.gov/annex/ndlpedu/index.html>

Education related help for searching the collections includes 'Educators Programs Lesson Ideas,' and Research Tools, and other features regarding events, topics, people, time, and places of American history.

Thomas

<http://thomas.loc.gov>

Full text searchable legislation and the Congressional Record from the 103rd Congress forward, the *Congressional Record Index*, bill summaries, major legislation, full text of the US Constitution and the document titled *How Our Laws Are Made* by Charles W. Johnson, Parliamentarian of the US House of Representatives.

Copyright

<http://www.loc.gov/copyright/>

Information about the US Copyright Office and the copyright registration process, copyright circulars and form letters, and other copyright-related topics and materials.

LOCIS (Library of Congress Information System)

<telnet://locis.loc.gov>

Catalog of bibliographic records for materials held by the Library of Congress, which also contains summaries, abstracts, chronologies, and status of federal legislation.

from 1973 forward copyright registration records, and other databases.

LC Marvel

[gopher://marvel.loc.gov](http://gopher://marvel.loc.gov)

A master gopher list that points to information the social sciences and a variety of fields.

NATIONAL AUDUBON SOCIETY

700 Broadway

New York, NY 10003

212 979 3000

<http://www.audubon.org>

The Audubon Society offers outreach programs and publications that can integrate nature, ecology, and natural history into social studies. It owns and operates the Francis Beidler Forest near Ridgeville, South Carolina.

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS  
(NCHS)

Department of History

University of California Los Angeles

6339 Bunche Hall

405 Hilgard Ave

Los Angeles, CA 90095 1473

310 825-4702

Fax 310 267 2103

<http://www.sscnet.ucla.edu/nchs/>

NCHS publishes a two volume book of resources to be used with the teaching of US and world history and a guide *Lessons from History*, that helps teachers concentrate on the major events and ideas from each period of history.

NATIONAL CONFERENCE OF STATE HISTORIC  
PRESERVATION OFFICERS (NCSHPO)

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444 North Capitol St, NW Suite 342  
Washington, DC 20001  
202 624 5465  
Fax 202 624 5419  
<http://www.sso.org/neshpo/>

The NCSHPO is the professional association of the government officials in each state who carry out the national historic preservation program as delegates of the Secretary of the Interior. In this role the NCSHPO acts as a clearinghouse for the information about historic places, archaeology, architecture, and education programs that is available through the historic preservation organizations in the individual states.

NATIONAL COUNCIL FOR ECONOMIC EDUCATION  
1140 Avenue of the Americas  
New York, NY 10036  
<http://www.economicamerica.org>

With its network of affiliated state councils, this organization works with school systems to develop curricula for teaching basic economics in elementary and secondary schools. It publishes *A Framework for Teaching Basic Economic Concepts* with scope and sequence guidelines for grades K-12 and has also produced *Virtual Economics: A User's Guide*, a CD ROM project designed to teach students how economics can help them throughout their lives.

NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION  
(NCGE)  
16 A Leonard Hall  
Indiana University of Pennsylvania  
Indiana, PA 15705  
412 357 6290  
<http://www.ncge.org>

The NCGE supports the teaching and learning of geography themes, concepts and skills. It offers a catalog of resources for

teaching at all levels, including lesson plans and activities, software, publications, and map sources.

NATIONAL COUNCIL FOR HISTORY EDUCATION  
(NCHH)  
26915 Westwood Rd, Suite B 2  
Westlake, OH 44145  
440 835 1295  
<http://www.history.org/nche/>

This nonprofit corporation is dedicated to promoting the importance of history in school and society. It offers a range of publications, conferences, and workshops that are produced by classroom teachers, curriculum specialists, and academic historians. NCHE's publications include *Building a History Curriculum*, *Guidelines for Teaching History in Schools*, *Building a United States History Curriculum*, and *Building a World History Curriculum*.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)  
3501 Newark St, NW  
Washington DC 20016  
202 966 7840  
<http://www.ncss.org>

NCSS is the largest association in the United States that is devoted solely to social studies education. It provides its members with research assistance, textbooks, lesson plans, and other teaching resources, and information about curriculum, assessment, professional development opportunities, conferences, and much more. NCSS monitors government legislation and sends publications to its members.

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH)  
1100 Pennsylvania Ave, NW  
Washington, DC 20506

*National Parks as Classrooms* and the *National Parks American Treasures* are materials that help teachers and students learn about national parks in South Carolina and the nation and help them prepare for national park visits. To order, contact the nearest national park

*Discover Our Shared Heritage* is a series of publications consisting of travel itineraries that explore the nation's past by visiting places that embody major aspects of American history. The itineraries offer self-guided tours of historical sites, essays, maps, photographs, and descriptions of each place's significance in American history as well as architecture and culture. These publications may be ordered from the National Park Service or from National Conference of State Historic Preservation Officers (see addresses and phone numbers above)

#### NATIONAL TRUST FOR HISTORIC PRESERVATION

1785 Massachusetts Ave  
Washington, DC 20036  
202 588-6000

<http://www.nthp.org>

As the national organization representing the private sector of historic preservation, the National Trust provides teachers and students with many resources, including regional offices, information on historic sites, and community-based programs such as Main Street. Its variety of publications serves educators, students, preservationists, and the general public. In South Carolina, the National Trust may be accessed at

Southern Regional Office  
National Trust for Historic Preservation  
456 King St  
Charleston, SC 29403

843 722-8552

#### ORGANIZATION OF AMERICAN HISTORIANS (OAH)

112 North Bryan St  
Bloomington, Indiana 47448  
812 855 7311

<http://www.oah.org>

Serving professionals and teachers in American history, the OAH seeks to promote historical study and research. Its resources for social studies educators include conferences, teaching networks, and publications such as the *Magazine of History*, which is designed for teachers and provides articles and lesson plans.

#### POPULATION REFERENCE BUREAU (PRB)

1875 Connecticut Ave., NW, Suite 520  
Washington, DC 20009 5728  
800 877 9831

<http://www.prb.org>

Providing timely and objective information on U.S. and international population trends and their implications, PRB serves educators, policy makers, the media, and concerned citizens by offering a broad range of activities that include publications, information services, seminars, and workshops.

#### SMITHSONIAN INSTITUTION

Smithsonian Office of Education  
Arts & Industries Building  
Room 1163, MRC 402  
Washington, DC 20560  
202 357 3229  
202 357 3049

<http://www.si.edu/>

Centered on the National Mall in Washington, the Smithsonian Institution is devoted to public education, basic

research, and national service in the arts, sciences and history. The largest complex of museums in the world, it publishes the *Smithsonian Resource Guide for Teachers*, a guide to more than 450 educational materials available in all subject areas at the various locations.

Among the Smithsonian's museums and programs are the following:

Ancient Egypt Museum  
1901 Port Place SE  
Washington, DC  
202 287 3369

[http://www.si.edu/activity/planvis/museums/1\\_ah.htm](http://www.si.edu/activity/planvis/museums/1_ah.htm)

Serves as a national center for exhibitions, research, historical documentation, and educational programming related to African American history and culture.

Center for Folklife Programs and Cultural Studies  
955 L'Enfant Plaza SW  
Washington, DC  
202 287 3424

Education specialists and folklife researchers not only provide educators with content and ideas for teaching about cultural diversity but also seek to involve students in learning about their communities. Teacher seminars, kits, media products, and publications are available.

National Air and Space Museum  
Education Department  
Independence Ave. at 7th St., SW  
Washington, DC  
202 357-1400  
[http://www.si.edu/activity/planvis/museums/1\\_nasm.htm](http://www.si.edu/activity/planvis/museums/1_nasm.htm)

Celebrates flight and the evolution of aviation and space technology. Its resource center offers educational materials.

National Gallery of Art  
Dept. of Education Resources  
4th St. and Constitution Ave., NW  
Washington, DC 20565  
202-842-6273

Houses one of the finest collections in the world of examples of western European and American achievement in painting, sculpture, and graphic arts from the Middle Ages to modern times.

National Museum of African Art  
Department of Education  
950 Independence Ave., SW  
Washington, DC  
202 357-4600  
[http://www.si.edu/activity/planvis/museums/1\\_nmaf.htm](http://www.si.edu/activity/planvis/museums/1_nmaf.htm)

Dedicated to the traditional arts of Africa. Outreach programs and resources, including slide sets and videotapes, bring Africa into the classroom.

National Museum of American Art  
8th and G Sts., NW  
Washington, DC  
202 357 3111  
[http://www.si.edu/activity/planvis/museums/1\\_nmaa.htm](http://www.si.edu/activity/planvis/museums/1_nmaa.htm)

Displays a panorama of American art from the earliest works to those of the present. Teacher resource packets and other materials are available.

National Museum of American History  
Constitution Ave. at 14th St., NW



Washington, DC

202 357 1481

[http://www.si.edu/activity/planvis/museums/i\\_nmah.htm](http://www.si.edu/activity/planvis/museums/i_nmah.htm)

Exhibits objects, documents, and multimedia materials that reflect the experiences of the American people. Curriculum kits and other materials are available.

National Museum of the American Indian

George Gustav Heye Center

1 Bowling Green

New York, NY 10004

212 825 6700

[http://www.si.edu/activity/planvis/museums/i\\_nmai.htm](http://www.si.edu/activity/planvis/museums/i_nmai.htm)

Committed to the collection, preservation, study, and exhibition of the cultures and history of the diverse native cultures of the Western Hemisphere. Maintains a Web site for its Film and Video Center at <http://www.si.edu/nmai/film%2bvideo/>. You can also contact the Center at

Film and Video Center

George Gustav Heye Center

National Museum of the American Indian

212 514 3737

Fax 212 514 3800

E-mail [FVC@si.edu](mailto:FVC@si.edu)

National Portrait Gallery

8th and F Sts. NW

Washington, DC

202 357 2920

[http://www.si.edu/activity/planvis/museums/i\\_npg.htm](http://www.si.edu/activity/planvis/museums/i_npg.htm)

Explores U.S. history through portraits of the men and women who created it.

Arthur M. Sackler Gallery

1050 Independence Ave., SW

Washington, DC

202 357-4880

[http://www.si.edu/activity/planvis/museums/i\\_sga.htm](http://www.si.edu/activity/planvis/museums/i_sga.htm)

Committed to making Asian art accessible to American audiences. Offers newsletter, packets, and other materials for teachers.

UNITED NATIONS CyberSchoolBus

<http://www.un.org/Pubs/CyberSchoolBus>

The UN's CyberSchoolBus, a resource for students and teachers, offers a wealth of materials and information about the United Nations and the world. Its section called Curriculum Corner contains teaching units and in-depth teaching modules for all grades (in French and Spanish as well as English) on such subjects as the environment, the UN, women and politics, and telecommunications. A resource called "Global Trends" has graphs and charts on global matters, and there is "InfoNation," an easy-to-use database with over thirty different fields of information on 185 countries around the globe.

U.S. GEOLOGICAL SURVEY

Information Services

Box 2528C

Denver, CO 80225

303 202-4700

<http://www.usgs.gov>

The U.S. Geological Survey offers publications for educators on environment-related issues, information on geologic hazards, state and national geologic maps, topographic maps, posters, and reference lists. The U.S. Geological Survey Library in Reston, Virginia, serves as a special resource for teachers of grades K-12 with a collection of books, videos,

software programs, lesson plans, hands-on materials, and activity kits. The library may be accessed online at <http://geology.er.usgs.gov/eastern/geocenter.html>

#### STATE LEVEL

##### AVERY RESEARCH CENTER FOR AFRICAN AMERICAN HISTORY AND CULTURE

College of Charleston  
125 Bull St.  
Charleston, SC 29401-1247  
843 953 7009

The Avery Research Center serves as an archive of African American history and produces on-site school programs, exhibits, workshops, publications, community-based programs, and research projects.

##### CHARLESTON MUSEUM

160 Meeting St.  
Charleston, SC 29403  
843 722 2996  
Fax 843 722 1784  
<http://www.charlestonmuseum.com/>

The first museum in America, the Charleston Museum—along with its historic houses—preserves and interprets the natural and cultural history of the South Carolina Lowcountry. It offers a variety of discovery experiences and tours for preschool through the eighth grade that are designed to supplement curricula and to emphasize hands-on participation. Subject areas include South Carolina flora and fauna, dinosaurs, archaeology, architecture, and the lifestyles of Native Americans, African Americans, and Americans of European descent.

##### CHICORA FOUNDATION

P.O. Box 8664  
861 Arbutus Drive  
Columbia, SC 29202  
803 787-6910  
<http://chicora.org/>

The Chicora Foundation has brochures, booklets, and curricula packages for classes in social studies and South Carolina history. It also provides speakers for grades two through twelve on topics such as archaeology, Native American history, and African American history.

##### COLUMBIA MUSEUM OF ART

P.O. Box 2068  
Main and Hampton Sts.  
Columbia, SC 29202  
803 799 2810  
<http://www.columbiart.org/>

By using its extensive collections and other resources, this museum can help educators convey the interdisciplinary nature of social studies in general and more specifically, help them teach the history of art. Curriculum-based tours, publications, and other offerings have been developed especially for schools.

##### CONFEDERATION OF SOUTH CAROLINA LOCAL HISTORICAL SOCIETIES

S.C. Dept. of Archives and History  
P.O. Box 10999  
Columbia, SC 29211  
803 734 8595

Provides a directory of all local historical societies in the State as well as conferences.

DISCUS South Carolina Virtual Library  
 South Carolina State Library  
 1500 Senate St  
 P O Box 11469  
 Columbia SC 29211 1469  
 803 734-8666  
 Fax 803 734 8676

<http://library.scsu.edu/discus.html>

The DISCUS project provides all South Carolinians with access to an electronic library of essential information resources. DISCUS databases can be accessed via computers that are connected to the Internet at participating institutions throughout the State including all public libraries, public schools and higher education institutions.

DRAYTON HALL  
 3380 Ashley River Rd  
 Charleston, SC 29414  
 843 766 0188

<http://www.draytonhall.org>

Owned and operated by the National Trust for Historic Preservation, this eighteenth-century plantation site offers curriculum-based programs and materials for school groups and teachers. Topics include archaeology, plantation life, historic preservation and architecture. Nature walks interpret the historical relationships between the land and people. The site also offers videotapes, bibliographies, guides to architectural styles, and previsit materials.

HISTORIC BEAUFORT FOUNDATION  
 P O Box 11  
 801 Bay St  
 Beaufort, SC 29901  
 803 524 6334  
 Fax 803 524 6240

E-mail [hustbft@hargray.com](mailto:hustbft@hargray.com)

The Historic Beaufort Foundation operates the John Mark Verdier House, the Federal style home that was taken over by Union officers as their headquarters during the Civil War. Serving as the regional historic preservation organization, the Foundation functions as the interpretive center for the history and culture of Beaufort and offer tours for school groups, educational materials, and speakers.

HISTORIC CAMDEN  
 222 Broad St  
 Camden SC 29020  
 803-432 9841  
 Fax 803-432 3815

Historic Camden is an outdoor museum complex and affiliated area of the National Park Service. It provides guided tours to many of the areas restored mansions and historic houses, along with public programs and other educational activities related to eighteenth century life, the Revolutionary War, and the history of Camden and its region.

HISTORIC CHARLESTON FOUNDATION  
 P O Box 1120  
 40 East Bay St  
 Charleston, SC 29402  
 843 723 1623  
 Fax 843- 577 2067

<http://www.historiccharleston.org/>

The Historic Charleston Foundation is a nonprofit organization dedicated to preserving and protecting the historical and architectural heritage of the city of Charleston as well as the history and culture of the Charleston Lowcountry. The foundation is actively involved in innovative educational and volunteer programs, research,

technical and financial assistance programs, and the operation of a reproductions program.

#### HISTORIC COLUMBIA FOUNDATION

1601 Richland St  
Columbia, SC 29201  
803 252 1742

<http://www.columbiase.net/city/hcfweb.htm>

Offers tours of historic houses and landscapes as well as workshop lectures, special events, heritage programs, a resource library for research and historic preservation curriculum supplements and school tours

#### MIDDLETON PLACE FOUNDATION

Ashley River Rd  
Charleston, SC 29414  
843 556 6020

<http://www.middlettonplace.org/>

The Foundation owns and operates Middleton Place, an eighteenth century plantation encompassing America's oldest extant formal gardens, the Middleton Place House and the plantation stable yards. Its range of tours and activities focuses on the history of planters and of African Americans, on historic crafts and agricultural skills, and on botany and environmental concerns. The foundation also offers school programs at the Edmondston Alston House, the antebellum residence of rice planters that is located on the Battery in Charleston.

#### PALMETTO TRUST FOR HISTORIC PRESERVATION

P O Box 12547  
Columbia, SC 29211  
803-771 6132

<http://palmettoconservation.org/historic/historic.htm>

The Trust is South Carolina's only private, statewide historical preservation organization. It seeks to save endangered historical buildings and is developing educational programs for students and teachers.

#### PENNCENTER

York W. Bailey Museum  
P O Box 126  
St Helena Island, SC 29920  
843 838 2432  
Fax 843 838 8545

E-mail [Penncent@hargray.com](mailto:Penncent@hargray.com)

<http://www.beaufort-sc.com/penn/>

Penn Center is among the oldest and most historically significant African American cultural and educational institutions in North America. The National Historical Landmark District, on which it is located, features the Penn School, the first freedmen's school, founded in 1862. The Bailey Museum offers exhibits, tours, and other programs, showing the African connection to the Gullah people of the Sea Islands and presenting traditional ways of life of African Americans in the Lowcountry.

#### SOUTH CAROLINA BAR/ LAW RELATED EDUCATION

P O Box 608  
950 Taylor St  
Columbia SC 29201  
803 252 5139  
Fax 803-799-4118

[http://www.scbar.org/LRE/lre\\_home.htm](http://www.scbar.org/LRE/lre_home.htm)

The South Carolina Bar's Law Related Education (LRE) Division offers a variety of programs for students and teachers throughout the State. In addition to sponsoring mock trials for high schools, the Division provides teachers with materials and training to integrate LRE activities, strategies

and materials into their classrooms. Each summer, its institutes offer teachers information on such topics as conflict resolution and peer mediation, and it has trainers available to conduct in service presentations on a variety of topics for schools or school districts. It also maintains the LRI<sup>2</sup> Clearinghouse for teacher use and publishes a newsletter.

#### SOUTH CAROLINA BUSINESS HALL OF FAME

P O Box 532  
Columbia, SC 29202  
803 252 1974

<http://theweb.badm.sc.edu/ja>

The South Carolina Business Hall of Fame was established in 1985 by Junior Achievement and the *State* newspaper to honor the champions of free enterprise and to present role models in business to young people. Biographies of inductees are available on the Web site. Videos of honorees are available for classroom viewing.

#### SOUTH CAROLINA CHAMBER EXCELLENCE IN EDUCATION COUNCIL

South Carolina Chamber of Commerce  
1201 Main St., Suite 1810  
Columbia, SC 29201  
803 799-4601

Each year the Council stages a summer youth camp for high school juniors and seniors to teach them the principles of the American free enterprise system. It also publishes a booklet called *Skills That Work*, which includes employers' expectations, and a teacher's manual called *Strategies for Implementing School to Work for Teachers and Schools*.

#### SOUTH CAROLINA COUNCIL FOR THE SOCIAL STUDIES (SCCSS)

P O Box 11746  
Columbia, SC 29211 1746  
<http://www.sccss.org>

Affiliated with the National Council for the Social Studies, SCCSS offers its members the chance to share strategies with colleagues, to have access to new resource material, and to keep abreast of the national education scene. Members receive the state publication and can attend the annual conference.

#### SOUTH CAROLINA COUNCIL ON ECONOMIC EDUCATION (SCCEE)

University of South Carolina  
Darla Moore School of Business  
1705 College St., Room 651  
Columbia, SC 29208  
803 777-8676  
Fax 803-777 8328

<http://scceconed.badm.sc.edu>

E-mail [SCCEEP@darla.badm.sc.edu](mailto:SCCEEP@darla.badm.sc.edu)

SCCEEP offers programs for teachers in kindergarten through grade twelve to help them give their students a foundation in economics. It also has lesson guides for social studies teachers which include student activities for grades one through five and additional lesson plans for all social studies teachers in the areas of geography, world history, US history, economics and environmental studies. SCCEEP conducts "The Stock Market Game," a simulation in paper and Internet versions.

#### SOUTH CAROLINA DEPARTMENT OF ARCHIVES AND HISTORY

8301 Parklane Rd  
Columbia, SC 29223  
803 896-6100

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<http://www.state.sc.us/scdah>

The Archives has published eight curriculum resources on South Carolina history that is written for middle school students and available on CD ROM. A ninth packet, *Heritage Education* is written on the fifth grade level but has activities suitable for any age group. There is also a coloring book of South Carolina symbols suitable for elementary grades. All of these materials may be purchased at the Archives. Also available are teacher in services, classroom presentations, tours, and research visits.

#### SOUTH CAROLINA DEPARTMENT OF NATURAL RESOURCES (DNR)

P O Box 167  
1000 Assembly St  
Columbia, SC 29202  
803 734 3888

<http://www.dnr.state.sc.us/>

E-mail [steeveb@scdnr.state.sc.us](mailto:steeveb@scdnr.state.sc.us)

An agency that is active in multidisciplinary education, DNR offers publications, classroom resources, teacher training programs, summer workshops and school programs for grades K-12. A guidebook identifies all its programs and services.

#### SOUTH CAROLINA DEPARTMENT OF PARKS, RECREATION, AND TOURISM (PRT)

1205 Pendleton St  
Columbia, SC 29201  
803 734 0156

<http://www.visitoisc.com>

A multifaceted agency, PRT can be useful in many ways to teachers. One of its divisions, the SC Park Service, operates over forty parks, historic sites, and natural areas, including fourteen on the National Register of Historic Places. The

Park Service provides publications, kits, and workshops for teachers as well as interdisciplinary, curriculum based tours for schools.

PRT's Heritage Corridor, traversing the State from Oconee to Charleston, will offer guides to cultural and natural resources in communities along its route, which can be used to enrich the teaching of South Carolina history, economics and geography.

#### SOUTH CAROLINA DOWNTOWN DEVELOPMENT ASSOCIATION

P O Box 11637  
Columbia, SC 29211  
803 799 9574

<http://www.midnet.sc.edu/dtrv/homepage.htm>

E-mail [community@mascd.state.sc.us](mailto:community@mascd.state.sc.us)

Provides many programs and services to promote downtown economic and cultural development statewide. Its Downtown as a Classroom program, developed in collaboration with the State Department of Education, seeks to build lasting cooperative efforts between local schools and the downtown and to use downtown as a training tool in civics, history, economics, arts and mathematics.

#### SOUTH CAROLINA GEOGRAPHIC ALLIANCE

Department of Geography  
University of South Carolina  
Columbia, SC 29208  
888 895 2023

<http://www.cla.sc.edu/geog/scgainan/scga.html>

E-mail [kovanick@sc.edu](mailto:kovanick@sc.edu)

This group offers a large number of lesson plans for the teaching of geography and a poster series on the geography of South Carolina. Among the titles in its resource center are the

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South Carolina Interactive Geography CD ROM, the *National Geographic Society Tool Kit for Teaching Geography* (for grades 3-8 and grades 5-12), and the *Prentice Hall World Explorer* which is comprised of more than two hundred transparencies including maps with overlays, charts, and diagrams

#### SOUTH CAROLINA HUMANITIES COUNCIL

1308 Columbia Dr  
P O Box 5287  
Columbia SC 29250  
803 691-4100

E-mail [plakers@aol.com](mailto:plakers@aol.com)

Dedicated to promoting and making the humanities accessible to all South Carolinians, the Humanities Council provides students and teachers with grant opportunities, services and resources, including a video library and speakers bureau

#### SOUTH CAROLINA INSTITUTE OF ARCHAEOLOGY AND ANTHROPOLOGY (SCIAA)

University of South Carolina  
1321 Pendleton St  
Columbia, SC 29208  
803 777 8170  
Fax 803 254 1338  
<http://www.cla.sc.edu/sciaa/sciaa.html>  
E-mail [nince@sc.edu](mailto:nince@sc.edu)

SCIAA provides educational materials in archaeology to elementary and high school teachers and students, as well as the newsletter *Legacy*, twice a year, if requested. SCIAA coordinates South Carolina Archaeology Month during September, offering over eighty programs statewide in fifty locations with over sixty-five organizations involved. Many archaeologists on staff are willing to come to the classroom for

informal presentations on current research in South Carolina archaeology. Program themes include an overview of prehistory and history of South Carolina, early man, underwater archaeology (which includes the submarine *H. L. Hunley*), rock art, military archaeology, colonial and protohistoric archaeology, and the impact of the Contact Period on Native Americans. Among other program topics are two archaeological sites on Parris Island, South Carolina: Charlesfort, the outpost built there in 1562 by French Protestants seeking religious freedom, and Spanish colonial city of Santa Elena which was built there in the sixteenth century and which represents the earliest European occupation of South Carolina. An educational video is available on the Paleoindian occupation of South Carolina.

The Archaeological Society of South Carolina (ASSC) is also housed at the Institute of Archaeology and Anthropology on Pendleton Street. ASSC is an association of professional and avocational archaeologists and concerned citizens, teachers, and students uniting in a cooperative effort to understand the prehistory and history of South Carolina. Programs are announced in the quarterly newsletter and include monthly meetings of seven chapters across the State. ASSC can be found on line at <http://www.assc.net>

#### SOUTH CAROLINA DEPARTMENT OF EDUCATION

Audiovisual Library  
1513 Gervais St.  
Columbia, SC 29201  
803 929 2596  
Fax 803 253-4077  
<http://www.state.sc.us/sde/>  
E-mail [avlib@sde.state.sc.us](mailto:avlib@sde.state.sc.us)

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The AV Library offer, the following services year round for only the cost of the materials

- poster sized prints and graphic organizers (23" x 31"),
- laminating/mounting (up to 38" wide),
- overhead transparencies,
- cut-outs and clip art books,
- custom designed banners and other materials,
- duplication of copyright cleared video cassettes, and
- duplication and sales of audio cassettes (e.g. staff development series foreign language series instructional series)

#### SOUTH CAROLINA STATE MUSEUM

P O Box 100107

Columbia SC 29202 3107

803 737 4999

<http://www.museum.state.sc.us>

E mail [educationcurator@museum.state.sc.us](mailto:educationcurator@museum.state.sc.us)

Along with curriculum based programs in art, natural history, science and technology, the museum offers hands on social studies thematic lessons, tours, self guided activities, and classroom resources for grades K-12. Program topics include Native Americans, archaeology, technology, transportation, colonial life, the Antebellum Period, the Civil War, and late nineteenth century rural and mill life.

#### SPARTANBURG COUNTY HISTORICAL ASSOCIATION

P O Box 887

Spartanburg SC 29304

864 596 3501

The Association operates three museum properties that are open for tours: Walnut Grove Plantation, Price House, and the Regional Museum of Spartanburg County. Its school programs include living history activities, architectural and

plantation studies, and exhibits on regional history. The Association also promotes historic preservation.

#### UNIVERSITY LIBRARIES

University of South Carolina

Columbia, SC 29208

803 777 4841

<http://www.sc.edu/library/>

These libraries include the Business Library, Thomas Cooper, and the Math and Music Libraries at the University. Access to their Web site can lead to resources related to the spectrum of disciplines included in social studies, not just in South Carolina but throughout the world.

#### UNIVERSITY OF SOUTH CAROLINA MCKISSICK MUSEUM

Bull and Pendleton Sts

Columbia, SC 29201

803 777 7251

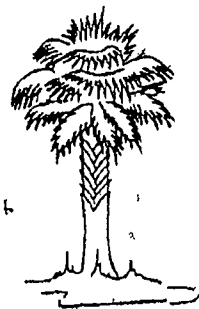
<http://www.cla.sc.edu/MCKS/>

McKissick Museum, located on the historic Horseshoe on the University of South Carolina campus, was the University's main library until 1976. Now, the Museum offers exhibitions of art, folk art, science, and history. Permanent exhibits include the Banich Silver Collection, Fluorescent Minerals and Gemstones, and the Mineral Library.

Because of the complexity of this subject matter and the diverse learning styles and interests of students, a variety of supplemental materials and activities are needed in the social studies classroom. Classrooms should offer students opportunities for observation, the manipulation of objects, exploration, and discussion. In social studies, visits to museums, local landmarks, natural history parks, and other locations offer



educational experiences that will live in the memory of students for many years



## Chapter 7

# SYSTEMIC SUPPORT FOR SOCIAL STUDIES



The welfare of our people, our communities and our democratic processes depends on education. Through the study of history, government, geography and economics, students develop the knowledge and skills that will help them to become active and informed citizens. The emphasis on educational reform and curriculum standards will require many changes and coordination at all levels. There must be support from educators, parents, business and industry, government officials and the media.

### School Boards

With a clear understanding of the rationale of the new South Carolina social studies curriculum standards, the local school board has a responsibility to support and encourage its full implementation. The school board can support the standards through appropriate policies that promote curriculum development and assessments and encourage professional development.

The school board can provide leadership by

- budgeting the resources needed to meet or exceed the recommended standards
- encouraging interaction among districts, schools and teachers as a way of sharing ideas, information and practices,
- publicizing the success of outstanding social studies achievements and
- promoting an educational climate that allows for innovation and encourages intellectual inquiry, achievement, and growth for all students

### School Administrators

School administrators need an in-depth knowledge of the new standards in order to provide support. School officials can be a valuable resource in explaining to the public the underlying philosophy of the standards as well as the critical role of social studies in the school curriculum.

Administrators can support and improve the teaching of social studies by

- hiring personnel certified in social studies and matching teaching assignments to academic background
- providing the expertise of a district-level social studies supervisor or coordinator
- collaborating closely with teachers as they begin implementing these standards
- arranging interaction among teachers of social studies from elementary, middle and high schools,
- regulating and controlling class size as a means of ensuring effective instruction,
- ensuring equity in scheduling and teacher assignments
- creating a climate that allows for innovation and the encouragement of intellectual inquiry, achievement, and growth for all students

- establishing outreach activities with parents, guardians, leaders in business and industry, and other community members to build quality social studies programs, and
- rewarding teachers and students for outstanding performance in social studies

Administrators must provide sufficient resources to ensure an exemplary social studies program by

- planning teachers in service training and workdays with meaningful activities
- ensuring that teachers have time for planning and peer group meetings within their school
- supporting teachers participating in professional organizations and activities, and
- providing necessary resources for technology such as computers with multimedia capabilities and access to the Internet, audiovisual equipment and materials, and instructional television and distance learning

#### Teachers

Teachers can provide the impetus for bringing about change in the field of social studies. Individual teachers can demonstrate professionalism through leadership and the articulation of important issues and needs in social studies at the district, school, and classroom level.

Teachers can ensure the development of a strong social studies program by

- using their own creativity and knowledge to inspire their students,
- taking advantage of available resources,
- participating in professional development opportunities,

- communicating with fellow educators and other stakeholders in high-quality social studies education,
- staying abreast of current research and technological innovations, and
- taking active roles in professional and community organizations

#### Professional Organizations

Professional organizations have a responsibility to bring their members together to provide leadership and training. They also have a responsibility to encourage policies that enhance social studies programs. In addition, they can give all teachers access to resources and current information by

- providing for seminars, workshops, conferences, and programs for the support of social studies
- providing networking opportunities that encourage interaction among social studies teachers,
- serving as resources for governmental agencies and officials to make informed decisions about social studies, and
- encouraging and supporting the establishment and maintenance of standards for social studies teachers as professionals

A list of national and state professional organizations related to social studies is provided above, in chapter 6, "Instructional Materials and Resources."

#### Institutions of Higher Learning

South Carolina colleges and universities have the opportunities to be major players in supporting excellence in social studies education. It is imperative that colleges and universities provide

teacher education programs that reflect the South Carolina Social Curriculum Studies Standards, these institutions can accomplish this objective by

- modeling effective teaching and assessment practices,
- providing professional development opportunities for teachers,
- providing the course work needed by teachers seeking social studies certification
- providing meaningful programs for social studies teachers such as seminars, symposia and clinics, and
- encouraging faculty members to serve on social studies advisory boards and committees

#### Parents

Parents are encouraged to provide a nurturing environment that fosters good study habits and high expectations of students. They must understand that a good social studies curriculum creates responsible young citizens, reinforces family traditions, and builds a cohesive, productive, and compassionate society.

Parents can participate in and provide support for social studies education by

- volunteering their time and expertise,
- attending school functions and activities,
- endorsing professional development and innovative activities,
- communicating with their children's teachers about their progress in social studies,
- sharing family histories with their children,
- using community resources such as libraries and museums and attending cultural events
- visiting historical and geographical sites during family vacations
- learning local history and visiting points of interest and

- modeling lifelong learning by reading, attending classes, watching educational television programs, and utilizing computer technology

#### Communities

Community organizations, both private and public, and individuals have much to contribute to the nurturing of the intellectual and emotional growth of students. They can all help support social studies education by studying these new standards carefully, making suggestions about the implementation of the standards and pushing for the improvement of the teaching of social studies. Such efforts can lead to the formulation of appropriate policies by school boards and administrations, can enhance curriculum development and assessment, and can encourage the hiring and assigning of educators to teach social studies who are well qualified in the subject.

More specifically, individuals and organizations in communities can help social studies education by

- becoming more involved in local schools,
- celebrating and rewarding the achievements of students and teachers in social studies,
- volunteering in schools
- sponsoring programs and events in schools,
- promoting discussion of social and educational issues,
- funding projects and programs,
- providing service-learning opportunities such as apprenticeships and internships as well as offering mentoring and shadowing opportunities,
- providing employment opportunities, and
- asking students and teachers to speak at or participate in their meetings

## Business and Industry

Business and industry can be responsible corporate citizens in their support of social studies education. The economy and stability of the community, state and nation are dependent on the perpetuation and furtherance of a knowledgeable workforce.

Business and industry can encourage and support social studies reform by

- providing release time for employees and parents to visit or assist in classrooms and to serve as mentors or role models
- providing personnel resources for consultation teaching, field trips, career days and special programs, scholarships or incentives for teachers, and internships for students and teachers,
- donating useful equipment and materials to schools,
- arranging for teachers to shadow business and industry role models and promoting adopt a school or adopt a student programs,
- articulating business expectations to teachers and students,
- providing technical expertise and offering technology training and application,
- networking with schools to create realistic activities involving social studies, and
- helping to provide better career counseling at elementary, middle, and secondary levels to reinforce students understanding of the need for social studies in a wide range of careers

## Government Officials

Government officials can support the social studies curriculum by making informed decisions. They can help ensure the future welfare of our state and nation by

- supporting social studies programs through the funding and legislative processes
- informing schools of available government educational printed material,
- facilitating interaction among education, government, and the private sector,
- passing legislation that encourages and promotes excellence in education, and
- recognizing and granting interviews to classes that tour government agencies

## Media

The media can also play a significant role in promoting social studies education by projecting social studies as a way of illuminating and preserving our national heritage. The media must provide an objective portrayal of this heritage in order for students to have a full understanding of our society.

The media can support social studies education by

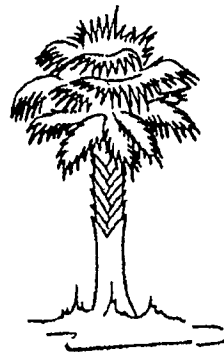
- informing the public of the new standards
- reporting success stories of students and teachers,
- promoting a positive image of social studies education,
- helping to counteract stereotypes, and
- working with social studies professionals to highlight groups, individuals, and events that heretofore have received little media attention

REC031120

TEX\_2846

*Call on thy children of the hill  
Wake swamp and river, coast and rill,  
Rose all thy strength and all thy skill  
Carolina! Carolina!*

—Henry Timrod



## CONCLUSION



The *South Carolina Social Studies Curriculum Standards* presents standards and guidelines for the improvement of social studies education across South Carolina. In addition to the teachers, faculty and administrators represented on the writing team, numerous professionals and organizations locally and nationally have contributed to the content of this document. These standards offer a vision of what social studies education can and must be if our government is to remain a participatory democracy.

In addition to the high standards that describe what students should know and be able to do in social studies, the *Social Studies Curriculum Standards* presents recommendations for teacher preparation, professional development, the selection of instructional materials/resources, and the use of standards-based instruction and assessment. Several aspects of the document merit particular emphasis:

- These standards are adapted from the most recent national standards in each of the four disciplines: history, government/political science, geography and economics.
- The document offers grade-by-grade standards for kindergarten through eighth grade and two sets of standards for high school: one set for grades nine through ten and one set for grades eleven through twelve. These standards are specific enough for classroom planning but broad enough to allow flexibility in the selection of curriculum materials and teaching strategies.

- The standards call for the integration of the four disciplines in the teaching of social studies.
- The document interprets and articulates social studies instruction as more than teaching one fact after another. The social studies curriculum standards require students to use both knowledge and skills, including making connections among times, events, issues, places, and concepts. In addition to knowing important facts from the disciplines, students need to be able to (a) access and retrieve information from a variety of sources using available technology, (b) understand, analyze, and interpret data and issues, and (c) make decisions based on evidence.

*If the condition of man is to be ameliorated  
as we fondly hope and believe, education is  
to be the chief instrument in effecting it.*  
—Thomas Jefferson

An educated citizenry is the key to a successful democratic society. These standards illuminate the connection between social studies learning and democratic values. If there is to be a citizenry capable of dealing with issues that must be confronted in the twenty-first century, then there must be teaching and learning that prepares students for the challenges ahead. Improving social studies education is central to reaching that goal. However, this effort will require the involvement and support of the people of South Carolina: parents, students, teachers, administrators and leaders, and workers in business and industry—all must work together to realize the high standards reflected in these guidelines.

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The implementation of these standards should bring about a new  
div in social studies teaching and learning in our schools. The

writing team believes that South Carolina is ready for the  
challenge. Let the work begin!





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## Glossary

|                     |                                                                                                                                                                                                  |                       |                                                                                                                                                                                                                                      |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| atmosphere          | the envelope of gases, aerosols, and other materials that surrounds Earth and is held closely by gravity                                                                                         | citizenship           | the status of being a member of a state, one who owes allegiance to the government and is entitled to its protection and to political rights                                                                                         |
| balance of payments | the total flow of money into a country minus the total flow of money out of a country                                                                                                            | classism              | discrimination or prejudice based on social class                                                                                                                                                                                    |
| balance of trade    | the level of merchandise exported minus the level of merchandise imported                                                                                                                        | choropleth map        | shows differences between areas by using colors or shading to represent distinct categories of qualities (such as vegetation type) or quantities (such as the percentage of high school graduates, population density, or birthrate) |
| barter              | a direct trade of goods or services                                                                                                                                                              | collective bargaining | the process of having labor as a group negotiate with management to determine the terms of employment for all workers rather than having each worker negotiate separately                                                            |
| Bill of Rights      | the first ten amendments to the U.S. Constitution                                                                                                                                                | comparative advantage | the principle that a country benefits from specializing in the production at which it is relatively most efficient                                                                                                                   |
| biosphere           | the realm of Earth that includes all plant and animal life forms                                                                                                                                 | confederal system     | an alliance of independent states manifesting a degree of national unity through a central government of united powers (e.g., Articles of                                                                                            |
| capital             | wealth in the form of money or property owned, used, or accumulated in business by an individual, partnership, or corporation; any form of material wealth used in the production of more wealth |                       |                                                                                                                                                                                                                                      |
| citizen             | a member of a political society who has obligations to and is entitled to protection by and from the government                                                                                  |                       |                                                                                                                                                                                                                                      |

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|                      |                                                                                                                                                           |                    |                                                                                                                                                                                                                             |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Confederation, Confederate States of America)                                                                                                             | democracy          | a form of government in which political control is exercised by all the people, either directly or indirectly through their elected representatives                                                                         |
| consumer price index | a number used to calculate changes in the average level of prices for a number of items typically bought by urban families                                | demographic trend  | a change in population size, composition, rates of growth, density, fertility, mortality rate and/or patterns of migration                                                                                                  |
| corporation          | an organization of people legally bound together by a charter to conduct some type of business                                                            | depression         | a prolonged and severe decline in the level of economic activity                                                                                                                                                            |
| cultural diffusion   | the spread of cultural elements from one culture to another                                                                                               | developed country  | an area of the world that is technologically advanced, highly urbanized, and wealthy and has generally evolved through both economic and demographic transitions                                                            |
| culture              | learned behavior of people which includes languages, belief systems, social relationships, institutions and organizations as well as their material goods | developing country | an area of the world that is changing from uneven growth to more constant economic conditions and that is generally characterized by low rates of urbanization and relatively high rates of infant mortality and illiteracy |
| currency             | coins and paper money                                                                                                                                     | diffusion          | the spread of people, ideas, technology, and products throughout a number of places                                                                                                                                         |
| demand               | the quantities of a good that consumers are willing and able to purchase at various prices during a given period of time                                  |                    |                                                                                                                                                                                                                             |
| demand schedule      | a table showing the quantities of a good that consumers are willing and able to purchase at various prices during a given period of time                  |                    |                                                                                                                                                                                                                             |

|                    |                                                                                                                                                                                    |                                |                                                                                                                                                                                             |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| distribution       | the arrangement of items over a specified area                                                                                                                                     | environment                    | everything surrounding one (e.g., Earth's environment includes everything in and on Earth's surface and its atmosphere within which organisms, communities, and objects exist)              |
| diversity          | the variety of experiences and perspectives that arise from differences in race, culture, religion, mental or physical abilities, heritage, age, gender, and other characteristics | equilibrium price              | the price at which the quantity demanded equals the quantity supplied                                                                                                                       |
| dividends          | that part of a corporation's income paid to its stockholders                                                                                                                       | executive branch               | the branch of the U.S. government that is led by the president and is charged with such powers as diplomatic representation and the implementation and enforcement of laws                  |
| due process of law | the right of every citizen to be protected against arbitrary action by government                                                                                                  | exports                        | goods and services that one country sells to another                                                                                                                                        |
| economics          | the social science that deals with the way society allocates its scarce resources among its unlimited wants and needs                                                              | factor of production           | anything used to produce a good or service                                                                                                                                                  |
| ecosystem          | a system formed by the interaction of all living organisms with each other and with the physical and chemical factors of the environment in which they live                        | federal system<br>(federalism) | the form of political organization in which power is divided among a central government and territorial subdivisions—in the United States, among the national, state, and local governments |
| entrepreneur       | an individual who assumes the risk in producing a product for a profit                                                                                                             | flow resources                 | resources that are neither renewable nor nonrenewable but must be used when and where they                                                                                                  |
| entrepreneurship   | the managerial ability and risk taking that contribute to a productive society                                                                                                     |                                |                                                                                                                                                                                             |

|                              |                                                                                                                                                                       |                         |                                                                                                                                                                                                       |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | occur or they will be lost (e.g. sunlight, wind, running water)                                                                                                       | imports                 | goods and services that one country buys from another country                                                                                                                                         |
| foreign policy               | policies of the federal government directed to matters beyond U.S. borders, especially relations with other countries                                                 | industrialization       | the growth of machine production and the factory system. The process of introducing manufacturing into countries or regions where most of the people are engaged in primary economic activities       |
| globe                        | a scale model of Earth that correctly represents area, relative size and shape of physical features, distances between points, and true compass directions            | inflation               | a rise in the average level of prices                                                                                                                                                                 |
| government                   | institutions and procedures through which a territory and its people are ruled                                                                                        | institution (political) | organizations—such as Congress, the presidency, and the court system—that play a significant role in the making, carrying out, and enforcing of the law and the managing of conflicts concerning laws |
| gross domestic product (GDP) | the total dollar value of all goods and services produced by resources located in the United States during one year's time                                            | interdependence         | people relying on each other in different places or in the same place for ideas, goods, and services                                                                                                  |
| gross national product (GNP) | gross domestic product adjusted to include the value of goods and services from other countries subsequently used in producing goods and services in the home country | interest                | the price one pays for the use of someone else's money                                                                                                                                                |
| hydrosphere                  | the water realm of Earth, which includes the water contained in the oceans, lakes, rivers, ground, and glaciers and in the water vapor in the atmosphere              | law of demand           | the quantity demanded of a good will be greater at a lower price than the quantity demanded of the same good at a higher price                                                                        |



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|                |                                                                                                                                                                 |                       |                                                                                                                                       |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| law of supply  | the quantity of a good supplied will be greater at a higher price than it will at a lower price                                                                 | model                 | a simplified form of reality that shows the relationship between different factors                                                    |
| linkage        | contact and therefore flow of ideas, information, people, or products between places                                                                            | monarchy              | government in which political power is exercised by a single ruler under the claim of divine or hereditary right                      |
| lithosphere    | the uppermost portion of the solid Earth, including soil, land, and geologic formations                                                                         | monetary policy       | the changing of the quantity of money in the economy in order to reduce unemployment, keep prices stable, and promote economic growth |
| majority rule  | rule by more than half of those participating in a decision                                                                                                     | nation-state          | a political unit that claims sovereignty over a defined territory and jurisdiction over everyone in it                                |
| map            | a graphic representation of a portion of Earth that is usually drawn to scale on a flat surface                                                                 | nonrenewable resource | a finite resource, one that cannot be replaced once it is used                                                                        |
| market         | exchange activities between buyers and sellers of goods and services                                                                                            | opportunity cost      | the value of any alternative that one must give up when one makes a choice                                                            |
| market economy | an economy in which the economic questions are decided mostly by individuals in the marketplace                                                                 | physical process      | a course or method of operation that produces, maintains or alters Earth's physical systems                                           |
| migration      | the act or process of people moving from one place to another with the intent of staying at the destination permanently or for a relatively long period of time | places                | locations having distinctive characteristics that give them meaning and character and distinguish them from other locations           |

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TEX\_2858

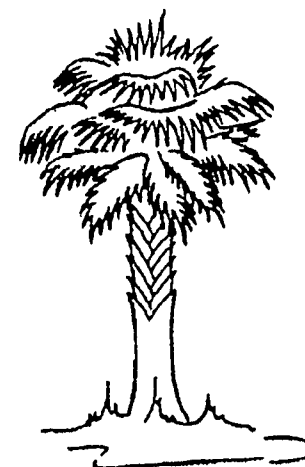
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|                    |                                                                                                                                                |                          |                                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| population density | the calculation of the number of individuals occupying an area derived from dividing the number of people by the area they occupy              | government               | power is held by the people and exercised indirectly through elected representatives who make decisions                                      |
| price index        | a number that compares prices in one year with some earlier base year                                                                          | resources                | an aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product or something else of value |
| progressive tax    | a tax that takes a smaller percentage of lower incomes and a larger percentage of higher incomes                                               | rule of law              | the principle that every member of a society, even a ruler, must follow the law                                                              |
| proportional tax   | a tax that takes the same percentage of income from all taxpayers                                                                              | satellite-produced image | an image produced by a variety of sensors—such as radar, microwave detectors, and scanners—that measure and record electromagnetic radiation |
| quota              | a predetermined limited quantity in economics, a limit on the amount of imports or exports                                                     | settlement pattern       | the spatial distribution and arrangement of human habitations including rural and urban centers                                              |
| region             | an area with one or more common characteristics or features that give it a measure of homogeneity and make it different from surrounding areas | sovereignty              | ultimate, supreme power in a state, in the United States, sovereignty rests with the people                                                  |
| regressive tax     | a tax that takes a larger percentage of lower incomes and a smaller percentage of higher incomes                                               | spatial                  | pertains to space on Earth's surface                                                                                                         |
| representative     | form of government in which                                                                                                                    | system                   | a collection of entities that are linked and interrelated, such as the hydrologic cycle, cities, and transportation modes                    |

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|                    |                                                                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| systemic           | of or pertaining to a system as a whole                                                                                                                |
| technology         | the application of knowledge to meet the goals goods and services needed and desired by people                                                         |
| temporal           | of or pertaining to time                                                                                                                               |
| topography         | the shape of the Earth's surface                                                                                                                       |
| totalitarianism    | a form of authoritarianism in which the government attempts to control every aspect of the lives of individuals and prohibits independent associations |
| unitary government | a government system in which all authority is vested in a central government from which regional and local governments derive their powers             |
| urbanization       | a process in which there is an increase in the percentage of people living and working in urban places as compared to rural places                     |





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Rates &amp; Availability

## Reservations Rates &amp; Availability

1 Availability 2 Rates 3 Preferences 4 Confirm Details 5 Guest Information 6 Confirm

**JW Marrnott Hotel Pennsylvania Avenue**

1331 Pennsylvania Avenue  
 Washington DC  
 202 393 2000

Thank you for your reservation. We look forward to welcoming you. For future reference, we suggest you print this page, which contains your confirmation number and reservation details.

Guest Name **LanaR Landess**  
 Confirmation Number **83874841**  
 Your reservation is guaranteed to your **American Express**  
 An E-mail with this information has been sent to **lrl@nmrs.com**

Check-in Date **December 18 2003 (Thursday)**  
 Check-out Date **December 21 2003 (Sunday)** Number of Guests **2**

**Room Description**City View Concierge Level

Your Preferences **NON SMOKING ROOM, 1 KING BED have been guaranteed**

| Dates                            | Rate Description                                      | Rate                   |
|----------------------------------|-------------------------------------------------------|------------------------|
| December 18 2003<br>for 1 night  | *WEEKEND LEISURE*1 KING OR 2<br>DBLS* <u>CITYVIEW</u> | 179.00 (USD) per night |
| December 19 2003<br>for 2 nights | WEEKEND LEISURE 1 KING OR 2<br>DBLS* <u>CITYVIEW</u>  | 159.00 (USD) per night |

\*\* This rate applies to your stay for these dates

**Rate Rules**

MUST ARRIVE ON  
 TH OR FR OR SA  
 MUST STAY OVER NIGHT OF  
 FR OR SA

**Guarantee Policy**

A CREDIT CARD NUMBER IS REQUIRED TO CONFIRM OR GUARANTEE  
 YOUR RESERVATION

**Cancellation Policy**

1 NTS RM & TX CXL PENALTY  
 -AS FIRST NIGHT PAYMENT  
 CANCELLATION PERMITTED  
 BEFORE 1800 DAY OF ARRIVAL

<https://www.marrnott.com/reservations/Confirmation.asp>

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## Tax Information

CURRENCY RATES QUOTED IN USD - US DOLLAR AND EXCLUDE TAXES  
TAX 14 500 PCT/ROOM PER NIGHT

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MUST ARRIVE ON  
-TH OR FR OR SA  
MUST STAY OVER NIGHT OF  
-FR OR SA

## Guarantee Policy

A CREDIT CARD NUMBER IS REQUIRED TO CONFIRM OR GUARANTEE  
YOUR RESERVATION

## Cancellation Policy

1 NTS RM & TX CXL PENALTY  
AS FIRST NIGHT PAYMENT  
CANCELLATION PERMITTED  
BEFORE 1800 DAY OF ARRIVAL

## Tax Information

CURRENCY RATES QUOTED IN USD US DOLLAR AND EXCLUDE TAXES  
TAX 14 500 PCT/ROOM PER NIGHT

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### The Foreign Language Curriculum Standards Committee

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|-------------------|-----------------------------------------------------------------------------------------------------------------|
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## Introduction

The document *South Carolina Foreign Languages Curriculum Standards* describes what every student of foreign language should know and be able to do at the end of high school. These standards set high expectations for all students and are intended to raise the level of competence and improve student performance in foreign language study. While the document is written to be as understandable as possible to a wide audience, it is intended to enable education professionals to design and implement effective standards-based curricula for optimum student progress. Students will best achieve these standards through the collaborative efforts of administrators, teachers, and parents, as well as their own initiative.

These curriculum standards are a direct response to the need for more specific instructional guidelines to accompany the *South Carolina Foreign Language Framework* first adopted in 1993 and revised in 1998. This document is a broad instructional design used by policy makers, instructional leaders, teachers, and communities for continuous improvement of the foreign language educational system. It serves as a common reference point to ensure that all components of the instructional program work together, as we say in the preface to this document, to reinforce the same vision of instructional excellence in South Carolina's classrooms.

A task force of elementary, middle, secondary and postsecondary teachers began in 1997 to develop academic curriculum standards that are based on the three premises of the document.

- opportunities for foreign language education for every student;
- foreign language programs that begin in elementary school and continue uninterrupted through high school; and
- instruction in modern foreign languages that is standards-based.

Since the adoption of the framework, three major changes have occurred in foreign language education. First, more and more districts in South Carolina are establishing elementary-school foreign language programs. Second, foreign language was included among the disciplines of the core curriculum in the Goals 2000 Education Act, which was signed into law in 1994. Finally, national foreign language standards have been published and widely endorsed. Due to these changes, the curriculum standards reflect a blend of the state program and the national standards.

As the document states, a quality foreign language program is one that begins in kindergarten and progresses sequentially through grade twelve. The use of the terms *beginning*, *developing*, and *expanding stages* in this document underscores the firm belief that the acquisition of a second language is a long-term process that continues throughout a student's

entire educational experience. Just as no one expects a student to become competent in English, math, science, and social studies in just two years, neither should one expect a student to learn a foreign language in less time than it is necessary to develop true proficiency. How much proficiency in a foreign language a student acquires is in direct proportion to the time that he or she spends in an ongoing, articulated program.

### Statement of Philosophy

The South Carolina Foreign Language Curriculum Standards Committee endorses the statement of philosophy by the American Council on the Teaching of Foreign Languages in *Standards for Foreign Language Learning: Preparing for the 21st Century*.

Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and beyond its borders. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English-speaking backgrounds should also have opportunities to develop further proficiencies in their first language.

Supporting this vision are three assumptions about language and culture, learners of language and culture, and language and culture education.

*Competence in more than one language and culture enables people to*

- communicate with other people in other cultures in a variety of settings, look beyond their customary borders;
- develop insight into their own language and culture;
- act with greater awareness of self of other cultures, and of their own relationship to those cultures;
- gain direct access to additional bodies of knowledge; and
- participate more fully in the global community and marketplace.

*All students can be successful language and culture learners and they*

- must have access to language and culture study that is integrated into the entire school experience;
- benefit from the development and maintenance of proficiency in more than one language;
- learn in a variety of ways and settings; and
- acquire proficiency at varied rates.



*Language and culture education is part of the core curriculum, and is*

*is tied to program models that incorporate effective strategies, assessment procedures and technologies, reflects evolving standards at the national, state, and local levels, and develops and enhances basic communication skills and higher order thinking skills.*

### **The Standards**

The standards for foreign language learning are organized within the five goal areas that make up foreign language education: *Communication, Cultures Connections, Comparisons, and Communities*. None of these goals stands alone; all are interconnected. Each goal area contains two or three content standards. The standards describe the knowledge and abilities all students should acquire by the end of their high school education.

*Communication*, or communicating in languages other than English, is at the heart of second language study: whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *culture*. But use those languages: in fact, students cannot truly master the language until they have mastered the cultural contexts in which the language occurs. Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the others.

This expanded view of language learning offers particular advantages for the teaching of foreign languages to *all* students. Foreign language instruction committed to providing experiences in all five goal areas will be beneficial to all students, regardless of their educational or career aspirations. After leaving school they will retain for a lifetime the cross-cultural skills and knowledge they have acquired, the insight and the access to "worlds" beyond traditional borders.

In order to attain these standards, students require a foreign language program that provides rich curricular experiences. In the past, classroom instruction was often focused on the memorization of vocabulary words and grammar rules. The standards for foreign language learning require a much broader definition of the content of the foreign language experience. Students should be given ample opportunities to explore, develop and use communication strategies, learning

encompasses critical thinking skills, and skills in technology as well as the appropriate elements of the language system and culture.

The language system is a means for attaining the various outcomes described in this document: communicating, gaining cultural understanding, connecting with other disciplines. The language system is also much more than words and rules; it includes the sociolinguistic elements of gestures and other forms of nonverbal communication, styles of discourse, and learning when to say to whom and why. These elements form the bridge between language and culture and must be present if students are to learn to interact appropriately in the target language.

### Benchmark Stages

The *South Carolina Foreign Languages Curriculum Standards* uses the terms *beginning*, *developing*, and *expanding* to designate the stages of language development. These terms emphasize the fact that language is a complex system and that language skills are developed over a long period of time.

- A student at the *beginning* level is learning basic language skills, regardless of his or her grade level. A student at this level may be in elementary, middle, or high school depending on the district offerings in foreign language.

A student at the *developing* level will be able to understand and use short phrases and simple sentences but will not yet be considered proficient or fluent in a foreign language with regard to any or the five goals (communication, cultures, connections, communities, and comparisons). A student at this level, having benefited from an elementary school foreign language program, may be in middle or high school depending on the amount of time allotted to foreign language instruction in elementary and middle school.

A student at the *expanding* level, having benefited from a complete K-12 language experience, will be able to participate in the target language in analytical and higher level tasks similar to those in other core and elective subjects. This level may include students in Advanced Placement and International Baccalaureate programs.

Each benchmark stage will incorporate and extend the skills developed in the previous stage.

## MODERN LANGUAGE CURRICULUM STANDARDS

### *Communication*

#### **Communicate in Languages other than English**

In order to communicate successfully in another language, students must have facility in that language, a familiarity with the culture that use the language, and an awareness of how language and culture interact in societies. Students must apply this knowledge as they express ideas and interpret events in a second language or reflect upon observations from other cultures. Therefore, achieving the standards in the Communication Goal is central to the attainment of the other four goals.

Acquiring communicative competence involves more than learning the elements of the language. The study of the language itself does not automatically result in the development of the ability to process language in real situations or in the ability to respond meaningfully in appropriate ways. Even those who master the vocabulary and grammar of a particular language may be unable to understand that language when they encounter it outside the classroom. Learners must develop the strategies that will aid them in bridging the communication gaps that exist because of differences in languages and cultures. The curriculum standards included in the Communication Goal are intended to furnish guidelines for the development of classroom activities to provide students with ample exposure and practice from the very earliest stages of language learning.

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on interpersonal communication; that is, direct oral or written communication between individuals who are in personal contact. These interactions may take the form of conversations either in person or via telephone, or in written correspondence such as notes, letters, and e-mail.

| Beginning Interpersonal<br>The learner will:                                     | Developing Interpersonal<br>The learner will:                                             | Expanding Interpersonal<br>The learner will:                                                                   |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 1. identify and express basic needs e.g. food, drink, shelter, travel assistance | 1. elaborate on personal needs                                                            | manage unforeseen circumstances and complicated situations                                                     |
| 2. understand and express basic purposes                                         | 2. identify and respond appropriately to nonverbal cues                                   | 2. converse using language and behaviors that are appropriate to the setting.                                  |
| 3. exchange information, and                                                     | 3. converse on topics of personal interest, and                                           | 3. exchange opinions and beliefs and                                                                           |
| 4. express likes, dislikes and opinions of agreement and disagreement.           | 4. elaborate on likes, dislikes, preferences, and opinions of agreement and disagreements | 4. express personal feelings and ideas for the purpose of persuading others as well as give and receive advice |

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Standard 1.2 Student's understand and interpret written and spoken language on a variety of topics.

This standard involves one-way listening and reading in which the learner works with a variety of print and nonprint materials. It focuses on the interpretive mode; that is, it involves understanding one-way messages, such as radio and television broadcasts, films, songs, lectures, and even the conversation of others. It also incorporates printed texts, news, and magazine articles, internet texts, and literary works.

| Beginning Interpretive<br>The learner will                                                        | Developing Interpretive<br>The learner will                                                                   | Expanding Interpretive<br>The learner will                                                      |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 1 demonstrate comprehension of authentic oral materials, e.g., directions, music lyrics           | 1 summarize the main idea and provide supporting details from texts or discourses                             | 1 demonstrate comprehension of complex directions and instructions intended for native speakers |
| 2 demonstrate understanding of age-appropriate cultural material, e.g., rhymes, songs, folk tales | 2 demonstrate comprehension of selected authentic materials                                                   | 2 analyze the meaning of songs of folklore and literature                                       |
| 3 identify components of visual texts, e.g., schedules, maps, advertisements                      | 3 make inferences and draw conclusions from text                                                              | 3 interpret and analyze cause and effect relationships and sequences in authentic materials and |
| 4 identify main ideas of familiar texts and dialogue, e.g., literary texts, and nonverbal visual  | 4 identify the text type of authentic material, e.g., music, ads, poems, novels, recipes, social media lyrics | 4 analyze and evaluate complex texts or conversations concerning race, sarcasm, humor and irony |

Standard 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

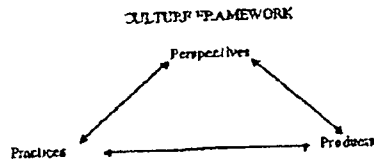
This standard focuses on the formal presentation of information, concepts and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. It addresses activities that range from sets to oral presentations and from short compositions and creative works to formal written reports.

| Beginning<br>Presentations<br>The learner will                       | Developing<br>Presentations<br>The learner will                     | Expanding<br>Presentations<br>The learner will                                             |
|----------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1. give directions, commands and instructions                        | explain a process based on prior knowledge and/or experience        | 1. explain complex process incorporating detailed instructions                             |
| 2. present information on simple topics in a variety of formats      | present information on a variety of topics using multimedia formats | 2. present information on a wide selection of topics including abstract cultural concepts. |
| 3. write personal communication, e.g. note, letter, invitation, card | 3. produce formal and informal written communication, and           | produce a written sample to convey a method, implication, meaning or abstract idea.        |
| 4. present familiar topics enhanced by multimedia                    | 4. produce multimedia presentations                                 | 4. create multimedia presentations on complex topics                                       |
|                                                                      |                                                                     | 5. research and synthesize information from a variety of sources and                       |
|                                                                      |                                                                     | 6. formally and defend a position on a researched issue                                    |

## Cultures

### Gain Knowledge and Understanding of Other Cultures

What is Culture? The term *culture* includes the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. The diagram below illustrates how the products and the practices are derived from the philosophical perspectives that form the worldview of a cultural group. It also shows how these three components of culture are closely interrelated.



Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of a language provides opportunities for students to develop insights into a culture that are available in no other way. In reality, then, the true content of the foreign language course is not the grammar and the vocabulary of the language but the cultures expressed through that language. It is important that students become skilled observers and analysts of other cultures.

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard addresses the knowledge of what, when, where and how to communicate appropriately in varying social situations. The ability to interact effectively within the target culture is an important dimension of cultural competence. It is important to understand the relationships between these practices and the underlying perspectives that represent the culture's view of the world.

|                               |                                |                               |
|-------------------------------|--------------------------------|-------------------------------|
| Beginning<br>The learner will | Developing<br>The learner will | Expanding<br>The learner will |
|-------------------------------|--------------------------------|-------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                          |                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>identify similarities and differences among the cultural practices and perspectives of each of the study of</p> <p>demonstrating or using and leave-taking behaviors in a variety of social situations, making and responding to introductions</p> <p>using appropriate courtesy behaviors linked to expressions such as "please," "thank you," and "excuse me"</p> <p>making polite requests in a variety of social situations</p> <p>identifying cultural customs and celebrations</p> <p>identifying and compare concepts of time, social structure, etc. and using unit of measurements from target cultures. Ex. an analog 12 metric system, the twenty-four-hour clock, and</p> | <p>describe and analyze cultural characteristics and behaviors of everyday life</p>                      | <p>1. analyze social, historical and geographic factors that affect cultural practices</p>                                                                                                       |
| <p>2. identify elements of target culture that are important, e.g., role of the mother, father and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>3. compare cultural practices among same language units</p>                                           | <p>4. integrate culturally embedded words, phrases and idioms into everyday communication</p>                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>3. produce language and behaviors that are appropriate to the target culture</p>                      | <p>3. evaluate some commonly held generalizations about the culture studied.</p>                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>4. analyze some commonly held generalizations about the culture studied.</p>                          | <p>4. exchange opinions on social issues e.g., immigration, environment, drugs, crime;</p>                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>5. identify common cultural practices influenced by social, historical and geographic factors and</p> | <p>5. identify elements of humor, irony, and satire in the target language and culture.</p>                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>6. define and discuss the elements of the target culture that are in transition</p>                   | <p>6. synthesize the relationship among the products, practices and perspectives of the culture</p> <p>8. has observed dances and celebration pertaining to Independence or National Day and</p> |



|  |  |                                                                                                                                                      |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | 7 analyze the benefits of the target culture that are in transition and explore their local and global impact, e.g. population growth, urbanization. |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------|

Standard 2 Students demonstrate an understanding of the relationship between the products and the perspectives of the cultures studied.

This standard addresses the interconnectedness of languages, literatures, artifacts, traditions and other products that are expressions of the target culture. The identification of important historical events and figures, a familiarity with the major literary, musical, and artistic contributions of the target country, and an awareness of sociopolitical institutions in the society are basic to an understanding of that culture.

| Beginning<br>The learner will                                                                                                                             | Developing<br>The learner will                                                                            | Expanding<br>The learner will                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. identify tangible products and symbols of the culture studied, e.g. traditional types of dwellings, foods, flags, monuments, landmarks                 | 1. describe the cultural significance of objects, images, and symbols associated with the target language | 1. evaluate the expressive forms of the target culture, e.g. art, literature, music, dance                                                                                                            |
| 2. identify and participate in the expressive forms of the culture, e.g. children's songs, selections from children's literature, other types of artworks | 2. analyze contributions that the target language and culture have made to the world, and                 | 2. discuss and analyze such intangible aspects of the target culture as social or socio-political institutions and explore relationships among these institutions and the perspective of the culture. |
| 3. identify and produce artworks, create graphic expressive talents of the target culture, and                                                            | 3. identify and describe social, economic and political institutions and perspectives of the culture      | 3. synthesize the relationships among the product, practices and perspectives of the culture, e.g. costumes, dances, celebrations, and                                                                |
| 4. identify the contribution that the target language and culture have made to the world.                                                                 |                                                                                                           | 4. identify the effects of the target culture on current world events                                                                                                                                 |

### ***Connections***

#### **Connect with Other Disciplines and Acquire Information**

Foreign language study must be supportive of and integrated with the entire school experience. It is ideally suited to curriculum integration and helps students make valuable connections with other disciplines either formally or informally. Knowledge of a foreign language empowers students to extend their access to information and to increase their ability to "know and do." Using a foreign language to acquire information empowers students with knowledge no matter what the topic or discipline. In short, it helps students "earn how to learn."

Even though students bring a wealth of knowledge to the foreign language classroom, connections with other disciplines very often originate in the language classroom. The teacher can use the classroom language learning experience to build upon what students already know. In this way, foreign language acquisition focuses on the broader education of students. As students learn another language, they are afforded the opportunity to expand their sources of available information. By using today's technology at home or in school or by using traditional school and community resources, students can gather information, interact with native speakers, and learn and view programming in the target language.

Standard 3.3 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning is no longer restricted to a specific discipline; it has become interdisciplinary. This standard focuses on using foreign language instruction as a means of expanding and enhancing students' knowledge in other areas. The new information and concepts that they acquire will facilitate their continued learning across the curriculum.

| Beginning<br>The learner will                                                                                                                                                                                                                                                                                                                 | Developing<br>The learner will                                                                                                  | Expanding<br>The learner will                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1 identify and use in the target language previously acquired concepts from other subject areas such as:<br>language arts (grammar),<br>math (word problems),<br>science (metrics, phonics),<br>social studies (geography),<br>arts and performing arts (authentic songs and dances),<br>health/fitness (yoga), and<br>PE (ambulatory skills) | 1 transfer and apply information and skills across both the target language and other subject areas such as:<br>math (graphing) | 1 synthesize information and relate common to the target language and other subject areas, e.g., elements of literature, |
| 2 participate in activities in the target language that give information for use in other subject areas; and                                                                                                                                                                                                                                  | 2 use new information from the target language or culture to enhance study of a topic in other subject areas                    | 2 consult foreign language resources and synthesize information for use in other subject areas; and                      |
| 3 identify vocabulary pertaining to global issues that affect the target culture (e.g., rainforest, recycling, overpopulation, human rights)                                                                                                                                                                                                  | 3 improve English language skills and writing of essays to gain an understanding of target language and                         | 3 evaluate the impact of global issues on culture and discuss possible solutions to the problems.                        |
|                                                                                                                                                                                                                                                                                                                                               | 4 research and discuss global issues                                                                                            |                                                                                                                          |

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

Learning a foreign language gives students access to the original sources of information and unique perspectives of their target culture. This access, either through traditional print or media sources or through the use of new technologies such as the Internet, provides a veritable window to the world. Giving students these advantages is the focus of this standard.

| Beginning<br>The learner will                                                                                  | Developing<br>The learner will                                                                                   | Expanding<br>The learner will                                                                   |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 1. extract information from authentic resources for use in a variety of subject areas and                      | 3. integrate information from authentic sources with other content areas and                                     | 1. synthesize and evaluate information from sources intended for native speakers and            |
| 2. relate information pertaining to variety of topic and situations using authentic resources and in the media | 4. use multimedia sources to expand understanding of the target culture and integrate it with existing knowledge | 2. analyze information from multimedia resources to create original work in the target language |

### Comparisons

#### Develop Insight into the Nature of Language and Culture

A major benefit of the study of a foreign language is that students better understand their own language and culture. By comparing languages, social behaviors, and cultural views, students become keen observers and analysts of their own society and communication systems. In addition, the interconnectedness of linguistic and cultural elements becomes more apparent to them. The result of making these comparisons is that students develop their critical thinking abilities in valuable and important ways.

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between the language studied and their own

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language and to develop ideas about the structure and use of languages in general. From the earliest language learning experiences, students can compare and contrast the two languages as different elements are presented.

| Beginning<br>The learner will                                                                        | Developing<br>The learner will                                                                                                 | Expanding<br>The learner will                                                                                                                        |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. identify word borrowings and cognates from other languages                                        | 1. compare and apply within limited contexts the structural patterns of the target language e.g. form and functions of tenses, | 1. apply within a variety of contexts the structural pattern of the language                                                                         |
| 2. identify differences in language characteristics e.g. "gender-agreement" syntax                   | 2. apply an understanding of differences in the pronunciation and the writing systems of target language and                   | 2. apply knowledge of structural patterns between the target language and the student's own language to communicate effectively and                  |
| 3. identify and compare differences in writing systems, e.g. diacritics, punctuation, capitalization | 3. explore the ways that idiom in the expressions affect communication and reflect culture                                     | 3. identify and examine differences within the target language as they occur in various contexts, regions, dialects, or economic levels of a society |
| 4. identify and compare different alphabets and numbers,                                             |                                                                                                                                |                                                                                                                                                      |
| 5. identify differences in pronunciation systems, and                                                |                                                                                                                                |                                                                                                                                                      |
| 6. identify and use common idiomatic expressions                                                     |                                                                                                                                |                                                                                                                                                      |

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own.

A. students expand their knowledge of cultures through language learning. They continually discover perspectives, practices and products that are similar to and different from those in their own culture. Although some students make comparisons naturally, this standard focuses on developing this reflective process in all students by encouraging its integration as an instruction from the earliest levels of learning.

| Beginning<br>The learner will                                                                                                                           | Developing<br>The learner will                                                                                                                                          | Expanding<br>The learner will                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1. identify different forms of social etiquette e.g. forms of address, body language in greetings.                                                      | 1. apply knowledge of target culture's social etiquette to use of the language.                                                                                         | 1. gain knowledge of social etiquette and linguistic structures.                                                                             |
| 2. compare cultural products and practices e.g. sports, holidays, toys, food.                                                                           | 2. relate specific activities to the wider culture e.g. role of sports in society, importance of celebrations to family life, origins of holidays and other traditions. | 2. connect activities and traditions of target culture to those of native culture.                                                           |
| 3. demonstrate familiarity with forms of artistic expression, e.g. folk tales, rhythm, songs.                                                           | 3. discuss various forms of expression of the target culture e.g. age-appropriate literature, poetry, drama, music, visual arts.                                        | 3. analyze artistic products of the target culture.                                                                                          |
| 4. compare social structures e.g. families, schools and                                                                                                 | 4. compare roles of children, men, and women.                                                                                                                           | 4. analyze roles of mass media in the two cultures.                                                                                          |
| 5. identify similarities and differences between native and target culture in areas of mass communication e.g. TV advertising, or news weather reports. | 5. discuss cultural stereotypes in target and native countries, and                                                                                                     | 5. compare issues and their impact on target and native cultures e.g. immigration, crime, and                                                |
|                                                                                                                                                         | 6. interpret the content and impact of mass media of the target culture.                                                                                                | 6. identify differences that exist within the target culture and language, such as those that occur within various dialects, social classes. |

### Communities

#### Participate in Multilingual Communities at Home and around the World

Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they acquire. Their ability to communicate in other languages better prepares them for school and community service projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately as a result of their ability to communicate in other languages, students realize the

interdependence of people throughout the world. This goal combines elements from each of the other goal areas. The standards in this goal are dependent not only on one's careful language use but on the ability to apply knowledge of the perspectives, products, and practices of a culture, the ability to connect to other discipline areas, and the development of fluency into one's own language and culture.

Some students are fortunate to have direct access to multilingual communities through (e.g.) home backgrounds. All students benefit from an awareness of the many communities where English and other languages are spoken. Language students develop a keener awareness of cultures and are better equipped to function in multilingual communities than those who do not study a foreign language.

In addition to the ability to communicate in more than one language as a job skill, knowledge of other languages and cultures opens the door to many types of leisure activities. From the television screen to the computer monitor, Americans have a direct link with the entire world. Through works of great literature and the other arts, one gains a deeper understanding of self. As Americans travel to other countries and interact with speakers of other languages, they realize that communication in more than one language and a knowledge of other cultures empower them to experience more fully the artistic and cultural creations of those cultures.

#### The Effect of the Standards on the Community

South Carolina has much to gain from other languages being studied and spoken, such as a deeper understanding of cultures within its communities and a better appreciation for cultural differences. Business and industry look favorably upon environments where different languages and cultures are welcomed and honored. Creating such an environment becomes increasingly important for South Carolina as it continues to attract prestigious international firms to locate operations here. The benefits of our doing so are obvious: in 1998 alone, 218 international firms invested \$4.6 billion in South Carolina, creating 7,532 new jobs.

Standard 5.1 Student use the language both within and beyond the school setting

This standard focuses on foreign language study as a tool for one to communicate with speakers of that language throughout one's life—in school, in the community, and abroad. As students apply what they have learned in the language program, they come to realize the advantages inherent in the ability to communicate in more than one language. In addition, they develop an understanding of the power of language and are thus in a good position to serve the needs of a global society.

| Beginner<br>The learner will:                                                                                   | Developing<br>The learner will:                                                                               | Expanding<br>The learner will:                                                                                      |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1. identify and share examples of the target language in daily life;                                            | 1. respond to the target language encountered outside of the classroom setting;                               | 1. interact appropriately in the target language in real-life situations;                                           |
| 2. share knowledge of target language and culture with others;                                                  | 2. establish connections with the target culture through the use of technology, media, and authentic sources; | 2. maintain connections with the target culture, e.g., e-mail, letters, videos;                                     |
| 3. locate connections with the target cultures through the use of technology, media, and authentic sources; and | 3. use resources in the community to research the target culture; and                                         | 3. using authentic sources, analyze the role of the United States in the world arena as viewed by other cultures;   |
| 4. locate resources in the community to research the target culture;                                            | 4. perform community service using target language and/or cultural knowledge;                                 | 4. analyze the interdependence between the student's own culture and other cultures; and                            |
|                                                                                                                 |                                                                                                               | 5. collaborate with resources in the community, e.g., ethnic and environmental organizations to increase awareness; |



Standard 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

By developing certain level of comfort with the new language students can use these skills to access entertainment and information as they continue to learn throughout their lives. The focus of this standard is enabling students to use sources in ability to speakers of the target language to enrich their personal lives.

| Beginning<br>The learner will                                                                                                     | Developing<br>The learner will                                                                                | Expanding<br>The learner will                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 1. apply acquired knowledge for personal enrichment e.g. movies, plays, comic books, etc.                                         | 2. examine the necessary qualities that foster the ability to adapt                                           | 3. discuss the importance of a. identifying an open attitude to an analysis of other cultures |
| 2. demonstrate interpersonal skills in the target language e.g. listening, polite v. working in groups, communicating effectively | 3. discuss various perspectives on universal themes e.g. love, conflict, friendship, etc.                     | 4. apply language skills to evaluate and refine his or her own learning processes and         |
| 3. relate elements within everyday vocabulary, literary works, films, and so on to his or her personal life                       | 3. analyze culture diversity and examine customs to aid in the acceptance and appreciation for other cultures | 3. analyze and synthesize information                                                         |
| 4. identify his or her own strengths and weaknesses                                                                               | 4. explore and value school-to-work opportunities, e.g. speakers, career, etc. (the Internet, etc.)           |                                                                                               |
| 5. demonstrate the ability to negotiate and negotiate each other's needs and                                                      | 5. apply research skills for personal interest and enrichment by using the database, the Internet, etc. and   |                                                                                               |
| 6. demonstrate logical decision making in real-life situations                                                                    | develop technological skills                                                                                  |                                                                                               |

# CLASSICAL LANGUAGE CURRICULUM STANDARDS

## Communication Communicate in a Classical Language

Standard 1.1 Students read, understand, and interpret Latin or Greek

| Beginning<br>The learner will                                                                                           | Developing<br>The learner will                                                                                              | Expanding<br>The learner will                                                                     |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1 carry out simple corrections/translations                                                                             | 1 respond to questions with simple complete sentences                                                                       | 1 discuss literary analyses of given classical work                                               |
| 2 read words, phrases and simple sentences and associate them with pictures of their words/phrases and simple sentences | 2 read and understand passages in Latin or Greek that have been composed for the acquisition of content and language of the | 2 paraphrase and discuss passages of classical literature and poetry                              |
| 3 recognize and appropriately use common phrases like salutations and mottoes e.g. legal and medical terms              | 3 read and understand, with appropriate assistance, passages in Latin and Greek that are adapted from original works        | 3 analyze major works of authentic poetry and prose                                               |
| 4 scan text for specific information                                                                                    | 4 read and understand, with appropriate assistance, short unadapted passages of Latin or Greek                              | 4 interpret the meaning of passages                                                               |
| 5 recognize and use grammatical structures essential for translation, e.g. declension, ending, conjugation forms        | 5 recognize some figures of speech and features of the style of the author or reader                                        | 5 identify the use of major poetic devices, elisions, etc.                                        |
| 6 identify and categorize familiar vocabulary                                                                           | 6 distinguish the various intent of writers e.g. description, narration, persuasion                                         | 6 detect with emerging facility variations in style and register                                  |
| 7 translate sentences                                                                                                   | 7 recognize and use the proper grammatical structures essential for translation, e.g. moods, verbals, special constructions | 7 demonstrate knowledge of vocabulary, inflectional systems and syntax appropriate to the authors |
| 8 use bilingual dictionary to support the reading process                                                               | 8 analyze classical texts on a paragraph level                                                                              | 8 analyze authentic texts for epic conventions                                                    |
| 9 apply known meanings to the deciphering of unknown words and phrases                                                  | 9 show comprehension of authentic passages                                                                                  | 9 apply and demonstrate understanding of poetic and rhetorical devices in translation and         |
| 10 expand English vocabulary through the use of Latin cognates and derivatives                                          | 10 identify and discuss epic conventions and                                                                                | 10 present literary analysis of major authentic classical works                                   |
| 11 demonstrate knowledge of vocabulary, inflectional systems and syntax appropriate to his or her reading level         | 11 summarize meaning and setting texts                                                                                      |                                                                                                   |

|                                                                                                                                   |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------|--|--|
| 1. demonstrate comprehension of the main ideas and supporting details in a wide variety of texts, including adapted passages, and |  |  |
| 3. research and report on various aspects of classical civilization                                                               |  |  |

Standard 1.2 Student use orally listen to and write Latin or Greek as part of the language learning process.

| Beginning<br>The learner will                                                   | Developing<br>The learner will                                                                                                                            | Expanding<br>The learner will                                                                                                                                        |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| orally respond to questions                                                     | 1. respond orally to questions with simple declarative sentences                                                                                          | 1. respond appropriately to more complex spoken and written Latin or Greek                                                                                           |
| use appropriate greetings                                                       | 2. recognize and use complex grammatical structures e.g. modal verbs, special constructions                                                               | 2. listen to and recognize given classical passages and apply them to create passages                                                                                |
| 3. carry out simple directions                                                  | 3. read Latin or Greek aloud with accurate pronunciation, meaningful phrase grouping and appropriate voice inflection, by imitating the models heard, and | 3. read Latin or Greek prose and poetry aloud with attention to such features as metrical structure, meaningful phrase grouping and appropriate voice inflection and |
| 4. recognize and reproduce the sounds of Latin or Greek                         | 4. perform reading and listening tests                                                                                                                    | 4. write passages of connected sentences in Latin or Greek                                                                                                           |
| 5. recognize and appropriately use common phrases, idioms, and abbreviations    |                                                                                                                                                           |                                                                                                                                                                      |
| 6. as appropriate use linguistic discussion to support the writing process, and |                                                                                                                                                           |                                                                                                                                                                      |
| write simple phrases and sentences in Latin or Greek                            |                                                                                                                                                           |                                                                                                                                                                      |

## Culture

### Gain Knowledge and Understanding of Greco-Roman Culture

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek and Roman culture as revealed in the practices of the Greeks or Romans.

| Beginning<br>The learner will                                                                                                        | Developing<br>The learner will                                                                                  | Expanding<br>The learner will                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. participate in social activities celebrated in the classical world, e.g. as square holidays, theatre/courtroom                    | 1. discuss legends of classical heroes, e.g., Hercules, Aeneas, Ulysses                                         | 1. compare classical customs with their modern day equivalents                                                                                                                 |
| 2. demonstrate knowledge of various famous Greeks or Romans and selected facts of their story and geography of the ancient world and | 2. sit on the expansion of ancient civilization, in terms of maps, which story and heroes                       | 2. analyze the personal, social, political relationships within classical culture and                                                                                          |
| 3. participate in activities that replicate various aspects of classical life, e.g. music, games of, clothing,                       | 3. describe the daily life and activities of men, women, children, and slaves in the classical world, and       | 3. demonstrate knowledge of philosophy, religion, and the arts of the ancient Greeks or Romans and relate that knowledge to an understanding of the Greek or Roman perspective |
|                                                                                                                                      | 4. research and report on the development of government in the classical world, e.g. monarchy, republic, empire |                                                                                                                                                                                |

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks and the Romans.

| Beginning<br>The learner will                                                                                                                                                      | Developing<br>The learner will                                                                                                    | Expanding<br>The learner will                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 1. discuss myths about major figures and deities in classical mythology, identifying the principal Greek and Roman deities and heroes by the names, deities and epics of influence | 1. participate in the demonstration of specialized Greco-Roman customs, e.g., marriage presentation, the toga, proetaxia, funeral | 1. trace the development of the modern epic hero from its classical origins, and |
| 2. identify various forms of classical architecture, works of art, and artifacts                                                                                                   | 2. identify myths of minor figures and deities in classical mythology, identifying Greek/Latin names and                          | 2. trace the mythology of Aeneas through the rise of the Augustan Empire         |
|                                                                                                                                                                                    | 3. relate reading to an understanding of classical culture                                                                        |                                                                                  |

### Connections

#### Connect with Other Disciplines and Expand Knowledge

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the study of classical languages.

| Beginning<br>The learner will                                                                                                                                        | Developing<br>The learner will                                           | Expanding<br>The learner will                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 identify and apply within a familiar context and manner and skills common to the language and other disciplines e.g. Roman numerals nomenclatures oration, grammar | 1 make connections with Latin and Greek terminology across the curricula | 1 demonstrate in written and spoken vocabulary a knowledge of philosophical, legal, artistic, and musical terms associated with Latin and Greek and |
| 2 survey and apply vocabulary derivatives from classical languages in modern English usages                                                                          |                                                                          | 2 demonstrate knowledge of Latin and Greek terminology in the social sciences and history                                                           |
| 3 relate the structure of classical languages to modern English                                                                                                      |                                                                          |                                                                                                                                                     |

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture

| Beginning<br>The learner will                                                                                                               | Developing<br>The learner will                                                                          | Expanding<br>The learner will                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1 acquire information about the Greco-Roman world by reading passages of Latin or Greek literature with cultural and historical setting and | 1 use thematic sources to synthesize the perspectives of classical literature and                       | 1 integrate the study of the epic and other poetic forms with literature from other cultures |
| 2 relate classical civilizations to modern ones e.g. government, law, social customs, slavery, Olympics, myths, etc.                        | 2 improve English speech and writing facility through an understanding of classical language structures |                                                                                              |

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### Comparisons

#### Developing Skills in One's Own Language and Culture

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

| Beginning<br>The learner will                                                                                                                      | Developing<br>The learner will                                                                                     | Expanding<br>The learner will                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 1 compare the sentence structure of classical languages with that of modern English and                                                            | 1 analyze and compare the structure of authentic classical orations and literary works with modern-day equivalents | 1 search and expound upon the variations between classical poetry/prose and modern-day equivalents |
| 2 identify correct usage among language and describe how they influence one another e.g. roots, prefixes, affixes, abbreviation, language patterns |                                                                                                                    |                                                                                                    |

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world

| Beginning<br>The learner will                                                                                                        | Developing<br>The learner will                                                                                                | Expanding<br>The learner will                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 compare the elements of classical civilizations with modern ones, e.g. government, law, social custom, slavery, architecture, etc. | 1 analyze the similarities and difference between the classical and modern cultures using evidence from authentic sources and | 1 recognize the influence of the Greco-Romans on his or her own world and make comparisons and draw conclusions based on that knowledge e.g. history, art, etc. |
| 2 compare classical customs with modern-day equivalents                                                                              | 2 recognize in the reading of literature the influence of the myths and other literature of the ancient world                 |                                                                                                                                                                 |
| 3 compare and contrast aspects of the public and private lives of those of the Greeks or Romans                                      |                                                                                                                               |                                                                                                                                                                 |
| 4 compare themes and heroes of classical mythology to the themes and heroes of one's own folklore and culture                        |                                                                                                                               |                                                                                                                                                                 |

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## Communities

### Participate in Wider Communities of Language and Culture

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

| Beginning<br>The learner will                                                                                        | Developing<br>The learner will                                                                         | Expanding<br>The learner will                                                                                           |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1 discuss meaning of Latin words through Greek and Latin origins                                                     | 1 establish connections with other students in discussion through the use of technology and multimedia | 1 use knowledge of Greek or Latin in communicating within the student and adult community of multilingual learners, and |
| 2 share knowledge of heritage language with others e.g., greetings, mottos, phrases on birthday, numerals, and       | 2 discuss various perspectives on universal themes                                                     | 2 use knowledge of Latin or Greek in learning other languages                                                           |
| 3 locate and utilize community resources that have classical applications, e.g., law, medicine, biology, mathematics |                                                                                                        |                                                                                                                         |

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

| Beginning<br>The learner will                                                                                                              | Developing<br>The learner will                                                                                                                                   | Expanding<br>The learner will                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1 discuss and value the influence of classical culture in society e.g., judicial system, calendar, speech and rhetoric, cultural diversity | 1 analyze classical and cultural diversity and discuss its role in an acceptable and appreciation for other cultures e.g., celebration of holidays during unions | 1 participate in the community of classical scholars in cultural events, conferences and scholarship and              |
| 2 apply knowledge for enrichment e.g., movies, concerts, art exhibits                                                                      | 2 explore and evaluate school-to-work opportunities e.g., speakers, career fairs, web site skills                                                                | 2 show evidence of connecting with present by applying knowledge of the classical culture to own thoughts and actions |
| 3 demonstrate interpersonal skills in foreign language e.g., business, political work cooperatively                                        | 3 apply research skills by using the media center the Internet, etc. and                                                                                         |                                                                                                                       |
| 4 relate content to personal experiences e.g., situations, vocabulary, literary works, films and                                           | 4 analyze and synthesize information by using technology skills                                                                                                  |                                                                                                                       |
| 5 share with others in schools and communities in understanding of cultural differences between the Greco-Roman world                      |                                                                                                                                                                  |                                                                                                                       |

## GLOSSARY

|                                       |                                                                                                                                         |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| articulation                          | the smooth, unobstructed transfer from one grade, level or program to another                                                           |
| assessment                            | the process of obtaining information about a student's knowledge or skills for the purpose of evaluation and improvement of instruction |
| authentic                             | original, unchanged, intended for native speakers                                                                                       |
| classical                             | related to the ancient Greeks or Romans                                                                                                 |
| cognates                              | word, from two languages that are similar in spelling and meaning or sound and meaning                                                  |
| communication<br>based<br>instruction | instruction that emphasizes functional use of language e.g., language for real purposes and grammar in context                          |
| conjugation                           | the inflectional forms of a verb                                                                                                        |
| content-based<br>instruction          | concepts from other subject areas taught in a foreign language course                                                                   |
| declension                            | the inflectional forms of a noun, pronoun, or adjective                                                                                 |
| derivative                            | a word formed from another word or base by the addition of a prefix or suffix                                                           |
| elision                               | the omission of an unstressed vowel or syllable to achieve a uniform rhythm pattern                                                     |
| framework                             | a document that sets forth the key concepts of an instructional design                                                                  |
| idiomatic<br>expression               | a statement whose meaning cannot be understood or expressed by a word-for-word translation                                              |
| meter                                 | a systematically measured and arranged rhythm in verse                                                                                  |

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|                   |                                                                                                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| multimedia        | experiences that utilize a variety of communications media—e.g. newspapers, magazines, television, computers                          |
| nomenclature      | a system of names used for specific sciences, arts, and other disciplines                                                             |
| pluralistic       | describing the coexistence of numerous ethnic, religious, and cultural groups within a community                                      |
| poetic devices    | techniques of language used in a poem that enhance its meaning—e.g. alliteration, consonance, metaphor, simile, anaphora              |
| proficiency       | the level of communicative ability                                                                                                    |
| realia            | objects used to relate classroom teaching to the real life in a foreign country or culture, such as train tickets and native currency |
| rhetorical device | a technique of language usage that allows a writer to achieve color, nuance, and levels of meaning in prose                           |
| sequential study  | a carefully designed program that progresses smoothly from one level to another                                                       |
| standard          | an expected level of achievement                                                                                                      |
| syntax            | the order or arrangement of words in a phrase, clause, or sentence                                                                    |
| synthesize        | to combine information in a new form                                                                                                  |
| target culture    | the foreign language culture studied                                                                                                  |
| target language   | the foreign language studied                                                                                                          |

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South Carolina

# Physical Education Curriculum Standards

Developed by the South Carolina Physical Education Curriculum Standards Writing Team  
Adopted by the South Carolina State Board of Education March 8, 2000

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| <u>Standard</u> | <u>Standard</u> | <u>Standard</u> | <u>Standard</u> | <u>Standard</u> | <u>Standard</u> | <u>Standard</u> |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
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Chapter ONE

The Vision and the Reality

Why Physical Education?

Quality Physical Education Programs

Myths about Physical Education Programs

The Vision and the Reality

## Why Physical Education?

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Physical education programs give students the skills, knowledge, and disposition to live a physically active lifestyle. Physically active youth and adults experience a better quality of life. Participation in physical activity provides opportunities for us to

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- develop and maintain a health-related level of fitness
- find personal meaning and enjoyment in physical activity,
- express ourselves as unique individuals
- interact positively with others in social settings, and
- participate in sports and the activities of our culture both as children and as adults

People participate in physical activity for many reasons but primarily they do so because they find it fun and enjoyable. They seek opportunities to express themselves through their physical abilities and to participate in the social and cultural settings that surround such activity. With few exceptions, all students have the potential to be participants. Nonparticipants have not acquired the skills, knowledge, and dispositions necessary for them to be physically active often enough to maintain a level of health they need to be full participants in life.

Physical activity is necessary to sustain health. A large number of students and adults do not take part in enough physical activity on a regular basis to keep themselves free of disease and to have sufficient vitality for the other dimensions of their lives. Physical activity begun in childhood stimulates optimal growth and motor development and, sustained throughout adulthood, may prevent the onset of degenerative diseases. According to the surgeon general's report on physical activity and health for 1996, regular physical activity

- reduces the risk of dying prematurely,
- reduces the risk of dying from heart disease
- reduces the risk of dying from diabetes
- reduces the risk of developing high blood pressure
- helps to reduce blood pressure in people who already have high blood pressure
- reduces the risk of developing colon cancer,
- reduces feelings of depression and anxiety
- helps control weight,

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- helps build and maintain healthy bones, muscles, and joints,
- helps older adults become stronger and better able to move about without falling, and
- promotes psychological well-being.

Children and adolescents who are physically active tend to become active adults. Physical activity increases fitness, improves muscle tone, aids respiration, circulation, and dietary control; benefits digestion; promotes rehabilitation after illness; and has a positive effect on energy expenditure and energy balance. The positive effect of motor stimulation on brain and neural connections in early childhood and elementary education is a key influence on problem-solving ability and academic achievement (Jensen 1998: 35).

#### The physically educated person

- has learned skills necessary to perform a variety of physical activities
- is physically fit,
- does participate regularly in physical activity,
- knows the implications of nonparticipation and the benefits from involvement in physical activities, and
- values physical activity and its contributions to a healthy lifestyle (NASPE 1992a)

## Quality Physical Education Programs

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A quality physical education program is comprehensive, instructive, and age-appropriate. Comprehensive programs teach the skills, attitudes, and facts needed for the student to develop and maintain a physically active lifestyle. Comprehensive programs have clear expectations for students to acquire the skills and knowledge of physically educated individuals. Comprehensive programs develop students who can meet the standards set forth in the South Carolina Physical Education Curriculum Standards (which are based on the national standards enumerated in NASPE 1995). Quality physical education programs use the guidelines set forth by the South Carolina Curriculum Guidelines as mandated by the South Carolina Code of Laws for 1976, 1989, and 1994.

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Educational programs recognize the unique contribution of physical education in developing physical skills and abilities in a way that contributes to the broader educational goals of a community. The very nature of physical education provides a laboratory for the social and personal development of students. In addition to psychomotor development, the intellectual, social, and emotional growth of the student receives high priority.

Age-appropriate programs are sequential over grades preK–12. They are tailored for the developmental needs of children of different ages as well as the different needs of children of the same age. Children bring to physical education different experiences, different potentials, and different rates of learning. Quality instruction does not reduce standards; rather, it addresses individual differences through instructional processes.

## Myths about Physical Education Programs

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The mission and purpose of physical education programs are not always articulated to the public. Some of the following common myths often confuse the role and mission of physical education.

### **Myth 1 Physical education programs are a frill and unnecessary for a good educational program**

A carefully planned physical education program contributes to the personal, social, cognitive, and physical development of the child in a way that no other program can. Physical education is education through movement and about movement, for a lifetime of physical activity. Physical education is a unique and essential part of the education of the child.

### **Myth 2 ROTC (Reserve Officer Training Corps) and marching band programs can fulfill the physical education requirement**

ROTC and marching band are good programs and do provide students with some opportunities for physical activity. However, this physical activity is of a limited nature, and these programs are not designed to be educational programs that provide students the skills, knowledge, abilities, and values of a physically educated individual.

### **Myth 3 Students involved in athletics do not have to participate in physical education**

Skill in a sport is only one facet of a good physical education program. Good programs develop

skills in a variety of movement forms and develop the abilities, knowledge, and values for a lifetime of physical activity.

#### **Myth 4 Physical education programs are designed for the athletically talented**

The goal of physical education is to make every student a participant in physical activity. All students have the potential to be participants at a level of activity that will be both beneficial and enjoyable to them. Good physical education programs are designed to provide well-rounded and comprehensive programs that meet the needs of all students.

#### **Myth 5 Students release energy and learn to move during recess and recreational play**

Quality physical education programs are instructional. Their intent is to improve students' abilities, knowledge, and attitudes. They are designed for all students. Recess programs are not instructional in nature and are not designed to help students improve their performance. Many physical activity programs outside the school are not designed for all students, nor are they designed to be comprehensive in their objectives.

#### **Myth 6 Physical education stresses too much competition**

Quality physical education programs recognize that competition in and of itself is neither good nor bad. Quality physical education programs stress self-improvement, cooperation, and competition at appropriate levels. They attribute success to effort, and they use the arena of competition with others when students are ready to challenge and test themselves against other individuals or against a standard.

#### **Myth 7 Physical education and health are the same thing**

While the goals of physical education can contribute to those of a health program, the two programs have very different objectives. Physical education is the only program in the school designed to give students the skills and knowledge for an active lifestyle. Comprehensive health programs have their own valuable curricula and should not be limited to knowledge about physical activity.

#### **Myth 8 Physical education and dance are the same thing**

Dance is one of the six movement forms included in the South Carolina Physical Education Guidelines and the physical education standards. The four components of a comprehensive dance program (aesthetic perception, creative expression, dance heritage, and aesthetic valuing) are addressed as a separate content area in the South Carolina Visual and Performing Arts Curriculum Standards.

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## The Vision and the Reality

| The Vision                                                                                                                                                                                                                                                   | The Reality                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructional Time</b>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| The surgeon general's report recommends that all children have an instructional program in physical education K-12 on a daily basis. This is essential to meet the needs of children for physical activity and learning.                                     | Many children in South Carolina do not have any instructional physical education, and most children have physical education only once or twice a week (thirty to forty minutes).                                                                                                                                                                                                                                                                                             |
| Adolescents should have physical education either every day or for a double period two or three times per week throughout the year. The daily requirements recommended by the national standards for physical education should be a goal for South Carolina. | Most middle school students in South Carolina have physical education only nine weeks out of each year for one period a day. High school students are required to take only one Carnegie unit of physical education in high school. Often the program time that does exist is allotted to other programs such as ROTC, band, or health. The instructional time currently allotted for physical education in South Carolina is not sufficient to meet the national standards. |
| The Vision                                                                                                                                                                                                                                                   | The Reality                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Number of Students</b>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| To function as part of a viable program area, physical education classes should have no more students than any other class in the school.                                                                                                                    | <p>Many elementary physical education teachers teach two or more classes of young children at one time.</p> <p>Secondary teachers are often put in situations where they teach fifty-five to seventy students at one time. Teachers can do little more than manage students in this environment.</p>                                                                                                                                                                         |

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http://www.sde.state.sc.us/curriculum/standards/physical/physical.htm (5 of 9) [6/8/00] 10:48:34 AM

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|                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical education teachers should teach the same number of students and the same amount of time as other teachers in a school setting                                                                                                                                                   | Many physical education teachers, particularly at the elementary level, teach nine to eleven classes throughout the day without a planning period                                                                                                                            |
| <b>Mainstreamed Students</b>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                              |
| Students with special needs should be mainstreamed into physical education classes using the same criteria as other academic classes                                                                                                                                                     | Large numbers of students with physical and learning disabilities are placed into physical education classes without regard for the specific needs of the individual student or the effect of these students on other members of the physical education class                |
| <b>Facilities and Equipment</b>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                              |
| Enough separate teaching stations should be available for teachers to be able to conduct class without interference from other classes                                                                                                                                                   | Many elementary schools do not have an appropriate facility in which to conduct class. Although the size of middle and high schools in this state has continuously increased, no attempt has been made to increase the number of teaching stations available at each school. |
| Enough equipment should be provided for physical education so that the program can provide maximum practice in a large variety of different activities. For many activities such as manipulative activities, such equipment as a ball is needed for every student or every two students. | Many teachers do not have enough equipment to provide maximum practice time in the activities they teach and thus are limited in their activities to the type of equipment that is available.                                                                                |
| <b>The Vision</b>                                                                                                                                                                                                                                                                        | <b>The Reality</b>                                                                                                                                                                                                                                                           |
| <b>Assessment</b>                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                              |

TEX\_2957

<http://www.sde.state.tx.us/archive/edu/standards/physical/pt.htm> (7 of 3) [02/01/2001 04:34 AM]

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|                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Procedures for assessing student performance in physical education have been developed by the professional organization South Carolina Alliance for Health Physical Education, Recreation and Dance (SCAHPERD) in conjunction with the South Carolina Department of Education. These materials should be used for assessing programs and for providing some accountability at the state level. | <p>Few appropriate materials are used for assessing physical education. Even local grading practices are arbitrary.</p> <p>Very few physical education teachers in South Carolina are held accountable for any student achievement in physical education. This lack of accountability results in inadequate planning, ineffective programs and low student achievement.</p> |
| <b>Accountability</b>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                             |
| Program assessment and improvement for physical education programs should be included in the expectations described in the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and other state accountability initiatives.                                                                                                                                               | Physical education is typically not addressed in Act 135 materials submitted by schools or in any other state initiatives.                                                                                                                                                                                                                                                  |
| <b>Support Service for Teachers</b>                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                             |
| A knowledgeable and trained person in each school district should be responsible for curriculum and instruction support for the physical education area.                                                                                                                                                                                                                                       | Most districts in the state do not have any individual that is trained in physical education responsible for curriculum and instruction in that program area. Districts and teachers are in need of specific leadership in the area.                                                                                                                                        |
| <b>State Department of Education (SDE)</b>                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                             |
| A knowledgeable trained person in the SDE should be responsible for curriculum and instructional support for the program area of physical education.                                                                                                                                                                                                                                           | The SDE has been without leadership in physical education for several years but it now has a physical education coordinator to provide leadership to the field.                                                                                                                                                                                                             |
| <b>Teachers Out of Field</b>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                             |

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| Teachers should be certified to teach physical education and should not be expected to teach other courses in subjects out of their field                                                 | Many teachers teaching physical education are not certified to teach physical education<br><br>Certified teachers in physical education are expected to teach other subjects out of their field (e.g. science, comprehensive health, and driver education)                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Vision                                                                                                                                                                                | The Reality                                                                                                                                                                                                                                                                                                                  |
| Teaching/Coaching                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                              |
| Physical education teachers should be hired for their ability to teach physical education at a particular level (primary, middle school, or high school)                                  | Many physical education teachers are hired first to be coaches and second to teach physical education. Coaches are held accountable for their coaching ability but not for what they do in their physical education classes. In some cases, coaches are teaching at grade levels for which they have no interest or ability. |
| All coaches should be certified teachers                                                                                                                                                  | Coaches do not have to be certified teachers                                                                                                                                                                                                                                                                                 |
| Coaches should be given teaching workloads and a workday that is reasonable so that they can do a good job with both teaching and coaching responsibilities                               | In spite of the fact that they will be on the job until late in the evening, every evening, only a few coaches get a free period a day for their coaching responsibilities.<br><br>Schools and districts seldom make acceptable adjustments in time scheduling.                                                              |
| Accountability at the State Level                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                              |
| The SDE has the responsibility to ensure that the districts and schools of the State are providing physical education programs that are helping students to achieve in physical education | No monitoring at the state level exists                                                                                                                                                                                                                                                                                      |

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Chapter TWO

**The Effective Physical Education Program**

Curriculum

Instruction

Program Organization and Administration

Policies and Procedures

The Physical Education Faculty

Facilities and Equipment

**Curriculum**

The effective physical education program has clear expectations for student learning that are specifically defined in writing for each grade level

The effective physical education program has high and clear expectations for what students are expected to know and be able to do. Motor skill, cognitive, affective and fitness outcomes are defined specifically for all grade levels and are consistent with the state standards.

The effective physical education program has a written curriculum to achieve the outcomes defined in the curriculum. This written document should

- reflect the state standards

TEX\_2960

[http://www.sde.state.or.us/archive/education/standards/physical/Chapter\\_2.htm](http://www.sde.state.or.us/archive/education/standards/physical/Chapter_2.htm), (1 of 10) [09/03/2007 10:46:37 AM]

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## **Chapter 2 The Effective Physical Education Program**

- be coordinated at the district level preK–12
- include a statement of philosophy
- include clearly defined performance standards for all age levels
- include suggested scope and sequence of learning experiences
- include a description of how each performance standard is to be assessed
- be used to plan instruction
- be revisited on a regular basis and
- be distributed to all teachers who teach physical education (preK–12)

**The effective physical education program takes a lifespan approach to the development of standards**

The current and long-term needs of students are considered in the development of skills, fitness, attitudes, and values toward physical activity.

**The motor content of the effective program is consistent with best practice as defined by the local curriculum guide**

### **Primary School**

The curriculum for the primary school includes body management, manipulative and game skills, educational dance, and fitness.

### **Middle School**

The curriculum at the middle school includes opportunities for students to become proficient in a wide variety of movement forms (net/racket, target, team, outdoor pursuits, individual, and dance) at modified levels of skill and complexity and to acquire beginning knowledge related to assessing and developing personal fitness programs.

### **High School**

The curriculum at the high school provides opportunities for students to become competent and proficient in several movement forms (net/racket, target, team, outdoor pursuits, individual, and dance) selected from a variety of choices. In the high school curriculum, students will also



be able to design and develop a personalized physical fitness program participate regularly in health-enhancing physical activity beyond the physical education class and meet the gender and age group health-related physical fitness standards

**The effective physical education program addresses both the cognitive and the affective dimensions of learning, directly and specifically as content and indirectly as products of processes**

Both affective learning and cognitive learning are the product of the teacher's methods and approaches to teaching content and definitive learning experiences designed for specific outcomes in these domains

**The curriculum of the effective physical education program is designed to be developmentally appropriate for each grade level including students with special needs**

The curriculum should differentiate among the grade levels. A clear developmental sequence should be evident throughout the planned preK–12 curriculum

**The curriculum of the effective physical education program is integrated into and coordinated with the school curriculum rather than existing apart from it**

School and district policy and goals are reflected in the physical education curriculum. The goals of the physical education program are reflected in school and district goals and planning materials

**The effective physical education program is developed with and shared with the community**

The curriculum as a whole is approved by the school board and the standards are shared with the community

**The curriculum of the effective physical education program includes clear strategies and materials for student assessment and program assessment**

Decisions as to how students will be assessed and how the program will be evaluated on a regular basis should be included in the curriculum

**The curriculum of the effective physical education program offers opportunities for participation and encourages students to participate in physical activities beyond the required physical education program available to all students**

These are a few examples of additional physical activities in which students may become involved

- Jump Rope for Heart ' Hoops for Heart'
- youth leagues church leagues
- community recreation
- YMCA programs
- intramurals
- early morning/after school programs and
- field days

## Instruction

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**Effective instruction in physical education provides students with educationally rich learning experiences that**

- have the potential to improve motor performance
- are rich in affective and cognitive content
- provide maximum participation and
- are appropriate to the age and level of development of each learner

**Effective instruction in physical education is planned to help students reach specific learning outcomes that are both consistent with the curriculum and developmentally appropriate for all students, including those with special needs**

- The teacher has a written plan for each lesson

Chapter 2 The State Physical Education Program

- Plans are written separately for different developmental levels
- Written plans include specific learning objectives, learning experiences, and assessment criteria and procedures
- Individualized Education Plans (IEPs) are written for each student with special needs

**Effective instruction in physical education establishes and maintains a positive learning environment with clear and shared expectations and consequences**

- Off-task or inappropriate behavior is at a minimum
- The teacher has clear expectations for student learning
- Expectations for appropriate behavior and consequences for inappropriate behavior are shared with students and are reinforced
- Students can work independently as well as cooperatively in a focused manner

The teacher in an effective instructional environment in physical education presents and communicates tasks to learners effectively and accurately

**Effective instruction in physical education develops content in a manner that gradually leads the learner to increasing levels of ability with the content**

- Content development in instruction includes refining, extension, and application/assessment tasks
- Content is developed so students can be successful and see improvement
- Learning experiences are modified appropriately to increase or decrease difficulty on an individual basis so that the proper level of challenge and success is provided for all students

**Effective instruction in physical education provides a maximum opportunity to learn**

- Content is chosen and developed to provide maximum practice time with the intended learning
- Students are organized into groups to provide maximum practice

- Sufficient equipment is available for maximum practice
- The teacher manages instruction so that he or she spends as little time as possible on organization
- The teacher uses all available time for instructional purposes

#### **Effective instruction in physical education uses a variety of instructional strategies**

- Direct and indirect teaching strategies are used
- Teacher-centered and student-centered strategies are used
- Different delivery systems for instruction are used (e.g. station teaching, interactive teaching, peer teaching)

#### **Effective instruction in physical education maintains a physically and psychologically safe environment for students**

- The teacher arranges facilities and instructional equipment for safe participation
- The teacher teaches students how to participate safely and reinforces safe participation
- The teacher creates a supportive social and interactive environment for all students
- The teacher creates opportunities for all students to experience success and challenge

#### **Effective instruction in physical education incorporates assessment experiences into instruction**

- The teacher shares expectations with students prior to instruction
- Formative assessment is used to provide students and the teacher with information on student progress
- Informal application/assessment experiences are designed as part of the development of content with students

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## Program Organization and Administration

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The characteristics below describe the organizational and administrative aspects of an effective school physical education program.

### Scheduling

**All students should have daily physical education throughout preK–12**

All students at the preschool, elementary, and middle school level should participate in an instructional program of physical education on a daily basis. Throughout the high school level, students should have the opportunity to participate in physical education in a scheduling format equivalent to other subject areas.

**The needs of students and not the needs of teachers determine the class time allocated for daily physical education.**

With some flexibility for content and daily situations, the following durations of a class period are appropriate for students of different age levels:

|               |                  |
|---------------|------------------|
| 20 minutes    | preschool        |
| 25 minutes    | early elementary |
| 30–45 minutes | upper elementary |
| 50–60 minutes | middle school    |
| 50–90 minutes | high school      |

**Physical education is scheduled so that the objectives of the program are supported:**

- The ratio of students to teacher in any single physical education class is no greater than the ratio in other academic classes.
- Team teaching is considered an occasion to enhance opportunities for student learning and not to reduce the instructional responsibilities of the teacher.
- The use of itinerant teachers in a school and district should be limited.
- Students are not allowed to substitute other curricular or extracurricular activities for the required physical education program.

- The placement of students with special needs is considered in terms of the least restrictive environment and the needs of all students within the school. Federal 504 plans include physical education and physical education teachers write the IEPs for students with special needs.
- A master schedule of teaching stations as well as faculty and class assignments is available.

## Policies and Procedures

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Policies and procedures that support the program are established and distributed in clear written form.

- Mechanisms for communication with school administration about the physical education program are in place.
- Procedures for emergencies have been established and are shared in written form with all faculty and students.
- Established policies and practices give physical education classes priority over the use of physical education facilities.
- The physical education program is a part of the strategic planning of the school.

Clear policies for grading students as well as excusing students from physical activity or class are established and circulated in clear written form.

- Students are graded on the achievement of program objectives.
- It is rare that students who are healthy enough to come to school are not healthy enough to participate in physical education.

## The Physical Education Faculty

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All faculty are certified to teach physical education in South Carolina.

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<http://www.sde.state.sc.us/archive/educator/standard.physed/chapter2.htm> 8 of 10 [08/03/2001 10:46:37 AM]

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The teaching load of each teacher is commensurate with the loads of other teachers in the school and reflects the additional responsibilities of the teacher

**The primary responsibility of the faculty is to teach and not to coach**

Teachers who also coach or perform other extracurricular duties are held accountable for their teaching. Teachers who also coach are given adequate release time from their teaching responsibilities so that they are able to perform both teaching and coaching jobs effectively

**Faculty are expected to maintain and upgrade their skills and are supported in their efforts at professional growth**

Professional growth is a part of the short-term and long-term plans of the school. The school/district provides teachers with opportunities to improve their skills through financial compensation, travel funds, and substitute availability. Faculty are active in improving their professional competence in teaching physical education and are involved in at least some of the following pursuits on a regular basis:

- attending district in-service programs
- participating in SCAHPERD programs and learning opportunities
- continuing to take course work
- attending professional physical education conferences and/or meetings
- visiting model/demonstration schools and
- obtaining additional endorsements

**Faculty are evaluated on a regular basis**

Faculty assessment is part of a planned teacher development program designed to hold teachers accountable for effective teaching practices as well as to contribute to their professional growth. Assessment should be done by an observer with a clear notion of effective teaching in physical education using criteria specific to the field of physical education.

## Facilities and Equipment

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Adequate equipment and appropriate facilities are provided to implement the curriculum

- An adequate budget for physical education is provided on a yearly basis apart from the athletic program
- An adequate number of indoor and outdoor teaching stations are available for the number of students
- Classroom space is available for high school physical education programs (fitness instruction, viewing videotapes)
- Equipment and facilities are clean and safe and are inspected on a regular basis

TEX\_2969

<http://www.sde.state.sc.us/archive/educatorstandards/physical/physicalchapter2.htm> (IC # 0 [08/03/2001 10:46:37 AM])

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Chapter THREE

## Supporting Quality Physical Education Programs

Physical education programs have the potential to impact the cognitive, affective and psychomotor development of today's youth in unique and significant ways. School districts that consider physical education programs as an integral part of the child's education have high expectations for student learning outcomes and accompany these high expectations with adequate program support. Establishing and maintaining good physical education programs in a district takes the cooperation of good teachers and administrative support. The following recommendations can strengthen quality physical education programs.

- Hire certified and effective teachers who have a major interest in teaching at the grade level of employment and are skilled at establishing a physically, emotionally and socially safe environment for learners.

The first responsibility for physical education teachers hired at any level is to their teaching assignment. Physical education teachers at all grade levels should be held accountable for student learning and effective teaching. Nowhere in a school system are teaching personnel hired with such little regard for their suitability and skills for a teaching position as they are in physical education. District teaching positions in physical education should not be viewed as a place to accommodate and house coaches nor should it be assumed that all physical education teachers have the interest or ability to coach or to teach at all levels.

- Establish class sizes that are consistent with other subject areas in the school and develop scheduling practices that are consistent with the developmental needs of different aged students.

Ideally, a quality instructional program is to be maintained. Physical education should be scheduled daily (or the equivalent of daily) for all students. Where an adequate supply of teachers, facilities and equipment is not available to support daily physical education, quality should take precedence over quantity. Due to the need for extended practice in achieving fitness and skill development, physical education two or three times per week over one year is better than every day for only part of a year.

Appropriate class length for early elementary students is twenty to

thirty minutes, upper elementary school students, thirty to forty five minutes, middle school students fifty to sixty minutes and high school students fifty to ninety minutes

Classes should

- be the same size as other content areas,
  - include the same number of students with special needs as other content areas and
  - homogeneously group students by grade level and heterogeneously group students by gender
- **Provide opportunities for physical education personnel to grow professionally and to plan and coordinate preK-12 programs on a regular basis**

Physical education personnel in a district should have the opportunity to meet together on a regular basis to upgrade their skills coordinate curricular efforts between the grade levels, and provide support for each other's efforts. Significant in-service opportunities that address problems specific to physical education are essential for continued teacher development. Specific funds should be set aside for teachers to visit each other and model programs in the State as well as attend professional meetings.

- **Provide facilities that are clean, safe, and adequate for the number of students in a school**

The facility needs for students in physical education differ the following are recommendations appropriate to the grade level of the student

#### **Early Elementary School Facilities**

Students of this age need an indoor and outdoor facility for each class. The indoor facility should have minimally twenty-five hundred square feet (one half a basketball court) of clear uncluttered space, with twenty-foot ceilings and unobstructed wall space with no windows if possible. When two classes are expected to share an indoor space each class should have available a space equivalent to twenty-five hundred square feet and should have a private teaching station or one that can be made private. The outside facility should include both a hard surface as well as a level grass field. The grass

field area should be large enough for students to run safely for a period of time (fifty yards by fifty yards)

### Upper Elementary School Facilities

Upper elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The indoor facility should have minimally forty-two hundred square feet of clear uncluttered space (one basketball court) with twenty-foot ceilings and unobstructed wall space with no windows, if possible. When two classes are expected to share an indoor space, each class should have available a space equivalent to forty-two hundred square feet and should have a private teaching station or one that can be made private. The outside facility should include both a hard surface as well as a grass field. The grass field area should be large enough for students to run safely in group activities (one hundred yards by fifty yards).

### High School/Middle School Facilities

High schools/middle schools need one indoor and one outdoor teaching station for each class that meets during one instructional period. Indoor teaching stations should be made available to handle a normal class size for the following activities:

| <i>indoor facility</i>    | <i>types of activity supported</i>      |
|---------------------------|-----------------------------------------|
| large gym                 | basketball, volleyball, team handball   |
| smaller facility          | dance, gymnastics, wrestling, judo      |
| specialized smaller space | weight training/fitness                 |
| classroom                 | fitness (and rainy-day indoor facility) |

The gym should be at least the size of one basketball court and should be able to be divided into two private teaching stations. The smaller facility and weight training facility should be built to accommodate a full class size.

| <i>outdoor facility</i>        | <i>types of activity supported</i>                               |
|--------------------------------|------------------------------------------------------------------|
| field space (100 yds x 50 yds) | soccer, ultimate Frisbee, field hockey, football, lacrosse, golf |

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|                        |                 |
|------------------------|-----------------|
| tennis courts          | tennis          |
| track and jumping pits | track and field |

Schools are encouraged to develop specialized facilities for a wide variety of activities (i.e., swimming, outdoor pursuits, track and field, climbing walls, racquetball, beach volleyball, paddle tennis). A program budget that allows travel to appropriate community sites for various activities may be necessary.

- **Provide equipment that is safe, supports a comprehensive program, and is adequate for the number of students in each class**

The equipment needs for physical education vary by grade level and should minimally include the following to meet student needs:

### **Elementary School Equipment**

#### **Manipulative Equipment**

- balls—a variety of sizes, weights, and materials (whiffle, foam, yarn, rubber) should be available (one of each ball for every student in a class),
- sport equipment—modified basketballs, soccer balls, volleyballs (and trainers), softballs, Frisbees, and footballs should be available (one of each ball for every two students in a class)
- rackets, bats, sticks (hockey, paddles, golf, or lacrosse)—several versions of modified light weight rackets, bats, and sticks should be available (one racket, bat, or stick for each student in a class)
- jump ropes, hoops, scoops—one piece of equipment for each student in a class
- gymnastics—mats (one mat for every two students in a class), boxes, and benches (one box or bench for every two students in a class),
- fitness—sufficient equipment to administer the Fitnessgram
- dance—variable speed record/tape/CD player with remote and a collection of music for folk dance, creative dance, and rhythms, and

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- additional needs—traffic cones bases, volleyball/badminton nets and standards, pinnies batting tees, domes, flat markers

### **Middle School Equipment**

- sport balls—modified basketballs, soccer balls, volleyballs (and trainers), softballs, and footballs should be available (one of each ball for every two students in a class),
- rackets bats, sticks (hockey, golf, or lacrosse)—modified lightweight rackets bats and sticks should be available (one racket, bat or stick for each student in a class),
- gymnastics
- mats (one for every two students in a class) and
- large equipment—beam ropes rings vaulting box vaulting horse parallel bars uneven bars (one large piece of apparatus for every four students in a class )
- fitness—sufficient equipment to administer the Fitnessgram heart-rate monitors
- dance—variable speed record/tape/CD player with remote and a collection of music for folk dance, creative dance, and rhythms and
- additional needs—traffic cones, bases volleyball/badminton nets and standards pinnies, breakaway flags hoops clubs ropes flat markers

### **High School Equipment**

Regulation equipment should be available to teach a variety of movement forms including at least one from each of the following

- team sports (basketball football soccer softball, volleyball team handball)
- outdoor pursuits (adventure/ropes canoeing backpacking orienteering),
- dance (jazz folk aerobic modern, creative, line Western, square),
- individual and dual activities (gymnastics archery self-defense, weight training golf wrestling bowling track and field) and
- fitness (heart-rate monitors Fitnessgram equipment)

TEX\_2974

- treadmills, bikes)
- Enough equipment for one class should be provided so students do not have to wait for a turn at a learning opportunity. This usually implies a racket, club, bow, etc., for every student; a ball for every two students; and sufficient pieces of large equipment for various activities (canoeing, gymnastics, dance).

- **Provide up-to-date technology and instructional materials**

Students and teachers should have available

- camcorders and VCR equipment for assessment of instruction, self-assessment, and teacher assessment, as well as the development and playback of instructional media,
- instructional media in the form of videotapes, loop films, and graphic art for teachers to present learning experiences in a wide variety of content areas,
- heart-rate monitors for instructional work in fitness, and
- computers and computer programs for both student and teacher use in record-keeping, individualization of programs and both formative and summative assessment.

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Chapter FOUR

**Professional Development  
and Essential Support Systems  
for Physical Education Programs**

Introduction

Teacher Preparation Institutions

Physical Education Teachers

State Agencies

School Districts

Professional Organizations

Administrators and School Boards

Parents, Guardians, and Citizens

Additional Support Groups

**Introduction**

Outstanding teachers are skilled, knowledgeable, and caring people. Although some people bring to teaching more potential than others, expertise in any teaching area, including physical education, takes a great deal of time and effort to develop. Outstanding practice is usually the result of a teacher's personal commitment to continuous growth, his or her access to appropriate professional experiences, and support and high expectations in the work place. Lack of teacher growth and acceptable practice in physical education can largely be traced to a failure to provide physical education teachers with appropriate professional experiences and

support and a lack of accountability for best practice

Although the individual teacher must ultimately bear the major responsibility for his or her own success in teaching physical education, the influence of other factors on the professional development of the teacher and support for physical education programs cannot be denied. Some of the influences and support systems for physical education are

- teacher preparation institutions,
- the board of education,
- school districts,
- professional organizations,
- parents and guardians,
- elected officials and
- the media

## Teacher Preparation Institutions

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Teacher preparation institutions have a primary responsibility for the competence of the beginning teacher. All institutions in South Carolina that prepare physical education teachers should be accredited by the National Council for Accreditation of Teacher Education (NCATE) or an accrediting agency with similar standards. These accrediting agencies have high standards for the quality of the faculty, the resources that are devoted to the program, the curriculum, and a critical mass of graduates. Teacher preparation institutions that design and conduct their programs so that all their graduates meet the standards put forth in the National Standards for Beginning Physical Education Teachers (NASPE, 1995) have a greater potential for sending qualified beginning teachers into the field. Nine national standards for beginning teachers in physical education are described in the National Association of Sport and Physical Education document.

### 1 Content Knowledge

TEX\_2977  
http://www.arkansas.gov/education/standards/physical\_education/physical\_education\_standards/physical\_education\_standards\_chapter1.htm (2 of 1) [06/06/2001 10:46:41 AM]

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REC031209



The teacher understands physical education content disciplinary concepts, and tools of inquiry related to a physically educated person

## **2 Growth and Development**

The teacher understands how students grow and develop and can provide opportunities that support their physical, cognitive social and emotional development

## **3 Diverse Learners**

The teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners

## **4 Management and Motivation**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

## **5 Communication**

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings

## **6 Planning and Instruction**

The teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals

## **7 Learner Assessment**

The teacher understands and uses formal and informal assessment strategies to foster physical cognitive social and emotional development of learners in physical activity

## **8 Reflection**

The teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g. learners parents/guardians and other professionals in the

learning community, and seeks opportunities to grow professionally

## 9 Collaboration

The teacher fosters relationships with colleagues, parents/guardians, and community agencies to support the learner's growth and well being

Graduates should be familiar with Moving into the Future National Standards for Physical Education and should have the skills and knowledge to effectively implement the content standards of the South Carolina Physical Education Curriculum Standards

## Physical Education Teachers

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Although schools, states, and professional organizations play a primary role in making opportunities for professional development available to teachers, it is the individual teacher who has the primary responsibility for his or her own professional development. Professional teachers will seek opportunities for their own growth and will hold themselves accountable for best practice.

Teachers who are professionally motivated will

- be reflective teachers who are continuously engaged in professional improvement,
- have the skill to identify their own weaknesses and seek out opportunities to correct those weaknesses,
- seek out other professional teachers with whom they can interact
- read professional journals and newer materials to stay up to date
- attend professional meetings at the local, state, and national level that are related to physical education
- seek leadership opportunities in the community, district, school, and professional organizations that are related to physical education,
- use their expertise to provide services to the State and their community, and

- seek an advanced degree in physical education

## State Agencies

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The South Carolina Board of Education has the responsibility of setting standards for licensure for teachers and related school personnel. All school personnel who work with students in a direct capacity should be licensed.

The South Carolina Board of Education and the SDE have the responsibility of setting standards for the quality of teaching being delivered to students in the schools of the State and to establish mechanisms for monitoring the extent to which those standards are being met. The SDE also has the responsibility of identifying minimum standards for student learning and holding schools and teachers responsible for meeting those standards. There needs to be greater accountability for the quality of teaching in physical education and the quality of the physical education program delivered to students.

We know that for learning to be meaningful, learners must be active participants; yet most physical education teachers are being recertified on the basis of professional development experiences many of which are not in physical education. Many institutions of higher learning have found it difficult to offer meaningful professional development experiences to teachers in the form of course work.

If professional development for physical education teachers is to be effective in improving the quality of teaching and programs, then a systematic resolution to the role of the SDE in professional development will have to be established. It is essential that the SDE maintain the leadership position allocated to physical education. Physical education should have the same professional development initiatives at the state and regional level as every other content area.

Several other state agencies are very supportive sources for professional development for physical education teachers. The South Carolina Department of Health and Environmental Control (DHEC) is staffed with personnel whose prime responsibility is promoting physical activity for all South Carolinians. These positions and programs at the state level and in local health districts can contribute to enhancing state efforts for the professional development of physical educators through collaborations and advocacy and thereby building bridges for professional development experiences in promoting physical activity programs throughout the State and in local communities.

The South Carolina Department of Parks, Recreation, and Tourism (SCDPRT) can also contribute to professional development experiences for physical education teachers through its programs and practices both at the state level and through its local community recreation departments. These agencies promote programs and professional development experiences that can provide breadth and depth to the outreach and promotion of quality physical education programs not only for school age youth but for the enhancement of lifetime physical activity pursuits.

The South Carolina Arts Commission also provides grants to schools for artist-in-residence opportunities. The list of artists includes dancers and can provide exceptional opportunities to enrich both the physical education program and professional teachers willing to expand their repertoire of movement experiences.

## School Districts

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School districts have the primary responsibility for professional development of physical education teachers within their district. With few exceptions, school districts throughout the State have eliminated the physical education curriculum coordinators' positions. Because there is not a critical mass of physical education teachers in any one school (many elementary schools have only one physical education teacher) and principals have limited knowledge of physical education curriculum or best practice, teachers and most programs of physical education need greater professional support. Periodically, an in-service program specifically related to physical education is held for physical education teachers, but largely there is no systematic effort to develop or improve the programs or the teaching in physical education. Physical education teachers should be encouraged to attend the professional development programs that are available and to collaborate with other professionals.

School districts can help the professional development of their physical education teachers by

- holding students and teachers accountable for the state standards as defined in the South Carolina Physical Education Curriculum Standards,
- providing in-service opportunities that will help teachers develop their teaching skills and their ability to assess their students' performance on the basis of the curriculum standards for physical education,
- hiring a district curriculum coordinator for physical education.

- providing a mentoring system or an individual whose job is to provide support professional development, and evaluation of all beginning physical education teachers,
- establishing policy for the recertification of teachers that requires them to take course work directly in their teaching field
- providing financial support for teachers to visit other schools and attend professional meetings
- requiring teachers to identify professional improvement objectives at the beginning of a school year and holding teachers accountable for their achievement,
- rewarding those teachers who continue to grow and improve,
- establishing a long-term program of professional development that is objectives-driven and measurable
- avoiding one-session/one-topic approaches to in-service opportunities, and
- including teachers in the planning for professional development

## Professional Organizations

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Professional organizations have many advantages with respect to the professional development of the teacher and the support of physical education programs. The professional organization most directly related to the professional development of physical educators in our state is the South Carolina Alliance for Health Physical Education Recreation and Dance (SCAHPERD). SCAHPERD's membership is voluntary and consists of physical education teachers (and other related fields) from preK–12 programs, higher education, health promotion, recreation, and dance. This diversity of personnel within the field encourages collaboration. Programs are designed by teachers for teachers, and therefore the likelihood of relevant professional opportunities is greater. The state professional organization is closely aligned to the national organization, the American Alliance for Health Physical Education Recreation and Dance (AAHPERD), which provides a direct link to current needs of professionals. These professional organizations offer annual conferences with exceptional programs to foster professional development experiences.

Professional organizations can establish alliances with school districts and the SDE which will encourage attendance at professional development opportunities

## Administrators and School Boards

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Administrators and school boards have a major responsibility for the quality of physical education programs within their districts. It is the responsibility of local school boards and administrators to establish and approve the major objectives of physical education programs and to provide the resources for conducting programs as well as the means for evaluating the extent to which programs in their district actually reach their objectives. In order for programs to be effective, administrators and school boards should

- find out what students should know and be able to do in physical education
- set specific measurable student performance criteria for preK-12 physical education
- give teachers the resources to be able to reach the student performance criteria (class size, time, equipment, and space),
- provide teachers with professional development opportunities in the district as well as the resources for them to go elsewhere for professional development so that they can learn how to teach and to assess their students on the basis of the performance criteria,
- hold teachers accountable for implementing programs consistent with the student performance criteria
- share program goals and objectives with parents and the community
- reward those teachers who are involved in programs where students are meeting the performance criteria and
- provide incentives for teachers to involve themselves in district and state physical education professional development projects as participants as well as leaders

## Parents, Guardians, and Citizens

Adults in the community should support daily physical education programs. The value put on physical education programs within the school is very much a reflection of what the school sees as the preference of the public. For anyone in the public to perceive physical education as an integral part of the school curriculum, he or she should be knowledgeable with regard to facts such as those put forth in the surgeon general's report *Physical Activity and Health*, the Centers for Disease Control fact sheet *Children and the Need for Physical Activity*, and other developmentally age-appropriate materials concerning motor skills, physical activity, and fitness. Communities that are involved in helping to set school expectations for programs are likely to have quality programs. Parents, guardians, and citizens should

- learn what a quality physical education program should be (curriculum standards, national standards, etc.) making a clear distinction between the goals and objectives of athletics and those of the school physical education program
- find out to what extent students in their school and district meet national and state standards,
- encourage schools and districts to work toward programs that have as their goal meeting the state/national standards for physical education and
- support the inclusion of physical education programs and appropriate resources for all students including those with special needs, on a regular basis at all grade levels

## Additional Support Groups

There are many additional groups of individuals who can and should support the development of a strong physical education program in the schools. These groups, representing adults who are not part of the educational community as a whole, have a common interest in a system that produces a healthy and active graduate. In order to fulfill their roles in this process, such groups have a responsibility to be involved in the schools and to remain knowledgeable of its activities and its goals. Because many communities often confuse physical education with their schools' athletic programs, the need for clear information and understanding is particularly important.

Some of these groups and some of their specific contributions are explained in the following

Business and industry can do much to support the physical education program by providing sponsorship, personnel or resources for field trips to locations such as golf courses, bowling alleys or nearby hiking or cycling trails. By providing support for equipment such as weight machines, backpacks, compasses, fencing foils, or fly-fishing rods, businesses could enable a program to develop a new curriculum focus. Those businesses directly related to sport or leisure activities could promote physical education by providing gift certificates as incentives for outstanding work or progress in physical education classes.

Elected officials have a responsibility to learn about physical education and the programs in the communities. Through their duties as elected representatives, they can support the broader goals of physical education by supporting the development of appropriate recreational, leisure, and activity sites in the community. By understanding these broader goals of physical education, these officials can lend long-term support during community land use and environmental planning sessions.

The media have a responsibility to become knowledgeable concerning new goals and directions for physical education and to report this information to the public. Through this enlightened reporting, the community can become more fully aware of the new standards for curriculum, teaching, and assessment in physical education. The media, through reporting, can help counteract stereotypes that hinder women and minorities from achieving their full potential in physical education and lifetime physical activity settings. Finally, the media can help promote a positive image of physical education and its importance to the ultimate health and happiness of the graduates of our schools.

Community recreation programs provide access to physical activity for many youth in our schools. These programs are invaluable to physical education programs and professionals because they provide extended time for students who wish to participate and yet are inadequately served by minimal physical education activity time in their school schedule. Physical education professionals can gain quality professional development experiences by sharing their knowledge and expertise with volunteer coaches or by serving and coaching with a local recreation team.

State, district, and local agencies and associations provide support to physical education programs and to the professional development of physical education professionals in myriad ways. Many agencies provide opportunities for walk-a-thons, dance-a-thons, bike treks, and notably "Jump Rope for Heart." These state and local agencies encourage physical activity for health benefits. Each of these agencies is interested in raising awareness and funds for its association. Professional physical educators who acquire the skills of organizing, leading, and promoting events that support a physically active lifestyle and support worthy activities set exemplary standards of commitment to physical activity.

Other agencies provide support and professional development in the field of physical



education

The President's Council on Physical Fitness and Sports and the South Carolina Governor's Council on Physical Fitness and Sports serve as a catalyst to promote activity, fitness, sports and health for people of all ages. The South Carolina Dance Education Center at Columbia College is supported by the South Carolina Arts Commission and the State Department of Education and funded through the Arts in Basic Education Grant to Winthrop University. The Center provides exceptional professional development experiences in dance education for professionals who are eager to grow in this dimension of the total physical education program.

# PreK-12 Curriculum Standards for Physical Education

| Curriculum Content Standards in Physical Education |                   |                   |                   |                   |                   |                   |
|----------------------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| <u>Standard 1</u>                                  | <u>Standard 2</u> | <u>Standard 3</u> | <u>Standard 4</u> | <u>Standard 5</u> | <u>Standard 6</u> | <u>Standard 7</u> |

## Introduction to the Standards

In 1989 the SDE published the *South Carolina Physical Education Guidelines Volume I (Elementary) and II (Secondary)*. Both the elementary and secondary guidelines are the result of three years of collaborative work involving both university and public school physical educators in the process of writing, reviewing, revising, and field testing the material. Because of the extensive work in the preparation of these curriculum guidelines and the collaborative work of the SDE and the South Carolina Alliance for Health, Physical Education, Recreation and Dance (SCAHPERD), these documents remain main resources for the teaching of public school physical education preK-12.

Volume I focuses on the program for elementary children. The K-6 curriculum content clearly establishes motor skill competency in a variety of movement forms, as well as competency in health-related fitness and the cognitive and affective areas.

Volume II focuses on selected movement forms for secondary school with an emphasis on fitness for life and the development of active lifestyles. The student is encouraged to develop performance skills in each of the movement forms through the preK-12 program. Students at the high school level choose two in-depth units of work from two different movement forms. The program offers students the opportunity to find a movement form or category of activities that provides personal challenge and joy for leisure and social recreation.

As we entered the decade of the 1990s, leaders of the school reform movement, such as the America 2000 Project, recognized the need for increased quality in educational programs in all areas. The National Association for Sport and Physical Education (NASPE) published *Outcomes of Quality Physical Education Programs* in 1992 in response to expressed needs of NASPE members, other educators, and concerned citizens for a national platform on which to base judgments of quality physical education programs for students in grades preK-12. Outcomes provide direction for school programs. Furthermore, these outcomes provide persons outside the physical education community with an understanding of the meaning of 'basic literacy' in physical education. They provide guidance not only for *what* students are

able to learn but also for *when* it is reasonable to expect a student to learn

Using the initial work of the *Outcomes of Quality Physical Education Programs*, NASPE published *Moving into the Future: National Standards for Physical Education* in 1995. Seven curriculum content standards and the material that accompanies them describe specifically what students at each grade level should know and be able to do in a preK-12 physical education program. In addition, assessment material is provided to help teachers develop formative assessments of learning experiences.

Using the national curriculum content standards as a model, the SDE and SCAHPERD worked together to amend Section 53-29-100 of the Code of Laws of South Carolina to redefine secondary school physical education. Beginning with the 1995-96 school year, the required physical education program in high school became personal fitness, wellness, and an active lifestyle. Four performance criteria were adopted.

The *South Carolina Physical Education Curriculum Standards* document is built upon the previous work at the state and national level. It is an attempt to follow the guidelines of the national standards and represent realistic goals that will serve all students in South Carolina.

In the pages that follow here, curriculum content standards in physical education are described. Each content standard is identified, a general description of the intent of each standard is given, and the key elements or components of the standard are explained. Descriptive paragraphs focus on the intent of each standard at selected grade ranges: prekindergarten through kindergarten, grades one through two, three through five, six through eight, and nine through twelve. Sample performance benchmarks or student behaviors for each of the curriculum content standards are described at each of the selected grade ranges. These sample benchmarks describe age-appropriate behaviors representative of progress toward achieving a given standard. The examples provided are illustrative of numerous student behaviors that may be used to make inferences about student learning, but the list is by no means meant to be comprehensive.

## Curriculum Content Standards in Physical Education \*

### *A physically educated person*

Standard 1 demonstrates competency in many movement forms and proficiency in a few movement forms.

Standard 2 applies movement concepts and principles to the learning and development of motor skills,

Standard 3 exhibits a physically active lifestyle,

Standard 4 achieves and maintains a health-enhancing level of physical fitness

Standard 5 demonstrates responsible personal and social behavior in physical activity settings

Standard 6 demonstrates understanding and respect for differences among people in physical activity settings and

Standard 7 understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction

\* National Association for Sport and Physical Education. Moving into the Future. National Standards for Physical Education (Reston, VA: 1995). These standards are the basis for the South Carolina Physical Education Curriculum Standards.

**STANDARD 1**

**Demonstrates competency in many movement forms  
and proficiency in a few movement forms**

This standard focuses on the development of movement competence and proficiency. Movement competency implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of his or her participation as an adult in a wide variety of leisure and work-related physical activities. As the student progresses from the primary years through the middle school years, the movement forms develop from fundamental skills (running, throwing, striking) into more specialized skills (striking with a bat, performing a specific dance step) and are used in increasingly more complex movement environments (e.g., more players, rules, and strategies). Based on their own interests and ability, high school students select a few activities for regular participation and develop skills and knowledge to a level of proficiency. This development of competency in many movement forms together with a proficiency in a few movement forms prepares the student for adult participation in a wide variety of leisure and work-related physical activities and gives him or her the potential to develop advanced skills in at least two or three areas.

**Vignette****Kindergarten**

When the students enter the gym, they follow in a line behind the teacher. The teacher does a locomotor movement, and the students follow. The class stops to discuss personal space and ways to keep it as they move. They continue to move with different locomotor movements and give each movement a name as they move. When they stop, they explore nonlocomotor movements and give each one a name (contrasts are made between push and pull, swing and rock, bend and straighten, etc.). As time permits, they begin to combine one locomotor movement with one nonlocomotor movement and perform the movements with music.

**STANDARD 1****PreK - K**

Students should develop most fundamental movement patterns (e.g., throwing, receiving, jumping, and sinking) to a level of mature form in simple conditions and gain control of the varied use of these patterns.

**BENCHMARKS****The student will**

- demonstrate controlled traveling, rolling, and balancing actions
- travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly,
- move with awareness of others in general space,
- kick, throw, catch, and strike objects under simple conditions (e.g., kicking and striking a stationary ball, catching an accurately tossed ball) and
- select appropriate actions to match a steady beat

**ASSESSMENT EXAMPLE**

**Standard 1 Grade K**  
**Teacher Observation**

The teacher works with students to develop different ways to use the feet to move in general space. The teacher asks the students to demonstrate a locomotor skill (e.g., slide, hop, and either skip or gallop). The teacher assesses whether each student can do each locomotor pattern to a level of mature form.

**Criteria for Assessment**

- 3 = The student demonstrates each locomotor pattern to a level of mature form
- 2 = The student demonstrates the beginnings of each pattern but it is not fully developed
- 1 = There is no evidence that the student can demonstrate each pattern at this time

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD 1 | Students should be able to vary the manner in which skills are performed and should begin to use skills in combination with each other. Students should exhibit the ability to adapt and adjust movement skills to uncomplicated yet changing environmental conditions and expectations. Mature forms of basic locomotor patterns should be developed in weight bearing, balance and dance activities. Students should begin to exhibit qualities that demonstrate aesthetic performance. |
| Grades 1-2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## BENCHMARKS

The student will

- demonstrate mature form in locomotor skills (walk, run, hop, skip, jump, gallop, slide, and leap)
- demonstrate smooth transitions between combinations of locomotor movements and combinations of manipulative patterns
- sequence weight bearing, rolling, balancing, and traveling activities with control both with and without equipment
- adapt kicking, striking, and throwing patterns to simple changing environments (e.g., kicking moving ball, or striking a friendly loss),
- throw a hand sized ball overhand with force (e.g. to hit a wall thirty feet away)
- combine locomotor patterns (e.g. sliding, jumping, running and hopping) in time to music,
- use movement concepts—BSEER\* (body space effort and relationship)—to vary fundamental patterns, and
- use movements (BSEER) to move in expressive ways

\*For more on BSEER see Appendix C

## ASSESSMENT EXAMPLES

## STANDARD 1, Grades 1-2

### Peer Observation Working with a Partner

Second graders will pick a teacher-designed sequence card that includes rolling, balancing, and traveling activities both with and without equipment. As one student performs the activity, the partner evaluates the sequence.

#### Criteria for Assessment

- The student performs skills in sequential order
- The student demonstrates smooth transition between movements
- The student demonstrates clear beginning and ending of sequence

## STANDARD 1, Grades 1-2

### Self-Designed Event Task

Students are asked to demonstrate different feelings (happy, sad, frightened, excited) while moving to music that elicits a particular feeling.

#### Criteria for Assessment

- The student demonstrates appropriate movement to match feelings
- The student chooses appropriate effort qualities (force, flow, space)

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combinations of locomotor skills,

- use basic motor skills of invasion (e.g. soccer basketball) net (e.g., volleyball pickleball), striking/fielding (e.g. baseball whiffle ball), and target (e.g. bowling) activities in increasingly complex situations
- demonstrate basic offensive and defensive strategies for invasion, net, and striking/fielding activities in limited settings (two on two three on two),
- support weight on hands demonstrating extension and control (cartwheels and handstands)
- apply movement concepts (BSEF) to sequenced gymnastics actions with smooth transitions both alone and with others (e.g. perform a routine that includes balance, roll and balance with a change in direction to match a partner), and
- perform simple dances (e.g. creative folk and line dances)

## ASSESSMENT EXAMPLES

## STANDARD 1 Grades 3-5

### Peer Observation

While working with a partner the student will observe his or her partner for performance characteristics in the following routine (1) Start by performing a handstand or cartwheel (2) Make a transition from taking weight on hands to a smooth landing (3) Perform a rolling action (4) Finish in a balance of one's choice. The teacher directs students to focus on one criterion at a time.

### Criteria for Assessment

- The student's arms are extended elbows are locked, and shoulders are over the wrists
- The student's palms flat on floor
- The student demonstrates foot to hand to foot weight transfer
- The student demonstrates controlled landing (no crashing)
- The student makes smooth transition into a roll of choice
- The student demonstrates finishing balance stillness, good lines

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**STANDARD 1 Grades 3-5****Observation Record (Video Analysis)**

Students will work with a partner in a basketball setting one person will act as an offensive player. They will start with the ball facing the target (goal). The defender will stand facing the offensive player with his or her back to the goal. Using an appropriate signal (such as a ball slap) the offensive player will attempt to score a goal.

**Criteria for Assessment**

- The student demonstrates use of offensive strategies: head fake, foot fake, burst of speed, change of direction, dribble and shoot

The student demonstrates use of defensive strategies: staying low, watching stomach, sliding feet and "sticking like glue"

**STANDARD 1 Grade 3****Student Checklist with Peer Observation**

Students are given a checklist of expected dribbling techniques

**Criteria for Assessment**

- The student dribbles the ball out in front and to the side of his or her body
- The student's pushing actions are with the pads of his or her fingers

\_\_\_\_\_ dribbles sideways with a mature slide step pattern and

\_\_\_\_\_ dribbles forward at a fast jog and stops with control on a signal

Standard 1

- A partner observes their dribbling and checks off the techniques observed

|                   |                                                                                                                                                                                                                                                                                                                   |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 1</b> | Mature form is expected for all basic manipulative locomotor and nonlocomotor skills, as well as an increased ability to use these skills in varying and complex situations. Basic skills of selected sport, dance and gymnastics activities are developed and used in modified versions of these movement forms. |
| <b>Grades 6-8</b> |                                                                                                                                                                                                                                                                                                                   |

**BENCHMARKS**

**The student will**

- demonstrate competence in the basic motor skills of modified versions of a variety of movement forms (dance, learn dual and individual activities outdoor pursuits, and aquatics) and
- demonstrate competence in basic offensive and defensive strategies in team and dual activities

**ASSESSMENT EXAMPLE**

**Standard 1 Grade 7**

**Self-Assessment**

Seventh graders play two with two cooperative volleyball. The students try to keep the ball going using *good* legal hits

There must be a minimum of two hits per side before the ball crosses the net. If it hits the floor restart with a toss "serve." The teacher directs one team to keep track of the number of passes over the net. The teacher directs the other team to keep track of the number of combination passes

and sets used by the team

### Criteria for Assessment

- The first team keeps track of the number of times ball passes over the net
- The second team keeps track of the number of combination passes and sets used by the team

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>STANDARD 1</b></p> <p><b>Grades 9-12</b></p> | <p>Although students may not have the potential to develop high levels of competence in all activities, sufficient time and quality instruction should enable them to develop competency and/or proficiency in at least two different movement forms. These proficiencies/competencies establish a foundation for facilitating continued motor skill acquisition and maintaining a physically active lifestyle.</p> |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### BENCHMARKS

Basic-level benchmark (for students taking only one year of P.E. in secondary school)

- The student will demonstrate competence in two movement forms

Advanced-level benchmark (for students taking additional P.E. courses in secondary school)

- The student will demonstrate competence/proficiency in more than two movement forms

### ASSESSMENT EXAMPLE

## STANDARD 1, Grades 9–12

### Golf

#### South Carolina Physical Education Program Assessment

**Setting** The following assessment is to be made of the student by observation over a period of time through a testing situation set up by the teacher or through a submitted video tape of student performance

**Scoring** Each indicator is scored on a 1–3 basis according to the consistency with which the indicator is observed. All indicators are totaled and averaged to determine a student's score. Students must score 2.0 or above to meet the state criterion for the basic program and 2.5 to meet the requirements for the advanced-level program.

**Level 3** Uses basic indicators in an extremely consistent manner

**Level 2** Uses basic indicators with consistency most of the time

**Level 1** Uses basic indicators with occasional consistency

#### Indicators

##### Rules, Etiquette, and Safety

- \_\_\_\_\_ 1 The student demonstrates the rules of the game while playing
- \_\_\_\_\_ 2 The student practices proper etiquette and safety while playing
- \_\_\_\_\_ 3 The student demonstrates proper care of the equipment

##### Skills

- \_\_\_\_\_ 4 The student chooses the appropriate club for the shot needed
- \_\_\_\_\_ 5 The student uses the proper grip for the shot

Standard 1

- \_\_\_\_\_ 6 The student assumes an appropriate stance before swinging
- \_\_\_\_\_ 7 The student aligns properly for the direction desired
- \_\_\_\_\_ 8 The student demonstrates the basic mechanics of a functional swing
- \_\_\_\_\_ 9 The student makes contact with the ball with the club
- \_\_\_\_\_ 10 The student's ball follows the correct trajectory for the club he or she used
- \_\_\_\_\_ 11 The student's ball travels in the proper direction for the circumstances involved
- \_\_\_\_\_ 12 The student adapts the swing for the required distance of a shot
- \_\_\_\_\_ 13 The student hits the ball within their capacity and the capacity of the club

Game Play

- \_\_\_\_\_ 14 The student completes at least one round of golf with a score of no more than double par

**STANDARD 2:**

**Applies movement concepts and principles to the learning and development of motor skills**

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. The standard includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Some specific examples of concepts include increasing force production through the summation of forces, the effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and therefore of more regular and effective participation in physical activity. This knowledge and understanding develops from a beginning focus on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles of balance, force production) through applying and generalizing these concepts to real life physical activity situations at the middle school level. Opportunities provided to students during high school allow them independently and routinely to use a wide variety of increasingly complex concepts and by graduation the students should have developed sufficient knowledge and ability to use their knowledge independently to acquire new skills while continuing to refine existing ones.

**Vignette****Grade 5**

The fifth graders have been studying the underhand and overhand throw and have had a chance to practice these throws in several earlier lessons. As the students start the third lesson, they review each throw with a stationary partner. The student works with his or her partner, who helps remind the student of the cues the class has learned for each throw. (Underhand throw: hand under ball, face target, step on opposite foot and follow through toward target. Overhand throw: hand on back of ball, side to target, elbow up and back, step forward on opposite foot and follow through toward target.)

As the teacher notices students who are showing some proficiency with these throwing skills, she begins to put them in groups of three and to tell them to increase their distance slightly. She tells the third player to act as a "coach." This "coach" gives them assistance in relation to the cues and as they rotate, each player assumes this role.

Cakbrook Elementary



|                   |                                                                                                                                                                                                                                                                                                       |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 2</b> | Students should become aware of basic cognitive concepts associated with movement and know how to use them to guide their performance in game skills, body management, dance, and locomotion. Students should begin to recognize and apply some characteristics of mature fundamental motor patterns. |
| <b>PreK-K</b>     |                                                                                                                                                                                                                                                                                                       |

**BENCHMARKS****The student will**

- Identify fundamental movement patterns (e.g., skip, strike).
- Identify beginning movement concepts (BSER) in body management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy balance, and twist) and
- apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed).

**ASSESSMENT EXAMPLES****Standard 2, PreK-K****Activity**

Students will develop concepts of speed in locomotion and body shape while moving by imitating the various methods employed by animals as they move.

1. Deer—run swiftly to a designated line.
2. Turtle—crawl on all fours.
3. Elephant—limb along with swinging trunk.

TEX\_3002

[http://www.sde.state.sc.us/archive/online\\_of\\_standards/physicalstand\\_2.htm](http://www.sde.state.sc.us/archive/online_of_standards/physicalstand_2.htm) (2 of 3) [05/03/2001 10:46:47 AM]

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Standard 2

- 4 Crab-crawl sideways on all fours
- 5 Kangaroo-hop
- 6 Other animals suggested by the children

Criteria for Assessment

- Exemplary The student demonstrates all the correct responses
- Acceptable The student demonstrates at least four of the six movement concepts
- Needs Improvement Fewer than four of the movement responses are demonstrated

Standard 2 PreK-K

Peer Observation

One student calls out a particular locomotor pattern and the partner performs the skill

Criterion for Assessment

- The student demonstrates the appropriate skill

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## Standard 2, Grade K

### Teacher Observation

Students are asked to find a personal space within general space

### Criteria for Assessment

- The teacher identifies students who can find
  - a space away from other students,
  - a space within the boundaries identified, and
  - a space away from the wall

|                                        |                                                                                                                                                                                                                                                                         |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 2</b><br><b>Grades 1-2</b> | Students should begin to be able to identify and use critical elements in the performance of fundamental skills. Emphasis should be placed on identification and performance of movement concepts of space, effort and relationships that vary the quality of movement. |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### BENCHMARKS

#### The student will

- Identify the critical elements of basic locomotor and manipulative skills (e.g. jump two feet to two feet, skip-step hop with a continuous pattern, opposition in throwing, and reach and give to catch)
- apply movement concepts (BSEP) and principles of movements to a variety of basic skills (e.g. catching at different levels, skipping in different pathways) and
- use feedback to improve performance (e.g. choosing appropriate hand positions for catching at different levels)

### ASSESSMENT EXAMPLE

TEX\_3004

http://www.sde.state.tx.us/edinfo/education/standards/physical/standards\_2.html (08/03/2001 10:46:47 AM)

PLT\_6215 0057

REC031236

## STANDARD 2, Grade 2

### Written Test

The teacher directs the students to put pictures of the following cues of the overhand throw in the correct order

Criterion for Assessment

- The student places the pictures in the correct order

\_\_\_\_\_ LOAD

\_\_\_\_\_ FOLLOW THROUGH

\_\_\_\_\_ THROW

\_\_\_\_\_ TWIST

\_\_\_\_\_ STEP

### STANDARD 2.

#### Grades 3-5

Students should be able to use critical elements to refine personal performance of fundamental and selected specialized motor skills in increasingly complex environments as well as to provide feedback to others. Students should be increasingly aware of basic offensive and defensive strategies.

### BENCHMARKS

#### The student will

- Use critical elements to improve personal performance and provide feedback to others in fundamental and selected specialized motor skills (e.g. making a triangle to set a volleyball)

- describe and use basic offensive and defensive strategies in limited settings (e.g. one-on-one, two-on-three), and
- recognize and apply basic concepts from the disciplines that impact the quality of increasingly complex movement performance (e.g. absorbing and producing force, the relationship between practice and the improvement of performance, the importance of warm-up and cool-down)

## ASSESSMENT EXAMPLE

### Standard 2, Grade 5

#### Written Test Three-on-Three Soccer

This assessment is given at the beginning and the end of the soccer unit. Students are asked to answer questions on offensive/defensive concepts and their ability to play soccer.

Name \_\_\_\_\_

1. What should the receiver remember to do to be ready to receive a pass from his or her teammate?
2. How should the defense defend the play in soccer?
3. How is getting ready to receive a pass in soccer similar to getting ready to receive a pass in basketball?

#### Criterion for Assessment

- The student identifies appropriate offensive and defensive strategies.

TEX\_3006

## Standard 2, Grade 5

## Journal

Students are asked to (1) describe a "home position" in net/racquet activities (2) indicate the importance of returning to such a position in terms of defensive strategy and (3) list different sports where they would need to remain in a home position

## Criteria for Assessment

- The student describes a "home position" in net/racquet activities
- The student indicates the importance of returning to such a position in terms of defensive strategy
- The student lists different sports where he or she would need to remain in a home position

|                                        |                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 2</b><br><b>Grades 6-8</b> | Students should be able to understand and apply more advanced movement and game strategies, to understand the critical elements of advanced movement skills and to identify characteristics representative of highly skilled performance. Students should be able to identify and use basic offensive and defensive strategies. |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## BENCHMARKS

The student will

- observe and identify characteristics of highly skilled performance that enable success in an activity
- describe processes of learning and conditioning for specific physical activities, and
- describe and use offensive and defensive strategies in modified settings (modifying rules, equipment, space or number of players, e.g., five-on-five soccer)

TEX\_3007

<http://www.sde.state.sc.us/1211/education/standards/physical/standards.htm> (1 of 1) [08/03/2001 10:46:47 AM]

PLT\_6215 0060

REC031239

## ASSESSMENT EXAMPLE

### Standard 2, Grade 8

#### Written Test Peer Assessment

Students are asked on a short quiz to identify three things that a player can do in a pickle ball game offensively and two things a player can do defensively. Papers are given to a peer to assess with the teacher leading the class.

#### Criterion for Assessment

- The student identifies three offensive and two defensive strategies.

|                    |                                                                                                                                 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 2.</b> | Students at the high school level should be able to analyze motor performance and use information to improve motor performance. |
| <b>Grades 9-12</b> |                                                                                                                                 |

## BENCHMARKS

### The student will

- analyze and assess the motor performance of self and others in selected activities and
- design and develop a long-term plan for self-improvement in a movement activity to achieve a desired level of skillfulness.

## ASSESSMENT EXAMPLE

Standard 2

**Standard 2, Grade 9**

**Student Project**

The student should be able to assess personal performance in a motor skill and develop a plan to increase the level of that performance

**Criteria for Assessment**

- The student correctly assesses his or her personal strengths and weaknesses in an activity
- The student sets realistic goals for performance
- The student designs a program for improvement that is appropriate to his or her personal ability and the conditions of training



**STANDARD 3****Exhibits a physically active lifestyle**

Based on the belief that students are more likely to participate if they have had opportunities to develop interests that are personally meaningful to them, the intent of this standard is that students establish patterns of regular participation in personally meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to his or her developing an active, healthy lifestyle. At the early ages, the focus is on children's learning to enjoy physical activity through participation in developmentally appropriate activities and through the encouragement of vigorous and unstructured play opportunities. As students get older, the structure of activity tends to increase, as do the opportunities for their recognizing the value and personal enjoyment of participating in different types of activity outside of the physical education class.

**Vignette****Elementary**

The teacher has made arrangements to open the gym five days a week from 7:15 to 7:55 a.m. for open participation. During this time, approximately fifty children are there each day, busy and involved with practicing their skills of unicycle riding, juggling, gymnastics, and jumping rope. All children may come to this open time as long as they follow the rules. The children work independently, help each other learn new skills, work together to accomplish new challenges, and may be heard clapping or giving words of praise to a friend who has succeeded with a new task.

The teacher finds that this is also an advantageous time to meet parents who come either because their child has invited them or simply because their child is excited about working on a particular skill. This is a popular and busy time for everyone, and the teacher finds that it is a rewarding way to start the day.

Simpsonville Elementary  
Greenville County

|                   |                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 3</b> | Students should develop positive attitudes toward participation in physical activity and a general awareness that physical activity is both fun and good for one |
| <b>PreK-K</b>     |                                                                                                                                                                  |

## BENCHMARKS

The student will

- select and participate in physical activity during unscheduled times and
- identify likes and dislikes connected with participation in physical activity

## ASSESSMENT EXAMPLE

Standard 3, Grade K

Student Project

Kindergarten students are asked to collect or draw pictures that identify vigorous physical activities that they enjoy

Criteria for Assessment

- The student's pictures depict vigorous physical activities
- The student identifies activities that are fun for him or her

|                   |                                                                                                                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 3</b> | Students should develop positive attitudes toward regular physical activity and its effect on health. They should be able to identify social and psychological contributions of physical activity |
| <b>PreK-K</b>     |                                                                                                                                                                                                   |

## BENCHMARKS

TEX\_3011

[http://www.sde.state.tx.us/archive/education/standard/physical/standard\\_3.htm#2\\_of\\_7](http://www.sde.state.tx.us/archive/education/standard/physical/standard_3.htm#2_of_7) [file 3/2/2001 10:46:49 AM]

PLT\_6215 0064

REC031243

**The student will**

- engage regularly in moderate to vigorous physical activity outside of physical education class and
- identify social and psychological benefits from participation in physical activity (e.g., why some activities are fun and some are not)

**ASSESSMENT EXAMPLE**

**Standard 3, Grades 1–2**

**Written Test**

Students are asked to draw a picture showing a physical activity they engage in that is fun and vigorously challenging to them

**Criteria for Assessment**

- The student's pictures display a physical activity
- The pictures drawn would indicate that the student understands what a vigorous activity might be

|                   |                                                                                                                                                                                                                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 3</b> | Students should begin to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. This knowledge should be reflected in their personal decisions for participation outside of physical education class |
| <b>Grades 3-5</b> |                                                                                                                                                                                                                                                                                                      |

**BENCHMARKS**

**The student will**

### Standard 3

- Identify personal interests and capabilities in regard to his or her own physical activity
- select and participate regularly in physical activities for specific purposes (e.g. to improve skill or health or for personal pleasure) and
- identify opportunities in the school and community for regular participation in physical activity

## ASSESSMENT EXAMPLES

### Standard 3, Grades 3–5

#### Student Log

During the school's wellness program the students make selections from a variety of health-enhancing physical activities. The students participate in each activity for at least fifteen minutes four to five times per week for twelve weeks. The students keep a log of the date of the participation, the activity selected, the health-related objective, and comments about how they felt during the activity. At the end of the program the students write letters to their parents describing the activity and the way they feel after having completed the activity.

#### Criteria for Assessment

- The student selects an activity that is appropriate to the objective
- The student sustains activity throughout the time period
- The student writes letters to his or her parents

**Standard 3, Grades 3-5****Student Report**

Students identify a physical activity they enjoy. They are then given the responsibility to investigate opportunities in their school and community to participate in the activity as an out-of-school experience. Suggested opportunities included are intramural programs, community recreation centers or private businesses such as bowling centers. Students must show in their reports such evidence of these opportunities as newspaper clippings, telephone numbers, contact people, and the dates and times of events.

**Criteria for Assessment**

- The student identifies opportunities for participation in an activity as an out-of-school experience
- The student shows evidence of these opportunities in his or her reports

|                                         |                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 3-</b><br><b>Grades 6-8</b> | Students should increase their awareness of, and their interest in opportunities for participating in a broad range of physical activity experiences. Students should be able to set physical activity goals independently and participate in individualized programs. They should understand the long-term health benefits and relationship between health maintenance and lifelong health. |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**BENCHMARKS****The student will**

- establish personal physical activity goals,
- participate regularly in health-enhancing physical activities to accomplish personal physical activity goals (in and out of the physical education class)
- identify and participate in new physical activities for personal interest in and out of the physical education class, and
- describe the relationship between a healthy lifestyle and "feeling good."

## ASSESSMENT EXAMPLES

## Standard 3 Grades 6-8

## Student Project

At the end of the school year students are asked to establish their physical activity goals for the summer including free time activities, family activities, and structured activities

## Criterion for Assessment

The student identifies appropriate physical activity goals

## Standard 3 Grades 6-8

## Student Project

Eighth graders design a brochure/video that highlights various sports, gymnastics, dance, and fitness activities available in and out of school for new students. The benefits and enjoyment of each area should be noted.

## Criteria for Assessment

- The student identifies activities available
- The student explains the benefits from participating in the activity accurately

## STANDARD 3

## Grades 9-12

Students should recognize and understand the significance of physical activity with regard to the quality of life and to a healthy lifestyle and should develop skills, interests, and desires to maintain an active lifestyle

## BENCHMARKS

## Basic-level benchmark

- The student will participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting

### Advanced level benchmark

- The student will demonstrate the skills, knowledge, interest, and desire to independently maintain an active lifestyle

### ASSESSMENT EXAMPLE

#### Standard 3, Grades 9–12

#### Student Project

Students create a list of all the physical activities that they participated in during the semester. The activities should be both in- and out-of-school experiences.

For each activity, the student must identify

- personal feeling toward the activity
- self-rating of skill level, and
- current personal fitness level relative to activity

#### Criteria for Assessment

- The student identifies personal feeling toward activity
- The student identifies self-rating of skill level
- The student identifies current personal fitness level relative to activity

**STANDARD 4**

**Achieves and maintains a health-enhancing level of physical fitness**

The intent of this standard is that the student achieve a health-enhancing level of physical fitness. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on an individual basis, taking into account variations in entry levels, rather than setting a single standard for all children at a given grade level. As the students move from elementary to secondary levels, they gradually acquire greater levels of understanding and responsibility for personal fitness leading to an active, healthy lifestyle. By the high school level, students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness.

**Vignette****Grades 1 and 2**

During an early lesson of the year, students are asked, "What do the letters P E represent?" Many students guess and state "physical exercise." The teacher explains that P E stands for "physical education" and that it is a time for the student's to educate their muscles and their minds. They are then told that before we exercise, we need to stretch and warm up our heart and muscles.

At the beginning of a later class, students are asked to feel their hearts beating and see that they are beating slowly because they are resting. After the students stretch and engage in light exercises, they are asked again to feel their hearts beating and see how much easier the heartbeat is to find because their hearts are beating much harder and faster. At different points in the lesson, students measure the increasing tempo and strength of their heartbeats. They make comments about the increased heart rate, describing it as "beating like a loud drum" or "popping out of their body."

One student asks to sit down because he is sweating. The teacher tells him that it is her job to help him work his muscles hard and to make him





### Criteria for Assessment

- The student associates the faster heartbeat with vigorous activity
- The student associates the slower heartbeat with rest
- The student identifies other physical activities that elicit a faster heartbeat

|                   |                                                                                                                                                                                                                                                                                                  |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 4</b> | Students should engage in activity in a variety of settings that promote cardiovascular, musculoskeletal and body composition benefits. They should be able to sustain moderate to vigorous physical activity for longer periods of time and recognize the physiological indicators of activity. |
| <b>Grades 1-2</b> |                                                                                                                                                                                                                                                                                                  |

### BENCHMARKS

#### The student will

- engage in sustained physical activity that causes an increased heart rate and heavy breathing and
- identify changes in the body that occur at different levels of physical activity (increases in sweating, heart rate and breathing rate)

### ASSESSMENT EXAMPLE

## Standard 4, Grades 1–2

### Written Assignment

Students are asked to draw pictures of themselves before exercise, during vigorous activity and after exercise

### Criteria for Assessment

- The student's pictures indicate a difference
- The middle picture indicates vigorous activity

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 2</b><br><b>Grades 3-5</b> | <p>Students should begin to match different types of physical activity with underlying physical fitness components and should participate in moderate to vigorous physical activity in a variety of settings</p> <p>Students should begin to be able to interpret the results and understand the significance of information provided by formal measures of physical fitness and should be able to use information from these assessments to increase current levels of fitness</p> |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### BENCHMARKS

#### The student will

- identify the components of health-related physical fitness,
- identify several activities related to each component of physical fitness
- meet the gender and age health-related fitness standards as defined by the FITNESSGRAM
- develop a strategy for the improvement of selected fitness components and
- work with minimal supervision in pursuit of personal fitness goals

## ASSESSMENT EXAMPLES

### Standard 4, Grade 5

#### Written Test

Students are asked to identify each fitness component and list at least two activities that could be used to develop each component

#### Criterion for Assessment

- The student correctly identifies fitness components and lists appropriate activities

### Standard 4, Grades 3-5

#### Group Project

Working in groups of four, students test one another on each component of physical fitness

The results are recorded on a score sheet (fitness profile) with performance information. The fitness profile is included in the student's portfolio

#### Criteria for Assessment

- The student accurately measures and/or times each part of the fitness test
- The student's results are correctly entered

### Standard 4, Grades 3-5

#### Self-Assessment

In a unit on health-related fitness or as a warm-up activity, students will independently move to selected exercise stations in an attempt to maintain or improve their level of fitness. Typical stations might include an aerobic area for cardiovascular fitness, a strength area to work on specific muscle groups (sit-ups to strengthen abdominal muscles, arm hang to strengthen biceps, etc.), muscle endurance (repetition of an action), and flexibility. They will record the stations they visit and determine their target behavior.

#### Criteria for Assessment

- The student uses fitness data to set personal physical goals
- The student identifies an area of fitness that needs development and visits the appropriate station

|                    |                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 2.</b> | Students should be introduced to the various principles of training and to the ways these principles can be utilized to improve physical fitness. Students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of their individualized physical fitness goals with little assistance from the teacher. |
| <b>Grades 6-8</b>  |                                                                                                                                                                                                                                                                                                                                                                                  |

## BENCHMARKS

### The student will

- meet the gender and age group health-related physical fitness standards as defined by the FITNESSGRAM,
- understand and apply basic principles of training (Intensity, specificity, overload, etc ) to improving physical fitness, and
- develop goals to improve personal fitness and work to achieve them independently

## ASSESSMENT EXAMPLE

### Standard 4, Grades 6-8

#### Fitness Challenge Student Project

Students use their first FITNESSGRAM results to plan their own fitness improvement challenge. Using the FITT formula (frequency intensity time and type) the lowest score will be addressed first (Stokes Moore & Schultz, 1996,50). Maintenance and improvement of all the other components will follow.

#### Criteria for Assessment

- The student uses norm tables to identify strengths/weaknesses
- The student uses resources (teacher supplied/student researched) to identify remediation activities
- The student makes use of the FITT formula principle

**STANDARD 2.**

**Grades 9–12**

Students should begin to choose and on a regular basis participate in physical activities that enable them to achieve and maintain health related fitness. They should be able to utilize basic principles of training to design personal fitness programs that encompass all components of fitness

**BENCHMARKS**

**The student will**

- develop (assess interpret design select and assemble) an appropriate physical fitness program to improve personal fitness and
- meet the gender and age group health-related physical fitness standards as defined by the FITNESSGRAM

**ASSESSMENT EXAMPLE**

## Standard 4 Grades 9–12

### Written Test with Demonstration Portion

A written test with a demonstration portion is administered to the student. This test is constructed to assess the student's cognitive understanding not only of the essential components of health-related fitness but also of the skills and the knowledge required to develop a personal program for health-related fitness. The student must demonstrate the proper technique for assessing the five components of health-related fitness.

#### Specific test questions

- 1 List and define the five components of health-related fitness
- 2 Describe how you would self-assess the five components of health-related fitness outside of your physical education class
- 3 Assign values indicating a good health-related fitness standard to the five components above
- 4 Assume that three of the five components are below the health-related fitness standard. Develop a six-week program to increase the levels of these three components so that they meet the health-related fitness standard. Also, in this six-week program include methods to maintain the other two components
- 5 Describe how the fitness levels achieved at the end of the six-week training program might be maintained for all five fitness components
- 6 Demonstrate how to assess each component of health-related fitness

#### Indicators

- The student must meet each of the following criteria, graded on a PASS/FAIL basis
- The student correctly lists and defines each component of fitness
- The student satisfactorily describes appropriate assessment techniques for each component of fitness
- The student correctly assigns acceptable health-related values to each of the five components
- The student correctly uses appropriate principles of training to create a program that enhances three components and maintains two components of health-related fitness
- The student correctly describes how the fitness levels achieved at

Standard 4

the end of the six-week training program may be maintained for all five fitness components

- The student correctly demonstrates the proper techniques of assessing the five components of health-related fitness



**STANDARD 5****Demonstrates responsible personal and social behavior in physical activity settings**

The intent of this standard is that the student practice self-initiated behaviors that promote individual and group success in activity settings. These behaviors include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sports and positive social interaction. At the lower level elementary grades this standard focuses on the recognition of classroom rules and procedures and factors of safety. In the upper elementary levels students learn to work independently with a partner and with small groups. In the middle school students demonstrate their understanding of the purposes for rules and procedures by becoming involved in decision-making processes to establish rules and procedures for specific activity situations. Achievement in this standard leads to the ability of high school students to initiate responsible behavior to function independently and responsibly and to influence in a positive way the behavior of others in physical activity settings.

**Vignette****Grades 9-12**

When the ninth grade students enter the gym, they use a volleyball in their warm-up exercises. After warming up and reviewing skills, the class begins a volleyball game.

During the game, the serving team hits the ball over the net. The receiving team calls the ball "out." The serving team calls the ball "in." A discussion concerning the situation ensues and the students decide to replay the point.

Demonstrating responsible behavior, knowledge of rules, and game etiquette, the students appropriately and independently resolve their conflict and the game continues.

STANDARD 5

|                    |                                                                                                                                                                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 5.</b> | Students should learn and utilize acceptable behaviors and safe practices while in a physical activity setting. They begin to understand the concept of cooperation through opportunities to share space and equipment with others in a group. |
| <b>PreK-K</b>      |                                                                                                                                                                                                                                                |

**BENCHMARKS**

The student will

- know rules, procedures, and safe practices for participation and respond appropriately and
- share space and equipment with others

**ASSESSMENT EXAMPLES**

**Standard 5, PreK-K**

**Teacher Observation**

Students are asked to demonstrate sharing space and equipment with others by playing games or activities such as "Duck, Duck, Goose," "Freeze Tag" or other playground activities.

**Criteria for Assessment**

- The student exhibits the behaviors of sharing or cooperating with others

**Standard 5, PreK-K****Teacher Observation**

After the rules and procedures have been taught, the teacher checks for understanding by having the children role play the rule when it is given by the teacher

**Criterion for Assessment**

The student role-plays appropriately to the identified rules and procedures

|                                        |                                                                                                                                                                                                                                                                |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 5</b><br><b>Grades 1-2</b> | Students should know safe practices as well as physical education class rules and procedures and should apply them with little or no reinforcement. They should demonstrate cooperation by successfully working with a partner to accomplish an assigned task. |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**BENCHMARKS****The student will**

- follow directions
- apply rules, procedures, and safe practices with few or no reminders
- work cooperatively with another to complete an assigned task
- work independently for short periods of time, and
- resolve conflicts in socially acceptable ways

**ASSESSMENT EXAMPLES**

**Standard 5 Grade 2****Self-Assessment**

After a partner task the student is requested to list at least two things he or she did to be a good partner in the activity and one thing he or she could have done better to help the other partner

**Criteria for Assessment**

- The student completes the assignment as directed
- The student's responses identify "good" partner behavior
- The student accurately describes his or her own behavior

**Standard 5, Grades 1-2****Oral Test**

Students are asked to suggest appropriate rules for the class. After the rules are agreed upon, students are randomly asked to repeat the rules and explain why rules are necessary.

**Criterion for Assessment**

The student's responses indicate a complete understanding of the rules and the necessity of rules.

**Standard 5, Grades 1-2****Teacher Observation**

Students are asked to work cooperatively with a partner on a manipulative task. They are asked to select their equipment and to work at a distance that allows for skill success by both people. Upon completion of the task, they are asked to create a partner-designed task requiring the same basic movement components.

**Criteria for Assessment**

- The student has worked on the assigned task in a cooperative manner
- The student has discussed possible alternative to the assigned task
- The student has shared ideas, space, and equipment
- The student has created an

appropriate task

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 5</b> | Students should identify the purpose for activity-specific rules, safe practices, procedures, and etiquette, and—with few reminders—they should follow these principles. Each student should continue to develop cooperation skills to bring about the completion of a common goal while working with a partner or in small groups. Students should be able to work independently and productively for short periods of time. |
| <b>Grades 3-5</b> |                                                                                                                                                                                                                                                                                                                                                                                                                               |

**BENCHMARKS**

The student will

- participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations
- work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive activities, and
- work independently and utilize time effectively to complete assigned tasks

**ASSESSMENT EXAMPLES**

### **Standard 5, Grades 3–5**

#### **Teacher Observation**

Upon entering the class the students see instructions posted on the board that tell them how they are to complete their warm-up activity for class and that they are to do it independently (without any additional input from the teacher)

#### **Criterion for Assessment**

- The student demonstrates on-task activity

### **Standard 5, Grades 3–5**

#### **Student Journal**

After each class students record in their journals examples of good sportsmanship they have seen displayed in class. They also list their ideas for ways to improve sportsmanship.

#### **Criterion for Assessment**

- The student identifies appropriate examples of good sportsmanship and sound ideas for potential improvements

TEX\_3030

**STANDARD 5****Grades 6-8**

Students should make appropriate decisions to resolve conflicts arising from the powerful influence of peers. They should practice appropriate problem-solving techniques to resolve conflicts when necessary. Students should develop the ability to cooperate with others to accomplish group or team goals in both cooperative and competitive settings.

**BENCHMARKS****The student will**

- recognize the influence of peer pressure on behavior in physical activity settings
- work cooperatively with a group to establish and achieve group goals in competitive as well as cooperative settings
- use time wisely by engaging in on-task behavior
- handle conflicts that arise with others without inappropriate confrontation and
- display sensitivity to the feelings of others during interpersonal interactions

**ASSESSMENT EXAMPLE****Standard 5, Grades 6-8****Event Task**

During a team game, a designated official will score both game points and "behavior points." Students get one behavior point for every overt example of supportive, ethical behavior and lose one behavior point for every example of the contrary. Individual and team behavior points may be kept.

**Criterion for Assessment**

- The student demonstrates supportive behavior to a teammate or an opponent (e.g., giving verbal and nonverbal feedback, helping a student up who has fallen, performing skills at the highest level possible)

**STANDARD 5****Grades 9-12**

Students should demonstrate the ability to initiate responsible behavior to function independently, and to influence in a positive way the behavior of others in physical activity settings. They should demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.

**BENCHMARKS****The student will**

- respond to inflammatory situations with mature personal control and communicate with others to diffuse potential conflicts
- initiate independent and responsible personal behavior and
- act independently of peer pressure

**ASSESSMENT EXAMPLE****Standard 5, Grades 9-12****Rating Scale**

From a group self-assessment project, high school students are asked to develop a program to improve their team's performance in team handball. From this experience, the teacher assesses the degree to which students are able to work together positively and independently to follow safe practices and rules, and to achieve their objectives.

**Criteria for Assessment**

Level 4: The student positively and independently follows through on all of the team improvement objectives.

TEX\_3032

[http://www.sde.state.tx.us/education/standards/physical/standard\\_5.htm](http://www.sde.state.tx.us/education/standards/physical/standard_5.htm) (8 of 9) [06/03/2001 10:43:51 AM]

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STANDARD 5

and displays safe practices and following rules

Level 3 The student positively and independently follows through on most of the team improvement objectives and displays safe practices and following rules

Level 2 The student positively and independently follows through on some of the team improvement objectives and displays safe practices and following rules

Level 1 The student positively and independently follows through on none of the team improvement objectives but does display safe practices and following rules

|                   |                                                                                                          |
|-------------------|----------------------------------------------------------------------------------------------------------|
| <b>STANDARD 6</b> | <b>Demonstrates understanding and respect for differences among people in physical activity settings</b> |
|-------------------|----------------------------------------------------------------------------------------------------------|

The intent of this standard is that the student develop respect for individual similarities and differences through positive interaction with other participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socioeconomic status. The process begins at the elementary level where students begin to recognize individual similarities and differences and to participate cooperatively in physical activity. The focus in middle school is on cooperative participation in physical activity with persons of diverse characteristics and backgrounds. High school students are expected to be able to participate with all people, to recognize the value of diversity in physical activity, and to develop strategies for inclusion of others.

### Vignette

#### Grade 8

The teacher has planned a lesson focusing on the practice of offensive and defensive skills in a team sport. The teacher decides to encourage broader participation when students are practicing in two-on-two and three-on-three settings and frequently rotating partners. The teacher discusses with students the expectations for working with others who may be different from them.

The teacher notes that often during an activity, when a student is paired with someone at a lower skill level, this higher-skilled student becomes a peer tutor. The students learn to work together and seem to learn from each other. The teacher also notes that the student at a lower skill level often helps the higher skilled student to see another way to pass the ball or defend the goal.

Belton Middle School  
Belton, SC

|                   |                                                                                                                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 2</b> | Students should discover the joy of playing with friends and learn how positive social interaction can make activities more fun<br>Students should interact positively with others in the class, regardless of personal differences |
| <b>PreK-K</b>     |                                                                                                                                                                                                                                     |

## BENCHMARKS

### The student will

- participate willingly in individual and group activities and
- interact positively with others

## ASSESSMENT EXAMPLES

### Standard 6, PreK-K

#### Check for Understanding

Following a group or partner experience in physical education, students (as a group or individually) are asked to articulate the similarities and the differences between participating alone in an activity and participating in a group or with a partner

#### Criteria for Assessment

- The student recognizes that participation with a partner or a group requires sharing and cooperation
- The student recognizes that sharing with others can lead to positive feelings such as those of being accepted and of belonging to a group

**Standard 6, PreK-K****Portfolio**

At various times during the school year the children are asked to draw a picture of an activity in physical education that is their favorite and that they like to do alone or with a friend. Students can compare pictures and learn about others who like the same activity and learn to recognize the fact that different people may like different activities.

**Criteria for Assessment**

- The student draws a picture of a favorite activity
- The student recognizes that other people may have different favorite activities

|                                        |                                                                                                                                                                                                                                                                    |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 2</b><br><b>Grades 1-2</b> | Students should identify concepts such as cooperating, sharing, and being considerate regardless of differences. They should appreciate working with others in cooperative movement, sharing, and/or working together to solve a problem or to tackle a challenge. |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**BENCHMARKS****The student will**

- treat others with respect during play and
- play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity

**ASSESSMENT EXAMPLES**

## **Standard 6, Grades 1–2**

### **Video/Written Test**

Students view a video of various behaviors that might occur regarding class rules. On a written test the students will indicate which behaviors were appropriate (smile face) and which were inappropriate (frown face).

#### **Criterion for Assessment**

- The student indicates the various behaviors appropriately.

## **Standard 6, Grades 1–2**

### **Teacher Assessment**

Students are asked to display "sharing" behaviors (equipment and space) during a game setting. At the end of the game, each team is asked to describe the "sharing" behaviors that occurred. The teacher assesses each group with regard to the extent that the students have been able to share equipment and space and to identify appropriately the behaviors that were "sharing."

#### **Criteria for Assessment**

- The student identifies appropriate behaviors.
- The student exhibits appropriate behaviors.

**STANDARD 2**

**Grades 3-5**

Students should be able to recognize the role of physical activity in their understanding of diversity in modern culture. Students should continue to include and support each other and respect the limitations and strengths of individual group members.

**BENCHMARKS**

**The student will**

- recognize the influence of individual differences (e.g. age, disability, gender, race, culture, skill level) on participation in physical activities,
- recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activity, and
- work cooperatively with peers of differing skill levels.

**ASSESSMENT EXAMPLES**

**Standard 6, Grades 3-5**

**Group Project**

Following an instructional activity related to understanding the special needs of people who are blind or deaf, fifth graders are organized into small groups and asked either to develop a game in which a person who is blind would be able to participate successfully with a sighted person or to develop a group dance in which a person with a hearing disability could participate.

**Criterion for Assessment**

- By creating an appropriate activity the student demonstrates an understanding of the needs and abilities of persons with disabilities.

## Standard 6, Grades 3–5

### Group Project

Each group is assigned a game from a specific country to teach to the rest of the class. Students write about the similarities and differences in the games. A supplementary study of the cultures from which these games originate may be studied and compared.

### Criteria for Assessment

- The group teaches the game to the class
- Students write about the similarities in the games and cultures
- Students write about the differences in the game and cultures

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 2</b> | Students should understand and respect the contributions—to the group and to the team goal—that are made by those whose skill levels are dissimilar to their own as well as those whose skill levels are similar to their own. They should recognize the cultural heritage of their own families and understand that their classmates also have a cultural heritage that is important to them. They should have a beginning understanding of the concept of physical activity as a microcosm of modern culture and society and should recognize the role of physical activity in understanding the diversity in modern culture. |
| <b>Grades 6-8</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### BENCHMARK

#### The student will

- willingly include in physical activity settings a variety of activities that appeal to individuals who differ from each other (in age, culture, ethnicity, gender, race, and ability)

### ASSESSMENT EXAMPLE

**Standard 6, Grades 6–8****Student Project**

The images of sport celebrities portrayed through the media often affect the behavior of those who watch or read about these celebrities. Students are asked to choose two famous athletes—one who is generally admired for his or her positive behavior and one who is known generally for his or her negative behavior. Students should compare and contrast the images portrayed by these athletes and comment on the effect the images have on their own behavior or the behavior of others their age. Following the submission and discussion of initial information, the teacher leads a discussion about cultural changes brought about by these sport "heroes" and the effect that these athletes may have on the behavior of others.

**Criteria for Assessment**

- The student identifies both positive and negative sport celebrity behaviors
- The student provides evidence that supports a comparative description of the two athletes

**STANDARD 2****Grades 9-12**

Students should be able to synthesize and evaluate their knowledge regarding the role of physical activity in a culturally diverse society. Emphasis is placed on the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture on making enlightened personal choices for engaging in physical activity over the life span.

**BENCHMARKS****The student will**

- develop strategies for including in physical activity settings persons of diverse backgrounds and abilities and
- identify the effects of age upon lifelong physical activity preferences and participation



## ASSESSMENT EXAMPLE

### Standard 6, Grades 9–12

#### Interview

The student prepares and conducts an interview to look at differences in physical activity trends. All of the following six age categories of individuals must be interviewed: elementary school student, middle school student, secondary school student, young adult, middle aged adult, and senior citizen.

Interview questions must relate to types of activities, frequency, personal benefits, cost required, and other preferences. After the interviews, students will compare/contrast the results of the different age categories in a report. A group project will be done from the results/findings of others in class to note similarities/differences.

#### Criteria for Assessment

- The student predetermines interview questions including types of activity, frequency, personal benefits, cost, etc.
- The student interviews all six age groups.
- The student accurately compares/contrasts difference in physical activity trends related to age.
- The student combines other findings to note similarities/differences.

**STANDARD 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction**

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout their lives. At the elementary level, children derive pleasure from movement sensations and experience challenge and joy as they sense their growing competence in movement ability. Participation in physical activity for the middle school students should provide opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin actively to pursue lifelong physical activities that meet their own needs.

**Vignette****Grade 5****Discussion**

Students in fifth grade are given three choices of activities to participate in during class. They are instructed to spend ten minutes on each activity, going to their favorite first. The teacher leads a discussion on the different rewards that the activities provide with regard to self-expression and meaning (e.g., aesthetics, challenge, pleasure, social) and on the ways that different people are attracted to different kinds of activities.

**STANDARD 7**

**PreK-K**

Students should enjoy the challenge of experiencing new movements and learning new skills. They should associate positive feelings with participation in physical activity.

**BENCHMARKS**

**The student will**

- demonstrate a willingness to try new movement activities and skills and
- identify feelings resulting from participation in physical activity

**ASSESSMENT EXAMPLE**

**Standard 7, Grades PreK-K**

**Group Project**

Kindergarten students are asked to work together in a group to create a "Physical Education Book" for their classroom. Each child is asked to cut out pictures that represent physical activities they would like to try. With assistance from the classroom teacher, sentences can be added to describe the activity.

**Criteria for Assessment**

- The student willingly participates in the project
- The student identifies several activities that are enjoyable
- The student expresses positive feelings when describing the activity

|                   |                                                                                                                         |
|-------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 7</b> | Students should recognize that new activities provide challenge                                                         |
| <b>Grades 1-2</b> | They should begin to express their feelings through their activity as well as identify activities they like and dislike |

## BENCHMARKS

### The student will

- be aware of the feelings resulting from challenges successes, and failures in physical activity
- willingly try new activities and
- use physical activity to express feeling (e.g. creative dance experiences)

## ASSESSMENT EXAMPLES

### Standard 7, Grades 1-2

#### Group Project

Students are asked to design and perform an obstacle course using a variety of pieces of equipment. The course must be designed to include a variety of levels, rolls and flight changes and must be free from safety violations.

#### Criteria for Assessment

- All movement through the course was designed with safety in mind
- Cooperation, discussion and sharing occurred during the setting up and movement through the course
- Students discuss which activities were challenging or difficult and which were easy. If failure occurred, how did the group remedy the situation?

## Standard 7, Grades 1-2

### Event Task

Students are asked to express a variety of feelings (e.g. happiness, sadness, anger, frustration, joy) during a creative movement or dance lesson through the use of a variety of shapes, postures, and movements. Students are asked to discuss situations in physical activity that bring about these feelings.

### Criteria for Assessment

- The student uses movement to communicate feelings
- The student verbally expresses feelings that result from participation in physical activities

|                   |                                                                                                                                                                          |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 2</b> | Students should choose an appropriate level of challenge in activities. They should recognize that physical activity can become an important avenue for self-expression. |
| <b>Grades 3-5</b> |                                                                                                                                                                          |

## BENCHMARKS

### The student will

- recognize physical activity as a positive opportunity for social and group interaction,
- recognize that participation in physical activity is a source of self-expression and meaning (e.g. aesthetic, challenging, pleasurable, fun, social),
- seek personally challenging physically active experiences, and
- celebrate the successes of others along with personal successes and achievements

TEX\_3045

## ASSESSMENT EXAMPLES

## Standard 7, Grades 3-5

## Student Log

Students select a goal from options provided by the teacher (e.g. walking a certain distance, jumping rope a number of minutes) that require the group to work together to achieve the goal. While working to achieve the goal, each student is asked to keep a log of individual as well as group progress toward the goal.

## Criteria for Assessment

- The student contributes as a participating member of the group.

The student demonstrates an understanding of individual and group successes through log comments.

## Standard 7, Grades 3-5

After completion of a group walking activity, class discussion is done to reflect on how the students enjoyed participating in this activity together. During this discussion, they talk about the positive behaviors that occurred in the group (i.e., walking together, encouraging each other). They can also point out additional activities that will give them an opportunity to interact with others in the same way.

## Criteria for Assessment

- Students mention ways to enjoy participating together.

Students identify that participating in various physical activities can be socially engaging.

## STANDARD 7.

## Grades 6-8

Students should recognize that risk-taking, adventure, and competitive activities provide the opportunity for challenges, enjoyment, and positive social interaction. Students should experience a greater awareness of feelings, aesthetic values, and avenues of self-expression provided by dance, gymnastics, and various sport activities.

## BENCHMARKS

The student will

Standard 7

- enjoy the aesthetic, skilled and creative aspects of performance,
- identify the potential of various physical activities for personal challenge enjoyment self-expression and social interaction and
- engage in physical activities that provide for challenge problem-solving, decision-making and appropriate risk-taking

### ASSESSMENT EXAMPLE

#### Standard 7, Grades 6-8

##### Student Journal

During a project adventure mini-unit students will write their thoughts and feelings each day on their participation in decision-making appropriate risk-taking challenge and problem solving activities

##### Criterion for Assessment

- The student demonstrates an awareness of the feelings created by the activity

|                    |                                                                                                                                                                                                      |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD 7</b>  | Students should experience satisfaction and enjoyment while pursuing personal goals and should recognize that physical activity can provide a positive social environment for activities with others |
| <b>Grades 9-12</b> |                                                                                                                                                                                                      |

### BENCHMARKS

**The student will**

- Identify participation factors that contribute to enjoyment and self-expression (e.g., challenge, catharsis, social interaction, health maintenance/improvement, aesthetic, pleasure) in physical activity and understand how these factors may change over time
- enter competitive or recreational activities voluntarily in and/or out of school settings and
- identify a physical activity that enhances personal enjoyment

**ASSESSMENT EXAMPLE**

**Standard 7, Grades 9–12**

**Student Project**

Students make a list of all the activities in which they have participated over the years and rank them in terms of their personal preferences. After grouping the activities into categories of "most preferred," "somewhat preferred," and "least preferred," the students are asked to identify each activity in terms of participation factors that contribute to enjoyment and self-expression (e.g., challenge, catharsis, social interaction, health maintenance/improvement, aesthetic, pleasure).

Students next examine the activity groupings to determine similarities and differences among activities in each group. They then prepare a written report describing the basis for the activity grouping as well as an interpretation of what this information may mean regarding their preferences for physical participation.

**Criteria for Assessment**



Standard 7

- The student lists groups, and identifies activities
- The student appropriately identifies similarities and differences between activities
- The student identifies the basis for grouping of activities in the way that each student has done it
- The student demonstrates insight into his or her own preference for activity

# Physical Education K-6 Guidelines

## APPENDIX A

(Content Outline)

### Physical Education K-6 Guidelines Curriculum Guide Content Outline Volume I

| Kindergarten                                                                                            | First Grade                                                                                          | Second Grade                                                                                            | Third Grade                                                                                |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Locomotion (L)</li> <li>Body Management (BM)</li> </ul>          | <ul style="list-style-type: none"> <li>Locomotion (L)</li> <li>Body Management (BM)</li> </ul>       | <ul style="list-style-type: none"> <li>Locomotion (L)</li> <li>Body Management (BM)</li> </ul>          | <ul style="list-style-type: none"> <li>Body Management (BM)</li> </ul>                     |
| Educational Gymnastics                                                                                  | Educational Gymnastics                                                                               | Educational Gymnastics                                                                                  | Educational Gymnastics                                                                     |
| <ul style="list-style-type: none"> <li>Educational Games (G)</li> </ul>                                 | Educational Games (G)                                                                                | <ul style="list-style-type: none"> <li>Educational Games (G)</li> </ul>                                 | Games and Sports                                                                           |
| Soccer Dribble<br>Kicking<br>Tossing/Throwing<br>Catching<br>Striking/Body Parts<br>Striking/Implements | Soccer Dribble<br>Kicking<br>Tossing/Throwing<br>Catching<br>Striking/Body Parts                     | Soccer Dribble<br>Kicking<br>Tossing/Throwing<br>Catching<br>Striking/Body Parts<br>Striking/Implements | Throwing<br>Catching<br>Striking/Body Parts<br>Striking/Implements<br>Basketball<br>Soccer |
| <ul style="list-style-type: none"> <li>Educational Dance (D)</li> </ul>                                 | Striking/Implements                                                                                  | <ul style="list-style-type: none"> <li>Educational Dance (D)</li> </ul>                                 | <ul style="list-style-type: none"> <li>Educational Dance (D)</li> </ul>                    |
| Creative Dance<br>Folk Dance                                                                            | <ul style="list-style-type: none"> <li>Educational Dance (D)</li> </ul> Creative Dance<br>Folk Dance | Creative Dance<br>Folk Dance                                                                            | Creative Dance<br>Folk Dance                                                               |

(K-3) Locomotor Competencies and Learning Experiences  
(K-3) Cognitive Competencies and Learning Experiences  
(K-3) Fitness Competencies and Learning Experiences

#### Fourth Grade

- Body Management (BM)
  - Games and Sports
- Throwing  
 Catching  
 Striking/Implements  
 Basketball  
 Soccer  
 Volleyball
- Educational Dance (D)
- Creative Dance  
 Folk Dance

#### Fifth Grade

- Body Management (BM)
  - Games and Sports
- Throwing  
 Fiddle Racket Skills  
 Basketball  
 Soccer  
 Volleyball
- Educational Dance
- Creative Dance  
 Folk Dance

#### Sixth Grade

- Body Management (BM)
- Olympic Gymnastics  
 Track & Field
- Games and Sports
- Fiddle Racket Skills  
 Basketball  
 Soccer  
 Volleyball  
 Fiddleball
- Educational Dance (D)
- Creative Dance  
 Folk Dance

- (4-6) Affective Competencies and Learning Experiences
- (4-6) Cognitive Competencies and Learning Experiences
- (4-6) Fitness Competencies and Learning Experiences

APPENDIX B

# Secondary Physical Education Movement Forms: Variety and Challenge

## Physical Education 7-12 Guidelines Curriculum Guide Content Outline Volume II

### Secondary (7-12) or (6-12)

It is recommended that districts (or at least feeder schools and the high school) plan the secondary curriculum together in order to provide the most appropriate scope and sequences of activity units. Each activity unit is planned to extend a minimum of fifteen to twenty lessons. It is recommended that all students participate in a Fitness for Life unit which extends a minimum of thirty lessons.

#### \* Fitness for Life

- Concepts
- Flexibility Activities
- Weight Training
- Aerobic

#### Net/Racket Activities

- Badminton
- Racketball
- Table Tennis
- Tennis
- Volleyball

#### Target Activities

- Archery
- Bowling
- Golf

#### Team Activities

- Basketball
- Football
- Soccer
- Softball
- Team Handball

**Other Pursuits**

- Adventure/Ropes
- Backpacking
- Canoeing
- Orienteering

**Individual Activities**

- Gymnastics
- Self Defense
- Trace & Field
- Weight Training

**Dance**

- Creative/Modern Dance
- Social-Recreational-Folk Dance and Folk/Square Dance

**(7-12) Cognitive Competencies** Listed at the end of the seven major activity categories

**(7-12) Affective Competencies** To be achieved regardless of the activity category selected. These competencies are common for all students in all activities

**(7-12) Fitness Competencies** Included in the Fitness for Life unit

APPENDIX E

## South Carolina High School Course Student Performance Criteria

(Effective Date 7/20/95)

### The Performance Criteria

The required high school physical education course should be conducted so that every student can meet the performance criteria described below. Much of the material that follows here is either taken directly from or adapted from Moving into the Future: National Standards for Physical Education, A Guide to Content and Assessment (Reston, VA: NASPE, 1995).

Criterion 1

Criterion 2

Criterion 3

Criterion 4

#### Criterion One

**Demonstrate competency in at least two movement forms**

**Description of the Criterion** The intent of this criterion is movement competence. The student who has the competence to participate in activities that involve movement skills is more likely to lead an active lifestyle as a youth as well as an adult. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition. Several factors are related to the potential of a student to attain movement competence. The first is that there must be a sufficient variety of movement activities in the program from which the student can select in

order to accommodate her or his interest and ability level. People choose to participate in physical activity for a variety of reasons, including opportunities for enjoyment and pleasure, challenge, self-expression, health-related and physical-development concerns, and social interaction. Different activities have varying potential to contribute to each of these aspects. What is important is that a program develops active participants. The second factor is that the student must have sufficient time to develop competence. Although a student may not have the potential to develop high levels of competence in all activities, *with sufficient time and quality instruction, each student can develop competence in some activities.* The level of movement competence should give the student a level of confidence that will encourage him or her to use the activity in a physically active lifestyle.

## Definitions

**Competence** is the ability of an individual to participate independently and safely in an activity and to maintain a level of continuity in the activity that makes his or her participation enjoyable.

**Movement forms** include the following categories of activities: aquatics, dance, outdoor pursuits (e.g., backpacking, canoeing), individual activities (e.g., golf, archery), dual activities (e.g., tennis, badminton), and team sports.

## Critical Aspects of Performance

- The student has the ability to participate in the activity safely, enjoyably, and independently.
- The student has acquired all the basic physical skills and has learned the strategies and the rules of the activity so that he or she can use them at a level of consistency in simple conditions.
- The student has acquired the basic physical skills of the activity in the context of that activity itself (game play, independent weight-training program, canoe trip, etc.).
- The student has learned how to perform the physical skills of the activity and how to perform safely.

## Examples of Student Performance Meeting the Criterion

- The student uses basic offensive and defensive strategies effectively in a three-on-three basketball game.
- The student keeps the ball in play for at least four consecutive hits against an opponent of equal ability in a tennis game.

- The student hits the target in archery at least 50 percent of the time from a distance of forty feet
- The student choreographs a dance sequence of at least four minutes to music that demonstrates the ability to move efficiently and use movement expressively

## Assessment Examples

### 1 Portfolio

The student provides videotape of his or her game play in tennis against an opponent of equal ability (twenty minutes)

#### Assessment Criteria

- The student uses all the basic offensive and defensive skills of tennis at least once during the game play
- The game includes several rallies of at least four consecutive hits
- The student demonstrates an understanding of the basic rules of tennis

### 2 Teacher Observation (observational record)

Using a checklist, rating scale, or scoring rubric to observe performance of a choreographed dance, the teacher assesses the extent to which students have demonstrated competence in modern dance.

#### Assessment Criteria

- The student selects and moves to music appropriately
- The student uses the components of body, space, effort, and relationships effectively and dynamically to express himself or herself appropriately to the theme
- The student demonstrates control of movement

### 3 Student Record

The student submits a verifiable record of participation and achievement performance that meets the performance criteria for a particular activity (i.e., a Red Cross Certificate for a swimming course)



### Assessment Criteria

- The record of achievement is in a content area appropriate to the criterion
- The level of performance specified meets the criterion

### Criterion Two

**Design and develop and appropriate physical fitness program to achieve a desired level of personal fitness**

**Description of the Criterion** The intent of this criterion is to insure that the student has the skills and knowledge to independently assess and develop a personal physical fitness program based on current available knowledge related to physical training and the development of an active lifestyle. Skills to assess fitness should be developed for real-life environments. The student should be able to interpret the meaning of assessment data and be able to apply principles of training to a variety of alternative ways to develop fitness components.

### Critical Aspects of Performance

- The student has the ability to assess all five components of health related fitness in a real-world setting
- The student can interpret the meaning of assessment data in terms of identifying the level of health-related fitness indicated by the data
- The student can design a program that utilizes the principles of training and development to create a program to maintain and/or improve his or her level of fitness indicated by the data
- The student can package a personal and individualized long-term program that has the potential to achieve/maintain a desired level of fitness

### Examples of Student Performance Meeting the Criterion

- The student uses fitness data from class projects on assessment of physical fitness to

(a) establish a personal profile of his or her own fitness level, (b) set a personal goal for each component of fitness, and (c) design a six-week program that utilizes exercise, strength training, and participation in tennis to develop/increase current levels of fitness

- The student assesses his or her physical fitness independently and at home using techniques of assessment learned in class
- The student interprets his/her level of fitness and designs a program of exercise twenty minutes a day three days a week at home to reach his or her personal fitness goal
- The student assesses fitness components in class, interprets the assessments, and designs a personal fitness program to be conducted during nine weeks of a physical education class

## Assessment Examples

### 1 Written Test

The student is given a written test with the following questions

A Determine how you would assess the following components of fitness at home: cardiovascular endurance, muscular strength, muscular endurance, body composition, and flexibility

B Given the following results of the above assessments, determine which of the components meet and which do not meet a health-enhancing level of fitness and establish a six-week program to increase the levels of performance on each one of the components

#### Assessment Criteria

- The student correctly identifies appropriate assessment techniques for each component of fitness
- The student correctly assesses the level of fitness described in the assessment data
- The student appropriately uses the principles of training and development to increase levels of performance for each of the fitness components

### 2 Student Project

The student is given the following project to perform at home

- A. Assess your level of fitness in each of the five components of fitness
- B. Chart your level of fitness in terms of the following for each component
  - 1. below health-enhancing level
  - 2. at health-enhancing level
  - 3. above health-enhancing level
  - 4. well above health-enhancing level
- C. Set goals for either maintenance or improvement based on your data
- D. Design a nine-week program to meet fitness maintenance or improvement goals that utilize the knowledge of principles of training learned in class for each of the components

#### **Assessment Criteria**

- The student correctly identifies appropriate assessment techniques for each component of fitness
- The student correctly assesses the level of fitness described in the assessment data
- The student appropriately uses the principles of training and development to increase levels of performance for each of the fitness components

#### **Criterion Three**

**Participate regularly in health-enhancing physical activity outside the physical education class**

**Description of the Criterion** The intent of this criterion is to help the student make a transition from physical education class to a physically active lifestyle and real life opportunities. The high school student should participate regularly in physical activity outside the physical education setting if patterns of participation appropriate for a physically active lifestyle are to be

established. Two dimensions of participation are critical. The first is the student should be exploring opportunities both in the school and in the community and surrounding areas for participation in a wide variety of physical activities. The second is the student should be developing the ability to make wise choices about how he or she spends time both in terms of the structured activities chosen to participate in as well as choosing more active alternatives in daily living (e.g., taking the stairs rather than the elevator). The student should independently seek opportunities for activity and design activity programs as a lifestyle issue. This criterion can be met through opportunities in the school and community as well as through independently designed programs of physical activity.

## DEFINITIONS

|                                      |                                                                                                                                                                          |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| regularly                            | weekly over a nine-week period                                                                                                                                           |
| school activities                    | sport teams intramural club activities                                                                                                                                   |
| community activities                 | church-sponsored Parks and Recreation programs YMCA and YWCA activities events sponsored by commercial companies                                                         |
| health-enhancing physical activity   | moderate to vigorous exercise (consecutively and/or totally) or twenty minutes a day three times per week                                                                |
| components of health-related fitness | cardiovascular endurance muscular strength muscular endurance, body composition and flexibility                                                                          |
| independent programs                 | family-designed structured programs and independently designed structured programs (The term structured here means "designated time and place with planned regularity.") |

## Critical Aspect of Performance

- The student provides evidence of regular participation for a minimum of nine weeks in an activity normally producing moderate levels of physical activity.

## Examples of Student Performance Meeting the Criterion

- The student participates in a youth baseball league in the community.
- The student sets up a walking club with several other students during the lunch hour.

APPENDIX E. South Carolina High School Course Student Performance Criteria

- The student sets up a personal fitness program consisting of weight lifting and aerobic exercise on a regular basis
- The student participates in folk dance/hunting club in the community
- The student successfully participates as a member of a school athletic team

## Assessment Examples

### 1 Student Journal

The student keeps a daily journal of his or her participation in outside activity recording each day of participation and describing what he or she does each day. The student evaluates the participation after every three weeks, indicating the extent to which he or she is meeting the health-enhancing aspect of the criterion, the personal benefits of the participation, and the difficulties he or she has encountered in participating regularly in the activity. The journals are shared and discussed in the physical education class.

#### Assessment Criteria

- The student participates in the activity regularly for a period of at least nine weeks
- The student evaluates the level of his or her participation appropriately
- The student appropriately identifies both the advantages and disadvantages of participation

### 2 Student Record

The student submits a signed form from a responsible adult describing the participation in an independent project.

#### Assessment Criterion

- The student meets the criterion for type of activity and regularity of participation

#### Criterion Four

**Meet the gender and age group health-related physical fitness standard as published by the National Association for Sport and Physical Education**

Description of the Criterion The intent of this criterion is that the student achieve and maintain a health-enhancing level of physical fitness. While a health-enhancing standard of fitness is considered minimum, the student should be encouraged to develop higher levels of performance necessary for many work activities that are part of an active lifestyle. Expectations for student fitness levels should be established on a personal basis, taking into account variation in entry levels and individual student goals.

#### DEFINITION

standard for health-related fitness

currently published by the NASPE for each component of health-related fitness in the test administration manual for the FITNESSGRAM

#### Critical Aspect of Performance

- The student meets or exceeds the specified standard for his/her age group for each of the health-related fitness components as published by the NASPE

#### Examples of Student Performance Meeting the Criterion

- A fourteen-year-old male student completes the one mile run/walk in nine minutes and thirty seconds and does equally as well in the other components of fitness
- A sixteen-year-old female reaches twelve inches on the sit and reach test and does equally well in the other components of fitness

#### Assessment Example

The student submits acceptable scores on all components of fitness using the FITNESSGRAM or an equivalent measure

Table 1

Physical Education  
Curriculum Standards

## Grade Spans by Content Standards

| <u>Standard 1</u> | <u>Standard 2</u> | <u>Standard 3</u> | <u>Standard 4</u> | <u>Standard 5</u> | <u>Standard 6</u> | <u>Standard 7</u> |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|

**STANDARD 1****Demonstrate competency in many movement forms****and proficiency in a few movement forms**

Students should develop skills sufficient to enjoy participation in a variety of activities and become proficient in a few movement forms so that they can successfully participate in advanced levels of performance. In primary years, students develop maturity and versatility in the use of a range of fundamental skills. During middle school years, these skills are further refined, combined and varied so that they evolve into specialized skills and are used in increasingly more complex movement environments. On the basis of interest and ability, high school students select a few activities for regular participation to develop proficiency.

**PreK-K****The student will****Grades 1-2****The student will****Grades 3-5****The student will**

Physical Education Curriculum Standard

- demonstrate controlled traveling, rolling and balancing actions
- travel with control forward, backward and sideways using a variety of locomotor patterns and change directions quickly
- move with awareness of others in general space
- kick, throw, catch and strike objects under simple conditions (e.g. kicking and striking a stationary ball, catching an accurately tossed ball) and
- select appropriate actions to match a steady beat.
- demonstrate mature form in locomotor skills (walk, run, hop, skip, jump, gallop, slide and leap)
- demonstrate smooth transitions between combinations of locomotor movements and combinations of manipulative patterns
- sequence weight-bearing, rolling, balancing and traveling activities with control, with and without equipment
- adapt kicking, striking and throwing patterns to simple changing environments (e.g. kicking moving ball or striking a friendly toss)
- throw a hand-sized ball overhand with force (e.g. to hit a wall thirty feet away)
- combine locomotor patterns (e.g. sliding, jumping, running and hopping) in time to music
- use movement concepts (BSEF) to vary fundamental patterns and
- use movements (BSEF) to move in expressive ways
- demonstrate mature form for all basic manipulative skills (e.g. overhand throw pattern, underhand throw pattern, kicking a moving ball, catching a ball thrown overhand) and combinations of locomotor skills
- use basic motor skills of invasion (e.g. soccer, basketball), net (e.g. volleyball, pickle ball), striking/fielding (e.g. baseball, whiffle ball) and target (e.g. bowling) activities in increasingly complex situations
- demonstrate basic offensive and defensive strategies for invasion, net and striking/fielding activities in limited settings (two on two, three on two)
- support weight on hands demonstrating extension and control (cartwheels and handstands)
- apply movement concepts (BSEF) to sequenced gymnastics actions with smooth transitions both alone and with others (e.g. perform a routine that includes balance roll and balance with a change in direction to match a



- partner) and
- perform simple dances (e.g. creative folk and line dances)

### Sample Assessments

#### Video

The teacher videotapes students in a gymnastics class performing controlled traveling rolling and balancing activities

#### Criteria for Assessment

- The student demonstrates traveling movements without falling
- The student demonstrates smooth rolling actions to show continued transfer of weight
- The student demonstrates demonstrate balancing actions that are still for three seconds

#### Video Assessment

Students are asked to demonstrate smooth transitions between a locomotor skill and manipulative skill such as catching a high pass a low pass or a pass requiring lateral movement. After they practice the tasks the students are asked to perform the skills in front of the video camera. The teacher and student will assess the outcome

#### Criteria for Assessment

- The student demonstrates smooth transitions from one activity to another

#### Self-designed or Group Project

Students are to design by themselves or in a group a movement story (dance) that depicts different aspects of a sport or game skill. The story should demonstrate an introduction (opening pose) the main idea (skill movements) and a conclusion (closing pose). After the students have choreographed the story to music they perform it for the class

#### Criteria for Assessment

- The student demonstrates appropriate stretching curling and extension of movement for the sport skill chosen
- The student moves appropriately to the music

The sequence includes an introduction main idea and conclusion

### Grades 6-8

#### The student will

- demonstrate competence in the basic motor skills of modified versions of a variety of movement forms (dance, team, dual and individual activities, outdoor pursuits, and aquatics) and
- demonstrate competence in basic offensive and defensive strategies in team and dual activities

### Grades 9-12

#### The student will

Basic level benchmark (for students taking only one year of P.E. in secondary school)

- The student will demonstrate competence in two movement forms

Advanced-level benchmark (for students taking additional P.E. courses in secondary school)

- The student will demonstrate competence/proficiency in more than two movement forms

### Sample Assessments

#### Teacher Observation

During a five-minute two-on-two basketball game with a directional goal, the teacher observes the play for three of the following four offensive skills:

- accurate lead passes
- quick passes
- moving into open spaces to set up a pass, and
- performance of maneuvers without traveling

#### Criterion for Assessment

- The student displays three or the four skills

#### Badminton

**Setting:** The following assessment is to be made of the student by observation over a period of time through a testing situation set up by the teacher or through a submitted videotape of student performance. The student should be matched with a student of equal ability for the testing situation. The student has the option to demonstrate all of the advanced indicators, but these indicators are not essential to meet the state criterion.

**Scoring:** Each indicator is scored on a 1-3 basis according to the consistency with which the indicator is observed. All indicators are totaled and averaged to determine a student's score. Students must score 2.0 and above to meet the state criterion.

**Level 3:** The student uses basic indicators in an extremely consistent manner.

**Level 2:** The student uses basic indicators with consistency most of the time.

**Level 1:** The student uses basic indicators with occasional consistency.

#### Indicators

#### Rules, Safety, and Etiquette

\_\_\_\_ 1. The student makes no observable errors in scoring, etiquette, or interpreting the rules of the game.

\_\_\_ 2. The student acknowledges the good play of an opponent or teammate and doesn't get overly disappointed at his or her own performance

\_\_\_ 3. The student calls out of bounds rules accurately and honestly

#### *Use of Basic Strokes*

\_\_\_ 4. The student can return a normally placed shuttlecock with good form using the forehand overhand or underhand clear to the back of the court

\_\_\_ 5. The student can return a normally placed shuttlecock with good form using the backhand overhand or underhand shot

\_\_\_ 6. The student can use a long and short serve effectively

\_\_\_ 7. The student can use a smash shot, drop shot and other advanced strokes effectively

#### *Offensive and Defensive Play*

\_\_\_ 8. The student shows clear evidence of the use of some offensive strategy (forces the opponent to move, uses a hard, high deep return into the opponent's court, sets up a play ahead of time)

\_\_\_ 9. The student shows clear evidence of the use of some defensive strategy (returns to home base after each play, uses defensive strokes appropriately)

-- - South Carolina Curriculum Guidelines in Physical Education (See Appendix A )

## STANDARD 2

Apply movement concepts and principles

to the learning and development of motor skills

Students should be able to use cognitive information to understand and enhance motor skill acquisition and performance. Understanding of such concepts as increasing force production through the summation of forces and the effects of anxiety on performance increases the likelihood of independent learning. During the elementary years, emphasis is placed on establishing a movement vocabulary and the early application of concepts. Through the years, the concepts introduced become more complex and the application more generalized to real-life physical activity.

situations. During the high school years, the students should possess sufficient knowledge of concepts.

| PreK-K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Grades 1-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Grades 3-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student will                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The student will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The student will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• identify fundamental movement patterns (e.g., skip or strike)</li> <li>• identify beginning movement concepts (BSEER) in body management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow, speeds, light/heavy, balance, and twist) and</li> <li>• apply appropriate movement concepts (BSEER) to performance (e.g., change direction while running, move from a gallop to a hop when directed)</li> </ul> | <ul style="list-style-type: none"> <li>• identify the critical elements of basic locomotor and manipulative skills (e.g., jump two feet to two feet, skip-step-hop with a continuous pattern, show opposition in throwing and reach and give to catch)</li> <li>• apply movement concepts (BSEER) and principles of movements to a variety of basic skills (e.g., catching at different levels, skipping in different pathways) and</li> <li>• use feedback to improve performance (e.g., choosing appropriate hand positions for catching at different levels)</li> </ul> | <ul style="list-style-type: none"> <li>• use critical elements to improve personal performance and provide feedback to others in fundamental and selected specialized motor skills (e.g., making a triangle to set a volleyball)</li> <li>• describe and use basic offensive and defensive strategies in limited settings (e.g., one-on-one, two-on-three) and</li> <li>• recognize and apply basic concepts from the disciplines that impact the quality of increasingly complex movement performance (e.g., the absorption and production of force, the relationship between practice and the improvement of performance, the importance of warm-up and cool-down)</li> </ul> |

### Sample Assessments

#### Peer Observation

One student calls out a particular locomotor pattern and his or her partner performs the skill.

#### Criteria for Assessment

The student demonstrates the appropriate skill.

#### Peer Checklist

Students practice kicking using appropriate cues. Peers assess performance using a sample checklist of cues. Students kick a second time using feedback from checklist. Teacher assesses change from the first assessment to the second.

#### Criteria for Assessment

- The student improves his or her performance from the first assessment to the second.
- use of peer feedback.

#### Teacher Observation

After initial practice of the volleyball bump pass, the teacher gives the students the cue: ready position to remind them to their bend knees and hold their forearms together before striking the ball with the forearms.

#### Criteria for Assessment

- The student's practice shows a definite intent to use the given information to improve his or her performance.
- The student stays with the focus given by the teacher until the particular aspect of his or her performance is no

longer a problem

### Grades 6-8

#### The student will

- observe and identify characteristics of highly skilled performance that contribute to success in an activity
- describe processes of learning and conditioning for specific physical activities and
- describe and use offensive and defensive strategies in modified settings (modifying rules equipment space or number of players e.g. five-on-five soccer)

### Grades 9-12

#### The student will

- analyze and assess the motor performance of self and others in selected activities and
- design and develop a long term plan for self improvement in a movement activity to achieve a desired level of skillfulness

## Sample Assessments

### Group Project

Students are asked to identify three basic offense and three basic defense strategies used in three-vs-three basketball games. Each team brainstorms the strategies and later consolidates the list in their journal.

#### Criterion for Assessment

- The student identifies correctly three offensive and three defensive strategies

### Self-Assessment

A videotape of a weight training class over a week is provided to students in the media center. In their own time, students are expected to take the scoring rubric given to the class at the beginning of the year and assess their own performance (see standard 1). The teacher develops a rating scale to assess the accuracy of student self-assessment.

Level 4: All of the criteria are assessed correctly

Level 3: All but a few criteria are assessed correctly

Level 2: More than a few criteria are not assessed correctly

Level 1: The student does not complete the assignment

## STANDARD 3

### Exhibit a physically active lifestyle

Students should establish patterns of regular participation in meaningful physical activity. The emphasis at the early years is for the students to enjoy physical activity by participating in developmentally appropriate activities that help

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them develop movement competence. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of the standard should develop an awareness of those opportunities and encourage a broad level of participation.

| PreK-K                                                                                                                                                                                                                                    | Grades 1-2                                                                                                                                                                                                                                                                                                                   | Grades 3-5                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The student will</p> <ul style="list-style-type: none"> <li>select and participate in physical activity during unscheduled times and</li> <li>identify likes and dislikes connected with participation in physical activity</li> </ul> | <p>The student will</p> <ul style="list-style-type: none"> <li>engage regularly in moderate to vigorous physical activity outside of physical education class and</li> <li>identify social and psychological benefits from participation in physical activity (e.g. why some activities are fun and some are not)</li> </ul> | <p>The student will</p> <ul style="list-style-type: none"> <li>identify personal interests and capabilities in regard to his or her own physical activity</li> <li>select and participate regularly in physical activities for specific purposes (e.g. to improve skill or health or for personal pleasure) and</li> <li>identify opportunities in the school and community for regular participation in physical activity</li> </ul> |

### Sample Assessments

#### Teacher Observation

During recess, a variety of games and equipment that allow degrees of physical exertion are available for students. Student choices are observed and periodically recorded by the teacher or aides.

#### Observation Key

3 = High intensity (e.g. sustained vigorous running or rope jumping leading to heavy breathing and perspiration)

2 = Medium intensity (e.g. intermittent games or activities leading to occasional increased respiration and some perspiration)

1 = Low intensity (e.g. sedentary games or activities leading to no physical change)

0 = No appreciable activity (e.g. standing around)

#### Journal

Students are asked to indicate on a chart for one month the activities in which they take part during their free time after school. The journal is signed by a parent/guardian. Students are encouraged to have their parents participate with them in an exercise activity. Students should indicate which activities were vigorous, less vigorous, or sedentary and which ones were fun.

#### Criteria for Assessment

The student indicates a reasonable number of activities

- The student correctly identifies the fitness level of the activity

#### Student Journal/Log

#### Parental Report

Students identify an activity of their interest. They are then given the responsibility to investigate opportunities in their school and community for them to participate in the activity as an out of school experience. Suggested opportunities are intramural programs, community recreation centers, and private businesses. Students must show evidence in their logs/journals of the opportunities to participate, such as newspaper clippings, telephone numbers, contact people, and the dates and times of events.

**Criteria for Assessment**

- The student selects activities that are vigorous in nature
- The student participates at a level sufficient to increase breathing and sweating
- The student participates regularly in health-enhancing physical activities

**Grades 6–8**

**The student will**

- establish personal physical activity goals
- participate regularly in health-enhancing physical activities to accomplish personal physical activity goals (in and out of the physical education class)
- identify and participate in new physical activities for personal interest (in and out of the physical education class) and
- describe the relationship between a healthy lifestyle and "feeling good "

**Grades 9–12**

**The student will**

**Basic-level benchmark**

- The student will participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting

**Advanced-level benchmark**

- The student will demonstrate the skills, knowledge, interest, and desire to independently maintain an active lifestyle

**Sample Assessments**

**Student Project**

Students are to compare fitness item scores from year to year and assess what areas of health-related physical fitness they need to work on to improve their fitness. They are asked to create a list of activities that would help them make the improvements noted.

**Student Project**

Students seek and participate in a series of physical activities that are interesting to them and that involve skill and fitness improvement and/or maintenance. They are then requested to prepare a scrapbook and journal that provides evidence of their individual goals and their level of achievement.

**Criteria for Assessment**

- The student provides evidence of appropriate personal goals
- The student includes appropriate experiences to meet the personal goals
- The student achieves personal goals

## STANDARD 4

## Achieve and maintain a health-enhancing level of physical fitness

Students should achieve a health-enhancing level of physical fitness. For elementary children, the emphasis is on an awareness of fitness components and on having fun while participating. Middle school students acquire a greater understanding of the fitness components and the ways that each component is developed and maintained. High school students are able to design and develop an appropriate personal fitness program that allows them to achieve desired levels of fitness.

## PreK-K

## The student will

- sustain moderate to vigorous physical activity for short periods of time and be aware of the physiological signs of moderate physical activity (e.g. fast heart rate, heavy breathing)

## Grades 1-2

## The student will

- engage in sustained physical activity that causes an increased heart rate and heavy breathing and
- identify changes in the body that occur at different levels of physical activity (increases in sweating, heart rate, and breathing rate)

## Grades 3-5

## The student will

- identify the components of health-related physical fitness
- identify several activities related to each component of physical fitness
- meet the gender and age health-related fitness standards as defined by the FITNESSGRAM
- develop a strategy for the improvement of selected fitness components and
- work with minimal supervision in pursuit of personal fitness goals

## Sample Assessments

## Event Task Observational Record

The class participates for several minutes in a vigorous activity—bouncing balls, hula hoop, skipping or galloping, etc. They are then asked to place their hands on their chests to feel their heartbeat before and immediately after the activity stops. The teacher then leads a class discussion focusing on the following questions: (1) What is the difference between your heartbeat before we did the activity and now? (2) Why is your heart beating faster now? (3) Is anyone sweating? (4)

## Teacher Observation

The teacher uses videotape to observe class in chasing and fleeing activities and identifies students who are unable to sustain physical activity.

## Student Log

With the assistance of the teacher, students review their performance on the FITNESSGRAM. They will determine which components meet age-level standards and which do not. Based on their performance, students will choose one or more to improve and will set realistic goals in cooperation with the teacher. They will identify the specific component(s) and determine a three-to-six week plan of action with selected activities to maintain or improve their fitness level on the



### Criteria for Assessment

- The student associates the faster heartbeat with vigorous activity
- The student associates the slower heartbeat with rest
- The student identifies other physical activities that cause a faster heartbeat

**Grades 9-12**

**The student will**

- meet the gender and age group health-related physical fitness standards as defined by the FITNESSGRAM
- understand and apply basic principles of training (intensity, specificity, overload etc.) to improving physical fitness and
- develop goals to improve personal fitness and work to achieve them independently

- develop (assess interpret design select and assemble) an appropriate physical fitness program to improve personal fitness and
- meet the gender and age group health related physical fitness standards as defined by the FITNESSGRAM

## Sample Assessments

## Portfolio

The student develops a personal portfolio containing (1) reports of his or her own health related fitness status over a period of at least one year (2) personal fitness goals and a discussion of the extent to which they have been met at the end of the year (3) records of physical activity nutritional habits and other behaviors that might affect one's physical fitness and (4) an assessment of his or her fitness level at the end of the year and a discussion of what behavior modifications are needed to maintain satisfactory aspects of fitness or improve those aspects that are presently below desired goals

### Criteria for Assessment

- The student use norm tables to identify his or her strengths and weaknesses
- The student uses resources (teacher supplied/student researched) to identify remediation activities
- The student uses FITT formula principle

- The student portfolio contains all of the required elements
- The student presents sufficient documentation to support the fitness profile presented
- The student correctly assesses his or her personal fitness level and associates present

- status to documented behavior
- The student demonstrates understanding of the behavior knowledge and skills needed to maintain or modify their existing fitness level

## STANDARD 5

### Demonstrate responsible personal and social behavior in physical activity settings

Students should achieve the self-initiated behaviors that promote personal and group success in activity settings such as safe practices and adherence to rules. At the elementary level, students start with recognition of classroom rules and procedures and move to working independently with a partner and in small groups. In the middle school, the students become involved in decision-making processes to establish rules and procedures for specific activity settings. High school students are able to initiate responsible behavior and positively influence the behavior of others in physical activity settings.

#### PreK-K

##### The student will

- know rules, procedures and safe practices for participation and respond appropriately and
- share space and equipment with others

#### Grades 1-2

##### The student will

- follow directions
- apply rules, procedures and safe practices with few or no reminders
- work cooperatively with another to complete an assigned task
- work independently for short periods of time and
- resolve conflicts in socially acceptable ways

#### Grades 3-5

##### The student will

- participate in the establishment of rules, procedures and standards of etiquette that are safe and effective for specific activity situations
- work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive activities and
- work independently and utilize time effectively to complete assigned tasks

## Sample Assessments

### Teacher Observation

Teacher observes students during a tossing/catching lesson with bean bags in order to identify students who are unable to work independently within the established rules and procedures.

### Role Playing

Students are given the situation in which a child takes a piece of equipment being used by another. Students are told to examine techniques to resolve the conflict and using "I" statements to formulate different solutions and then to choose one that satisfies both students involved. Working with a partner each student takes a role and plays out the conflict.

#### Criteria for Assessment

- The student uses "I" statements
- The student develops different solutions
- The student chooses a solution with which each person involved in the conflict is satisfied

### Self-Evaluation

The teacher has a chart posted on the wall describing five different levels of independent work. At the end of class each student is told to tap the chart at the level of independence that he or she exhibited during the physical education class.

#### Criteria for Assessment

- The student accurately taps the level at which he or she worked in class
- If questioned by the teacher the student can explain further why he or she chose that level.

### Grades 6-8

#### The student will

- recognize the influence of peer pressure on behavior in physical activity settings
- work cooperatively with a group to establish and achieve group goals in competitive as well as cooperative settings
- use time wisely by engaging in on task behavior
- handle conflicts that arise with others without inappropriate confrontation and display sensitivity to the feelings of others during interpersonal interactions

### Grades 9-12

#### The student will

- respond to inflammatory situations with mature personal control and communicate with others to diffuse potential conflicts
- initiate independent and responsible personal behavior and
- act independently of peer pressure

### Sample Assessments

### Role Play

Students pair up for a few minutes at the end of class and draw cards that describe various types of peer pressure with regard to behavior in sports games issues (e.g. asking another to cheat on a score). Two types of roles must be played out (positive peer pressure and peer pressure that encourages negative behaviors). Class discussion follows concerning the choices available and the consequences.

### Self Report

Students are working in a competitive team sport and are playing games that use student referees. At the end of the class, students are asked to respond in their journals to the following questions:

1. What potentially inflammatory situations occurred in the game in which you participated?
2. How did you respond to those situations?
3. Was your response appropriate? If not, how could you have made it more appropriate?

### Criteria for Assessment

- The student correctly identifies potentially inflammatory situations
- The student accurately identifies his or her responses to inflammatory situations
- The student accurately describes appropriate behavior in explosive situations

## STANDARD 6

**Demonstrate understanding and respect for differences among people in physical activity settings.**

Students should be able to demonstrate respect for individual similarities and differences in relation to such characteristics as ethnicity, motor performance, disabilities, gender, and race among participants in physical activity. Elementary school students should begin to recognize similarities and differences and participate cooperatively in physical activity. By middle school, students should participate cooperatively in activity with persons of diverse characteristics and backgrounds, and high school students should not only recognize the value of diversity in physical activity but be able to develop strategies for inclusion of others.

### PreK-K

The student will

### Grades 1-2

The student will

### Grades 3-5

The student will

**Physical Education Curriculum Standard**

- participate willingly in individual and group activities and
- interact positively with others

- treat others with respect during play and
- play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity

- recognize the influence of individual differences (e.g. age, disability, gender, race, culture, skill level) on participation in physical activities
- recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activity and
- work cooperatively with peers of differing skill levels

**Sample Assessments**

**Interview**

Following a group or partner experience in physical education, students are asked to verbalize to their partners why they enjoyed working with them.

**Criterion for Assessment**

- The student verbalizes a positive aspect of working with his or her partner.

**Student Self-Check**

At the end of class, the teacher asks the students to raise their hands if they were good partners.

**Interview**

Fifth grade students are asked to interview their grandparents (or someone of similar age) and ask about how their activity preferences have changed over their lifetime. Students can report orally, through a journal entry, or through a written report on how their own activity patterns differ from those of the older adult.

**Criterion for Assessment**

- The student communicates clearly the differences between the activity patterns.

**STANDARD 6**

**Demonstrate understanding and respect for differences among people in physical activity settings**

**Grades 6-8**

**The student will**

**Grades 9-12**

**The student will**

- willingly include a variety of activities that appeal to individuals who differ from each other (in age, culture, ethnicity, gender, race, and ability)

- develop strategies for including persons of diverse backgrounds and abilities in physical activity settings and
- identify the effects of age upon lifelong physical activity preferences and participation

### Sample Assessments

#### Student Journal

Students are asked to describe in their journals one incident when they felt excluded from participation in physical activity and to suggest ways the situation could have been changed for them to feel included.

#### Criteria for Assessment

- The student describes an appropriate incident

#### Interview

The student prepares and conducts an interview to look at differences in physical activity trends. All of the following six age categories must be interviewed: elementary school student, middle school student, secondary school student, young adult, middle-aged adult, and senior citizen.

Interview questions must relate to types of activities, frequency of participation, personal benefits, cost required, and personal preferences. After the interviews, the student will compare/contrast the results of the different age categories in a report. A group project will be done from the results/findings of others in class to note similarities and differences.

#### Criteria for Assessment

- The student predetermines interview questions including types of activity, frequency of participation, personal benefits, cost, etc.
- The student interviews all six age groups.
- The student accurately compares/contrasts differences in physical activity trends related to age.
- The student combines other findings to note similarities and differences.

### STANDARD 7

Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Students should develop an awareness of intrinsic values and benefits of participating in physical activity that provides personal meaning. These benefits—such as self-expression, social interaction, and personal enjoyment—can entice people to continue participation in activity throughout their lives. Elementary students should derive pleasure from movement sensations and experience challenge and joy as they gain competence in movement skills. At the middle

school level physical activity can provide opportunities for challenge, social interaction, and group membership, as well as continued personal growth in physical skills. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction.

#### PreK-K

##### The student will

- demonstrate willingness to try new movement activities and skills and
- identify feelings resulting from participation in physical activity

#### Grades 1-2

##### The student will

- be aware of the feelings resulting from challenges, successes, and failures in physical activity
- willingly try new activities and
- use physical activity to express feeling (e.g., creative dance experiences)

#### Grades 3-5

##### The student will

- recognize physical activity as a positive opportunity for social and group interaction
- recognize that participation in physical activity is a source of self-expression and meaning (e.g., aesthetic, challenging, pleasurable, fun, social)
- seek personally challenging physical activity experiences and
- celebrate his or her own successes and achievements along with those of others

#### Sample Assessments

*As closure to selected physical education activities, periodically obtain feedback from the children regarding their enjoyment by*

- having them raise their hands using a poker chips survey
- having them display thumbs up or thumbs down and/or
- having them make verbal comments

##### Criteria for Assessment

- The student indicates, verbally or nonverbally, positive feelings toward physical activity
- The student raises his or her hand to share feelings about physical activity

##### Event Task: Observational Record

*Students are asked to express a variety of feelings (e.g., happiness, sadness, anger, frustration, joy) during a creative movement or dance lesson through the use of a variety of shapes, postures, and movements. Students are asked to discuss situations in physical activity that bring about these feelings.*

##### Criteria for Assessment

- The student uses movement to communicate feelings
- The student verbally expresses feelings that result from participation in physical activities

*Students are asked to identify and describe an outside-of-school physical activity that they are good in and to share their responses with a partner, a small group, or the entire class.*

## Grades 6-8

### The student will

- enjoy the aesthetic skilled and creative aspects of performance
- identify the potential of various physical activities for personal challenge enjoyment self expression and social interaction and engage in physical activities that provide for challenge problem solving decision-making and appropriate risk taking

## Grades 9-12

### The student will

- identify participation factors that contribute to enjoyment and self-expression (e.g. challenge catharsis social interaction health maintenance/improvement aesthetic pleasure) in physical activity and the ways these factors may change over time
- enter competitive or recreational activities voluntarily in and/or out of school settings and
- describe one physical activity that he or she will participate in because of personal enjoyment.

## Sample Assessments

### Student Journal

During a project adventure mini-unit students will write daily their thoughts and feelings on their participation in decision making appropriate risk taking challenge and problem solving activities

#### Criteria for Assessment

- The student demonstrates an accurate awareness of his or her own participation patterns

### Student Project

Students make a list of all the activities they have participated in over the years and rank them in terms of personal preference. After grouping the activities into categories of "most preferred" "somewhat preferred" and "least preferred" they are asked to identify each activity in terms of participation factors that contribute to enjoyment and self-expression (e.g. challenge catharsis social interaction health maintenance/improvement aesthetic pleasure)

Students then examine the activity groupings to determine similarities and differences among activities in each group. A written report is prepared describing the basis for the activity grouping as well as an interpretation of what this information may mean regarding their individual preferences for physical activity participation

#### Criteria for Assessment

- The student lists groups and identifies activities
- The student appropriately identifies similarities and differences among the activities
- The student identifies the basis for grouping the activities the way they have been done
- The student demonstrates insight into his or her own preference for activity



Physical Education  
Curriculum Standards

Table 2

Content Standards by Grade Span

PreK K

Grades 1-2

Grades 3-5

Grades 6-8

Grades 9-12

TEX\_3081

Pre K Kindergarten

Standard 1

- Demonstrate control of movement and balance while standing, sitting, and kneeling
- Travel with control forward, backward, and sideways using a variety of locomotor patterns and change direction quickly
- Move with awareness of others in general space
- Follow directions and give directions under simple conditions (e.g.,

Standard 2

- Identify fundamental movement patterns (e.g., skip or blink)
- Identify beginning movement patterns (e.g., BSEER) in their own and others' games, dance, and locomotion (e.g., jumping, crawling, sliding, etc.)
- Identify concepts BSEER to performance (e.g.,

Standard 3

- Select and participate in physical activity during unstructured times
- Identify likes and dislikes associated with participation in physical activity

Standard 4

- Demonstrate appropriate physical activity for short periods of time
- Be aware of the physical demands of activities (e.g., fast heart rate and heavy breathing)

Standard 5

- Know uses, procedures, and safe practices for participation in respond appropriately
- Share ideas and equipment with others

Standard 6

- Participate willingly in structured and unstructured activities
- Interact positively with others

Standard 7

- Demonstrate willingness to try new activities
- Identify feelings resulting from participation in physical activity





TEX\_3084

10. Objectives

- Develop the competence in the use of physical skills (e.g. motor skills) and movement forms (e.g. dance, team sports) and the ability to use them in a variety of situations.
- Establish personal physical activity goals.
- Participate regularly in health-enhancing physical activities to accomplish personal physical and social goals.
- Identify and participate in physical activities for personal interest and for the physical education class.
- Describe the relationship between a healthy lifestyle and leading a good life.
- Recognize the influence of peer pressure on behavior in physical education.
- Work cooperatively with a group to establish and achieve group goals or competitive activities as well as cooperative settings.
- Handle conflict that arises with others without inappropriate confrontation.
- Display sensitivity to the feelings of others during interactions.
- Enjoy it as a healthy and active lifestyle.
- Identify the potential of various physical activities for personal development, self-expression, and social interaction.
- Engage in physical activities that provide for challenge, pleasure, and appropriate risk-taking.

**Grades 9 12**

| Standard 1                                                                                                                                                                                                                                                                                                                                                                                                                | Standard 2                                                                                                                                                                                                                                              | Standard 3                                                                                                                                                                                                                                                                                                                      | Standard 4                                                                                                                                                                                                                                                                                    | Standard 5                                                                                                                                                                                                                                                                    | Standard 6                                                                                                                                                                                                                                                           | Standard 7                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Basic level benchmark</b> (for students taking only one year of P.E. in secondary school)</p> <ul style="list-style-type: none"> <li>• Demonstrate competence in two movement forms</li> </ul> <p><b>Advanced level benchmark</b> (for students taking additional P.E. courses in secondary school)</p> <ul style="list-style-type: none"> <li>• Demonstrate proficiency in more than two movement forms</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze and assess the prior performance of self and others in selected activities</li> <li>• Design and develop a long term plan for personal, environmental or lifestyle desired level of fitness</li> </ul> | <p><b>Basic level benchmark</b></p> <p>Participate regularly in health-related and personally rewarding physical activity outside the physical education class setting</p> <p><b>Advanced level benchmark</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the skills, knowledge, interest and desire to</li> </ul> | <ul style="list-style-type: none"> <li>• Develop interpersonal design, select and assemble an appropriate physical fitness program to improve personal fitness</li> <li>• Investigate gender and age group health related physical fitness standards as defined by the Fitnessgram</li> </ul> | <ul style="list-style-type: none"> <li>• Research contemporary situations with mature personal and community values to diffuse potential conflicts</li> <li>• Initiate independent and responsible personal behavior</li> <li>• Act independently of peer pressure</li> </ul> | <ul style="list-style-type: none"> <li>• Develop strategies for resolving persons of diverse backgrounds and at times in physical activity settings</li> <li>• Identify the effects of age upon differing physical activity preferences and participation</li> </ul> | <ul style="list-style-type: none"> <li>• Identify personal interests and self expression to challenge others' social interaction health via personal and physical activity in physical activity and how they may change over time</li> <li>• Enter one-minute or recreational activities voluntarily in and/or out of school settings</li> <li>• Describe one physical activity they will participate in because of personal enjoyment</li> </ul> |

Table 2

independently  
maintain an  
act of blasphemy

TEX\_3085

REC031318

PLT\_6215 0139

# Body-Space-Effort-Relationships Framework

## APPENDIX C

## (BSER Framework)

### B-S-E-R MOVEMENT FRAMEWORK

| BODY                                                                                                                                                                               | SPACE                                                                                                                                                       | EFFORT                                                                                                                                     | RELATIONSHIPS                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (What the body does)                                                                                                                                                               | (Where the body moves)                                                                                                                                      | (How the body performs the movement)                                                                                                       | (Relationships that occur in movement)                                                                                                                                                                                                                                                                                         |
| <b>Actions of the body</b> <ul style="list-style-type: none"> <li>• Curl</li> <li>• Bend</li> <li>• Twist</li> <li>• Swing</li> </ul>                                              | <b>Areas</b> <ul style="list-style-type: none"> <li>• General Personal</li> <li>• Personal</li> </ul>                                                       | <b>Time</b> <ul style="list-style-type: none"> <li>• Fast-Accelerating</li> <li>• Sudden</li> <li>• Slow-Decelerating-Sustained</li> </ul> | <b>Body Parts</b> <ul style="list-style-type: none"> <li>• Above Below</li> <li>• Apart-Together</li> <li>• Behind-In Front Of</li> <li>• Meeting-Parting</li> <li>• Near Far</li> <li>• Over-Under</li> </ul>                                                                                                                 |
| <b>Actions of Body Parts</b> <ul style="list-style-type: none"> <li>• Support Body Weight</li> <li>• Lead Action</li> <li>• Receive Weight/Force</li> <li>• Apply Force</li> </ul> | <b>Directions</b> <ul style="list-style-type: none"> <li>• Forward</li> <li>• Backward</li> <li>• Sideward</li> <li>• Upward</li> <li>• Downward</li> </ul> | <b>Force (Weight)</b> <ul style="list-style-type: none"> <li>• Firm Strong</li> <li>• Fine-Light</li> </ul>                                | <b>Individuals &amp; Groups</b> <ul style="list-style-type: none"> <li>• Mirroring-Matching</li> <li>• Contrasting</li> <li>• Successive Alternating</li> <li>• Questioning Answering</li> <li>• Acting-Reacting</li> <li>• Following Copying</li> <li>• Lifting Being Lifted</li> <li>• Supporting Being Supported</li> </ul> |
| <b>Activities of the Body</b> <ul style="list-style-type: none"> <li>• Locomotor</li> <li>• Nonlocomotor</li> <li>• Manipulative</li> </ul>                                        | <b>Levels</b> <ul style="list-style-type: none"> <li>• Low</li> <li>• Medium</li> <li>• High</li> </ul>                                                     | <b>Space</b> <ul style="list-style-type: none"> <li>• Direct-Straight</li> <li>• Indirect-Flexible</li> </ul>                              |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                    | <b>Pathways</b> <ul style="list-style-type: none"> <li>• Straight</li> <li>• Curved</li> <li>• Zigzag</li> <li>• Twisted</li> </ul>                         | <b>Flow</b> <ul style="list-style-type: none"> <li>• Bound-Stoppable-Jerky</li> <li>• Free Ongoing-Smooth</li> </ul>                       |                                                                                                                                                                                                                                                                                                                                |
| <b>Body Shapes</b> <ul style="list-style-type: none"> <li>• Straight</li> <li>• Wide</li> <li>• Round</li> <li>• Twisted</li> </ul>                                                | <b>Planes</b>                                                                                                                                               |                                                                                                                                            | <b>Apparatus &amp; Equipment</b>                                                                                                                                                                                                                                                                                               |

## APPENDIX C

- Symmetry
- Asymmetry

- Wheel Sagittal
- Door-Frontal
- Table Horizontal

### Extensions

- Large
- Small

- Over-Under
- Near-Far
- Above-Below
- Alongside
- Behind-In Front
- Of
- Arriving On-
- Dismounting

### Other Types

- Goals & Boundaries
- Music & Sounds
- Poems & Stories & Words
- Beats & Patterns
- Art & Artifacts

Chapter SIX

# Assessment in the Physical Education Program

Purposes of Assessment

Principles of Physical Education Assessment

Assessment Options in Physical Education

Evaluating Student Performance

Current State and District Assessment and Recommendations for Future Assessment

## Purposes of Assessment

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Assessment in many ways is the driving force behind content and instructional methodology in the classroom. It affects the way students view themselves, the way parents/guardians, community, and governing bodies evaluate schools and districts, and the way citizens of this nation compete with those of other nations in the worldwide marketplace. Assessment is the collection of information that will be used to evaluate student learning. The specific evidence of learning that we use and the methods we employ for measuring learning must accurately reflect what we want students to know and to be able to do.

Assessment in physical education has not received a great deal of attention until recently. Student, teacher, and program accountability has forced physical educators to provide evidence of children's learning at the program level. Newer ideas in assessment have also helped physical educators to appreciate the importance of assessment as a critical part of the instructional process.



The intention of this chapter is to offer ways to bring together the best of assessment strategies in physical education so that our major goal—to raise expectations and learning standards for all South Carolina students—can be realized.

How can educators identify what students know and can do? What kinds of assessments are best? As with most important issues, the answers are complex and must be based on the purposes of the assessment, which differ across classroom, school, district, and state levels.

### **Purposes of Classroom Assessment**

- to inform students of their strengths and weaknesses
- to provide the teacher with information for the improvement of instruction,
- to provide parents/guardians with information needed for active support of the students' efforts and achievements, and
- to measure student progress toward meeting school, district, state, and national standards

### **Purposes of School and District Assessment**

- to promote fairness, consistency, and quality in physical education programs,
- to monitor and adjust physical education curriculum and instruction
- to identify areas needing technical and financial support and to provide that support at the district level, and
- to provide accountability data to the community and governing bodies

### **Purposes of State-Level Assessment**

- to recognize the importance of physical education to the total education of the youth of the State
- to improve physical education instruction
- to determine that state and national standards are being met
- to promote fairness and equity in physical education programs across the State
- to measure graduates' abilities to meet the demands of the twenty-first century,
- to provide technical support for districts and teachers in developing good assessment instruments and strategies, and
- to provide accountability data to the citizens of South Carolina

## Principles of Physical Education Assessment

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No matter what the level—school, district, state, or national—there are principles of assessment that should be followed. What should students know and be able to do? This question should guide the entire educational system for the interests of the students and society as a whole lie at its heart. Only when expectations for students are known can educators plan for the most effective student learning and the most effective demonstrations of what they have learned.

Assessment is any activity that is used to collect information on students. South Carolina must move toward a system of assessment in physical education that fully and fairly measures student learning in physical education. While each individual assessment activity will differ, all assessment systems as a whole should reflect the following principles:

- **Assessment should include measures of student performance**

Although a knowledge of concepts related to physical education is important, students in physical education should be assessed in terms of what they do.

- **Assessment should measure what it intends to measure as directly as possible**

Assessment in physical education normally involves both assessments of motor skill ability and fitness. Motor skill and fitness assessment at the summative level should be authentic. Students should be assessed at the highest level of application appropriate for a given developmental level (e.g., how middle school students play soccer in a seven-vs-seven game situation, not how well they kick a soccer ball, whether students can plan a personal fitness program, not whether they know the instructions on how to plan a fitness program).

- **Assessment should measure student achievement over a period of time**

Observing student performance on "test day" may not be reflective of where that student is developmentally. Observations of performance over a period of time during many different kinds of tasks are more appropriate. For example, the teacher might look at how a student throws a ball at a target, how students throw to a partner, and how they throw in a game situation.

- **Assessment should be ongoing and integrated with instruction**

Growth in physical abilities and physical skills occurs over time and usually means that the student is increasing his or her ability to use skills in more complex situations. When assessment is ongoing, it confirms student progress over time and gives the teacher information that allows the teacher to adjust instruction appropriately.

- **Assessment should guide future instruction**

Teacher instruction must be guided by the needs of students. As teachers consider their district curriculum and the state standards, they have great flexibility regarding what to teach and when to teach it. If students are to learn, teachers must use assessment information to plan instruction. Students have many opportunities to practice and demonstrate what they can do.

- **Assessment, curriculum, and instruction should focus on important learning**

Before instruction begins, teachers need to examine their curriculum and ask, "What is important here?" The limited program time in physical education makes it critical for teachers to focus their instruction and assessment on what is most important. What is most important should be guided by the content standards developed at the state and national levels.

- **Assessment should involve students and parents/guardians**

Teachers are often considered the people who assess student work. However, assessment of student performance is even more effective when it includes students and parents/guardians. Being able to monitor and assess one's own work is part of becoming self-sufficient. For that reason, it is important for students to be able to identify strengths and needs in their own work and strive for improvement. In addition to self-evaluation, students can help each other through peer evaluation. Feedback from their classmates allows students to see whether they are reaching their classroom audience. Involving parents/guardians and other community members in student assessment widens the opportunity for students to test the effectiveness of their work. Adults who are productive and competent have learned to monitor and assess their own work, but they also know that they have help from colleagues and supervisors. It is important for physical education teachers to establish for students the same kind of support system that comes into play when many people provide helpful feedback.

- **Student expectations need to be communicated at the beginning of a task, not at the end**

Students can focus their learning on important issues when they know what is expected of them. Teachers should use information on scoring guidelines (rubrics) and samples of work as models of different levels of performance. This communication actually becomes a part of instruction as students discuss the rubrics and models with the teacher. Students see right at the start what an excellent product looks like compared to a product that is average or only fair. As students work, they can continually ask themselves if their performance measures up.

## Using Scoring Rubrics in Physical Education

Physical education teachers were doing observations of actual student performance long before the ideas of authentic assessment and performance-based assessment using established criteria became popular in mainstream education. We have not always taken advantage of the potential of multidimensional scoring rubrics that provide information on more than one aspect of complex performance. An example of a multidimensional scoring rubric in physical education can be found on page 96.

Evaluating student performance with written scoring rubrics has many advantages for physical education. Scoring rubrics can be used to support many aspects of instruction. Written scoring rubrics (scoring guidelines) provide students with clear descriptions of expectations before, during, and after the assessment. Physical education teachers often have multiple assessment criteria that can be incorporated into a scoring rubric. The scoring rubric described here is recommended for the high school program. Rubrics may use numbers or descriptors such as excellent, average, poor, and the like, for assigning scores.

### Tennis

#### South Carolina Physical Education Program Assessment

**Setting** The following assessment is to be made of the student by observation over a period of time, through a testing situation set up by the teacher, or through a submitted videotape of student performance. The indicators are written for singles tennis play. The student should be matched with a student of equal ability for the testing situation.

**Scoring** Each indicator is scored on a 1–3 basis according to the consistency with which the

indicator is observed. All indicators are totaled and averaged to determine a student's score. Students must score 2.0 and above to meet the state criterion for the basic program and 2.5 to meet the requirements for the advanced level program.

Level 3 Uses basic indicators in an extremely consistent manner

Level 2 Uses basic indicators with consistency most of the time

Level 1 Uses basic indicators with occasional consistency

## Indicators

### Rules, Etiquette, and Safety

\_\_\_\_\_ 1 The student interprets the rules and scores accurately

\_\_\_\_\_ 2 The student calls out of bounds rules accurately and honestly

\_\_\_\_\_ 3 The student acknowledges the good play of an opponent and does not get overly disappointed at his or her own performance

### Basic Strokes

\_\_\_\_\_ 4 The student returns a normally placed ball with good form using the forehand

\_\_\_\_\_ 5 The student returns a normally placed ball with good form using a backhand

\_\_\_\_\_ 6 The student serves a ball into the opponent's court

### Offensive and Defensive Play

\_\_\_\_\_ 7 The student demonstrates the use of some offensive strategy (forces the opponent to move, uses a hard return, sets up a play ahead of time, moves to the net appropriately)

\_\_\_\_\_ 8 The student demonstrates the use of some defensive strategy (returns to home base appropriately after each play, uses defensive strokes appropriately)

### Advanced Level

\_\_\_\_\_ 9 The student uses a lob and volley shot effectively

\_\_\_\_\_ 10 The student uses a smash drop shot and other advanced strokes (optional)

Teachers should provide numerous opportunities for students to see, hear, and discuss the rubrics and practice using them with instructional activities before these guidelines are actually used for assessment. Indeed, one of the best ways to begin teaching a rubric that assures comprehension by the students is to offer them the opportunity to assist in developing the rubric—for example, ask the students what they think a good performance is like. A teacher using the rubric on page 96 to assess tennis would involve students in defining each of the components specified in the rubric. The components might describe more specifically what students must do—for instance, to get a "3" on their serve.

The rubric shared with the students should state the expectations for the assessment activity in "kid friendly" language. The rubric should identify the characteristics or traits of performance in such a way that the students could score their own papers if called upon to do so. Models (evaluated student responses from past years) need to be shared with the students. Students need to see samples of performances that received a "3" as well as performances that received a "1." This can be done with the use of a videotape.

Just as the method of evaluation selected should depend on the purpose of the evaluation, the kind of rubric used for an assessment should depend on what the teacher wishes to know about performance. More complex assessments and rubrics are needed for activities that require higher levels of performance, such as playing a game or creating a dance. Different kinds of rubrics are available for different objectives in physical education and should be selected according to the purpose of assessment.

For example, overall impressions of performance are usually assessed through holistic rubrics, such as a distinction between mature form, almost mature form, and immature form in some skills. This kind of rubric focuses on the features that are most important and is quick and easy to score, but training in its use is critical so that a consistency across scorers exists and the individual teacher's judgment or subjectivity is not an issue.

Another type of rubric widely used with more applied situations is the analytic rubric. Analytic rubrics break down the performance into the critical dimensions, or parts, and each dimension or part is scored separately. For example, the analytic rubric for tennis (see page 96) specifies rules and etiquette, the use of basic strokes, and offensive and defensive play. The scores on the dimensions may be reported separately or added together to produce a total score.

Each of these scoring methods has value. Using a variety of methods will produce a comprehensive picture of what a student knows and is able to do.

## Assessment Options in Physical Education

Teachers in physical education can gather information on student performance in many ways. Some of these methods are more useful for program assessment and some are more useful for assessment that is being used primarily as part of the learning process. Self-assessment and peer assessment on a self-designed rating scale, for example, are very useful options for assessment being used as part of the instructional process. More care and time must be spent in selecting the criteria, communicating the criteria, and learning how to use observation tools reliably when the data will be used outside the instructional setting.

Assessment and evaluation experts usually talk about the validity and reliability of tools and techniques of assessment. While validity and reliability issues are important to all types of assessment, they tend to be more important when the information collected will be used to make decisions on policy and will be used for student permanent grades and less important when the primary reason for collecting information is instructional in nature.

This section is divided into two areas. In the first area, the idea of performance assessment in relation to physical education is explored in relative depth. Performance assessment is what is being recommended as critical information on what a student in physical education actually knows and can do as a result of our programs. The second section briefly describes a variety of other assessment options available to the physical educator to assess a variety of objectives and standards.

### Performance Assessment of Student Knowledge and Skills

Performance assessment is a direct measure of a student's ability to use his or her knowledge and skills. Perhaps the oldest known form of assessment, performance assessment has been used extensively in physical education. Performance assessments are authentic assessments if they simulate real-world situations. The use of skills in a game/performance situation is an authentic physical education experience.

In a performance assessment, students show their work; therefore, both process and product can be evaluated. Use of performance assessment engages students in a discussion of learning and scoring expectations (the rubric).

### Performance Tasks

Tasks are short-term activities lasting from a few minutes to several class periods. They call for students to focus on a carefully defined activity. A performance assessment task always includes a scoring guide (rubric).

Examples of performance assessment tasks include

- developing a sequence of moves in gymnastics or dance,
- conducting a survey for a report or project
- interviewing someone for a project or report
- preparing and presenting to classmates a research report on a particular topic, and
- designing a game

## Projects

Projects are activities that may require as much as several weeks or longer to complete, although not every class session has to be devoted to the project. More complex than tasks, projects are often composed of several tasks. Students need to focus both on the individual components of the project and on putting those components into a sensible total project. A performance assessment project includes a scoring guide.

Examples of projects include

- developing a personal fitness program
- monitoring and describing learning in an activity and
- preparing and presenting research on facilities and programs available for a sport or activity

## Example of Student Project

Students are given an assessment of their initial skill in bowling, based on the scoring rubric used for the activity. From this initial assessment, students are asked to identify three indicators they would like to target for initial improvement over a three-week period. They are also asked to identify a plan to work on those indicators over the three-week period.

Criteria for Assessment

- The student targets appropriate behavior for improvement
- The student designs an appropriate plan to develop the targeted behavior

Level 3 Uses basic indicators in an extremely consistent manner

Level 2 Uses basic indicators with consistency most of the time

Level 1 Uses basic indicators with occasional consistency



## Portfolios

A portfolio is a purposeful collection of student work gathered across grading periods, semesters or years. It is not simply a folder of all the student's work. In addition to showing student progress over time, portfolios are maintained to demonstrate and foster students' ability to evaluate their own work; therefore, portfolios should contain samples of student evaluations of their own work and frequently encourage students to select their own best pieces of work for inclusion. A good portfolio provides an authentic documentation of student learning because it contains evidence of the application of knowledge and skills (performance tasks and projects) in real world situations.

The components of a portfolio will vary according to the content type or purpose of the portfolio and the grade level of the student. Portfolios may be maintained in an individual sport/skill or an activity or fitness, or they may combine or integrate content. Portfolios in physical education often include a videotape of performance. Portfolios vary in physical appearance and manner of storage, depending on the needs and preferences of the teacher and student, the contents, and the technology available. The portfolio materials might be stored in a manila folder, a larger accordion folder, or a box. Many physical education teachers store portfolios in a crate for each class.

Portfolios can be used for a variety of purposes:

**An instructional portfolio** contains student work that is helpful to teachers as they modify present or plan future instruction and provides evidence of growth and feedback for students and/or parents/guardians. The teacher may evaluate some of the pieces in this kind of portfolio, but the primary purpose is instructional; the portfolio as a whole is not assessed. A variation of the instructional portfolio is the showcase portfolio, which displays only the best work of the student.

**An assessment portfolio** is used as the basis for student assessment and may be passed to the teacher in the next grade. Assessment portfolios are scored with one or more rubrics (scoring guidelines). For example, a fitness portfolio might include scores on a fitness test over time, a self-designed fitness program, and a record of outside participation in physical activity. A variation of the assessment portfolio is a project portfolio, which provides evidence of progress in a project over a period of time and is evaluated with a final score.

As indicated earlier, the specific contents of any portfolio will also vary with grade level. However, much of the evidence of skill/fitness/concept development is similar across portfolios.

The following examples might be found in an instructional or assessment portfolio in physical education

#### In the lower grades

- pre- and post-observations of skills gathered throughout the year or unit,
- written or oral evidence of the students' ability to evaluate their own fitness levels or motor skill performance
- videotapes of students in an authentic performance setting
- teacher observation checklists and anecdotal observations documenting student performance
- parent/guardian response to student work,
- other evidence of learning such as certifications received (e.g., Red Cross, swimming), and
- skill test/written test grades

#### In the higher grades

- videotapes of students in an authentic performance setting
- research papers (original notes and first and final drafts),
- tests (short-answer, essay, fill-in-the-blank, multiple choice, motor skill, fitness),
- records of teacher observations over time,
- samples of the students' evaluations of their own performance
- investigative project on an activity
- videotape of class presentation,
- parent/guardian response to student work, and
- a letter to a teacher in the next grade explaining what the students think they learned this past year and want to work on during the coming year

#### Example of Student Portfolio

##### Standard 1 Grades 9–12

By the end of the semester you must provide evidence that you

- have participated regularly in physical activity
- can meet the minimum fitness standard and
- can develop a personalized fitness program based on evaluation of your own fitness

Accepted evidence might include but is not limited to the following

Chapter 6

- logs of daily activity,
- records of participation in organized sports/clubs, etc ,
- fitness scores from the FITNESSGRAM or other test of components of fitness, and
- a personalized fitness program that is appropriate for your level of fitness indicating beginning levels of fitness target objectives for the semester your plan to improve your performance and present levels of fitness

## Checklist

Checklists are usually used to provide an observational record of whether a student meets or does not meet particular performance criteria

### Example of Checklist: VOLLEYBALL VIDEO ANALYSIS (Check Sheet)

NAME \_\_\_\_\_

1 DID THE STUDENT PARTICIPATE THE MAJORITY OF THE TIME?

2 SKILLS ANALYSIS DOES THE STUDENT DEMONSTRATE THE FOLLOWING SKILLS?

A BUMP \_\_\_\_\_

|                  |     |
|------------------|-----|
| SHRUG            | Y N |
| HANDS            | Y N |
| HOOKED           | Y N |
| BENT TO STRAIGHT | Y N |
| FLAT SURFACE     | Y N |
| FOREARM HIT      | Y N |

B SET \_\_\_\_\_

[http://www.deakin.edu.au/education/standards/physical\\_education/](http://www.deakin.edu.au/education/standards/physical_education/)

TEX\_0099

16 AMJ

PLT\_6215 0153

REC031332

|                  |     |
|------------------|-----|
| TRIANGLE WINDOW  | Y N |
| FINGER PADS      | Y N |
| CHICKEN WINGS    | Y N |
| BENT TO STRAIGHT | Y N |

C SERVE \_\_\_\_\_

|           |     |
|-----------|-----|
| UNDERHAND | Y N |
| OVERHAND  | Y N |

D SPIKE \_\_\_\_\_

|                  |     |
|------------------|-----|
| WHIP LIKE        | Y N |
| STEP STEP JUMP   | Y N |
| HEEL OF THE HAND | Y N |

E OFFENSIVE STRATEGIES \_\_\_\_\_

|                   |     |
|-------------------|-----|
| HIT TO OPEN AREAS | Y N |
| CHANGE FORCE      | Y N |
| MULTIPLE HITS     | Y N |

F DEFENSIVE SKILLS \_\_\_\_\_

|                |     |
|----------------|-----|
| COVERING SPACE | Y N |
| CALLING BALL   | Y N |

3 AFFECTIVE ANALYSIS

|                                         |     |
|-----------------------------------------|-----|
| A COOPERATE WITH TEAMMATES              | Y N |
| B LISTEN AND FOLLOW TEACHER INSTRUCTION | Y N |
| C SPORTSMANSHIP                         | Y N |

#### 4 COGNITIVE ANALYSIS DOES THE STUDENT DEMONSTRATE CONTENT UNDERSTANDING BY

- |                                            |     |
|--------------------------------------------|-----|
| A ANSWERING TEACHER'S QUESTIONS WHEN ASKED | Y N |
| B WRITE CORRECT ANSWERS IN DAILY CALENDARS | Y N |
| C SEE QUIZ GRADES                          | Y N |

TEACHER COMMENTS

OVERALL LETTER GRADE

#### Anecdotal Record

An anecdotal record provides a running narrative description of performance that is observed. Anecdotal records should use language that does not make an evaluative judgment about what is observed.

**Example of an anecdotal record** Tommie is the first one out of the locker room. He comes into the gym and looks for a physical activity he can do by himself and engages in that activity until the teacher calls the class to begin.

#### Rating Scale

Rating scales are used to determine the degree to which criteria have been met in an observed performance.

#### Example of rating scale for underhand pass in volleyball

- \_\_\_\_\_ Level 4 The student directs the pass to target area 9 out of 10 times
- \_\_\_\_\_ Level 3 The student directs the pass to target area 6-8 times out of 10
- \_\_\_\_\_ Level 2 The student directs the pass to target area 2-5 times out of 10
- \_\_\_\_\_ Level 1 The student directs the pass to target area 0-1 time(s) out of 10

#### Group Projects with Rating Scale

TEX\_3101

17 duration: 10/10/11 11:11:11 AM (14 of 28) [08/03/2011 10:11:11 AM]

PLT\_6215 0155

REC031334

Dribbling must exhibit correct form: finger pads, elbow pump, eyes looking around, waist level, knees bent. FANCY—POSE MIRROR/MATCH SMOOTH TOTAL GRADE

### Criteria for Assessment

- three manipulatives such as figure 8 spider or front to back around waist back legs leg, and ankles finger pad drills
- two fancy dribbles such as sit-ups, through legs behind back, spin dribble, or windmill dribble
- pose that is still three to five seconds at the beginning and at the end
- mirroring (face to face opposite parts) and matching (side by side same parts)
- movement using different directions speeds, dominant and nondominant hands, and
- smoothness of routine throughout entire song

Role-playing opportunities allow students to act out real world situations to demonstrate their understanding of appropriate behavior. Scoring rubrics for role-playing experiences must be established.

## Role Playing Event Task

Students are instructed in the proper procedures for rescuing a child in water in an emergency situation. Students are placed in teams of three. One student will "perform" a specified swimming stroke halfway across the gym. It is assumed that they have swum too far from the shoreline. The swimmer yells for help. The other two students are to act as rescuers. They must proceed with the proper reach and throw techniques as well as use a toy phone to report the accident to the emergency number 911.

## Rating Scale

Level 4 The student independently follows through on all of the objectives identified in this assessment.

Level 3 The student independently follows through on most of the objectives identified in this assessment.

Level 2 The student independently follows through on some of the objectives identified in this assessment.

Level 1 The student independently follows through on none of the objectives identified in this assessment.

## Criteria for Assessment

- The student uses the proper technique to 'swim' across the gym.
- The student uses the proper rescue techniques.
- The student uses the proper procedures in dialing 911 and responding to the emergency personnel questions.

## Written Tests

Written tests in physical education are useful to assess whether the student has knowledge of how to perform or knowledge related to an activity. Written tests cannot assess whether the student can use his or her knowledge in actual activity. Written tests should be designed at the appropriate reading and comprehension level of the student.

TEX\_31C3

<http://www.de.state.tx.us/archive/education/standards/physical/physical.asp>

15 AM]

PLT\_6215 0157

REC031336

### Written Test

Students are asked to identify each component of fitness and to describe both an exercise and an activity that has the potential to develop the component

#### Criteria for Assessment

- Student accurately identifies each component
- Student correctly identifies appropriate exercise for each component
- Student correctly identifies appropriate activity for each component

### Written Test

Kindergarten students are provided a drawing of different pathways – straight curved zigzag – and asked to circle the pathway named by the teacher

#### Criterion for Assessment

Students identify appropriate pathway

### Skill Tests

Skill tests are good measures of performance in physical skills and validated skill tests are also good measures of how well the student would use the skill in a game situation. Skill tests are generally more reliable measures than observational tools, and many are easily administered by the teacher, peer, or student.

#### Kehler Softball Fielding and Throwing Accuracy Test (Kehler, 1958)

**Purpose** To evaluate fielding and throwing ability in softball

**Validity and Reliability** Using the scores of college students, validity coefficients were shown between .76 to .79 depending on which scoring system was used. Using the odd-even method followed by the Spearman-Brown Prophecy Formula, reliability

The thrower may take one step over the starting line. Balls that hit the floor before contacting wall A are playable. An additional ball should be put into play as quickly as possible when a ball fails to reach wall A because any such ball does not count. One practice trial is allowed.

Assistants supply students with additional balls. Two assistants should retrieve thrown balls and relay them to a third assistant, who places them in a ball box near the starting



coefficients were estimated at .90 and .91 for the two scoring systems

**Age Level and Sex** Originally conducted with college students. Appropriate for junior high school and senior high school students

**Personnel** The test is best administered with at least five people: one timer, one recorder, and three ball retrievers

**Equipment** Softball gloves, at least ten softballs at each testing station, a box to hold balls, a measuring tape and marking tape, a stopwatch, score cards or score sheets, and pencils

**Space** An area with two high walls at right angles to one another. Each testing station needs a minimum floor area of forty-five feet by forty-five feet

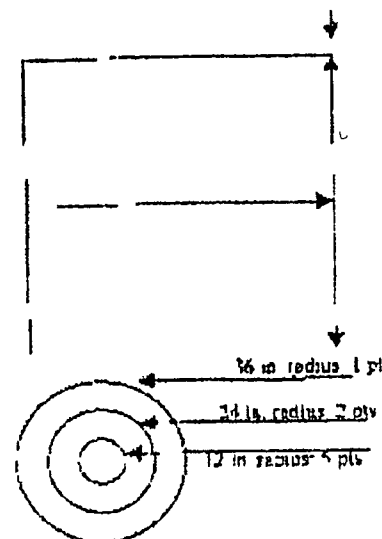
**Test Items** A softball fielding test and a throwing-accuracy test

**Preparation** Each testing station is prepared as shown in figure 6-19. The testing station must be located in an area that has two walls at right angles to one another. A ten-foot line with its center approximately forty feet from wall B and four feet above and parallel to the floor is placed on wall A. A five-foot starting line is placed forty feet from and parallel to wall A. The midpoint of the five-foot starting line is forty feet from wall B. A circular target with a thirty-six-inch radius is placed on wall B so that its center is twenty feet from wall A. The upper half of the target has a semicircle with a twelve-inch radius and two straight lines extending down each end of the semicircle to the bottom of the target. An incomplete circle

line. Assistants must not interfere with students who are testing.

**Scoring** Two scoring methods can be used. Either method is acceptable as long as students are scored consistently. The final score for method one is the total score for each ball. Score is determined by where a ball hits within the target area. Figure 6-19 indicates the point values on the target. Balls striking a division line separating two sections earn the higher value. The final score for method two is the number of balls striking the target in a two-minute period.

**Norms** Not available



with a twenty-four-inch radius is located around the oblong area

**Directions** The student waits behind the forty-foot starting line. At the start signal, the student throws a ball below the four-foot line on wall A. Balls are fielded as quickly as possible and thrown at the target on wall B. Student may cross the starting line to make a recovery. Upon completion of the throw, the student hurries behind the starting line, grabs a second softball, and repeats the action. This action continues for two minutes.

### Peer Assessment

Peer assessment is an assessment technique that utilizes a peer student as the assessor. Peers can play simple roles such as counting the number of curl-ups or more complex roles such as using a scoring rubric to assess performance. The key to making peer assessment successful is to teach students how to assess and to hold them responsible for their role as the assessor.

### Example

Students are divided into groups of three to assess the volleyball serve. One student is the server, one student retrieves balls, and the third student has a clipboard to record the level of performance on the volleyball serve rating scale.

The student serves "x" number of serves (under or overhand).

**1 point** is recorded if student serves with correct cues (stance, ball placement, contact point, follow-through).

**2 points** are recorded if student serves with correct cues and ball goes over the net.

**3 points** are recorded if student serves with correct cues and the ball goes over the net and lands in bounds.

### Peer Observation with Rating Scale

Following instruction on gymnastics (e.g. traveling actions, balances, jumping and landing) the 4th grade students are given this peer assessment assignment.

Create a sequence alone or with a partner. The sequence must have a beginning and ending shape. In the middle, there must be three jumping and landings and traveling using step-like actions. If you are working with a partner, the sequence should be performed together. Focus on tight muscles, stillness in the balances and soft landings. Ask an individual or group to judge your sequence using the checklist below.

#### Criteria for Assessment

- a. The student/partners display(s) the critical elements that are the focus of the observation.
- b. Observer(s) make an accurate judgment on the performance.

Name \_\_\_\_\_

Name \_\_\_\_\_

#### 3 = Outstanding

All of the critical elements are easily observed in that part of the routine.

#### 2 = Good

The balance is a little shaky.

The traveling may not be completely controlled.

The landing may be a little loud.

The routine looks pretty good but not as good as it could be with a little more practice.

#### 1 = Need(s) Improvement

|                              |                       |
|------------------------------|-----------------------|
| ___ Beginning balance        | ___ Traveling Actions |
| Still light and controlled   | Smooth, controlled    |
| ___ Jumping/landing          | ___ Aesthetic Value   |
| Good height and soft landing | Beauty of the routine |

### Self Assessment

Students assess their own performance based on recall or observational data collected on videotape

#### Example of Self-Assessment

Students are given a checklist of critical cues for a skill during practice. Sometime during the class period, students must take their videotape and put it in the camcorder to record their performance at a station set up in one part of the gym for that purpose. Their homework assignment is to use the checklist to assess their performance on the tape.

### Standard 1 Grade 10

#### Student Self-Assessment/Peer Assessment

Students are asked to assess their performance on a backpacking trip in terms of the skills they have demonstrated: their care and safe use of equipment, their interaction with the environment, and their interaction with others on the trip. The self-assessment should be in the form of an essay. Each student on the trip is also asked to use a simple rating scale to assess each other on the criteria identified.

#### Essay

TEX\_3108

<http://www.sde.state.tx.us/archives/education/standards/standards/chapter6.htm> (21 of 24) [08/03/2001 10:47:19 AM]

PLT\_6215 0162

The student will complete an essay to demonstrate his cognitive knowledge of backpacking techniques. A rubric will be developed for the student to assess his essay. The essay should address the following issues:

## The care and safe use of equipment

- warming up the body for the hike
- using compass and map skills

- how to pack (heavier items on top)

## Group skills

- ♦ staying on the trail
- ♦ leaving the campsite the way you found it

- map reading with others
- setting up camp

The components above will be used in a checklist with a rating scale for the students to evaluate each other on the backpacking trip

The interview is a useful way for teachers to collect information on the attitudes, values, and perceptions of students about themselves and physical education.

### Example of Interview

The teacher has been having difficulty with one particular class of students in her schedule. In order to gain some insight into the problem from the students' point of view, the teacher has decided to interview a representative sample of students from the class.

### Example of Interview

Seventh graders are asked to select an adult who regularly engages in a personal activity program. Interview this person to determine what exercise is done, how long it has been done, and why this activity was chosen. What is his or her motivation to continue? How did this person start participating in this particular program? Students will then write a brief paper explaining their findings and the impact it has on them personally.

### Criteria for Assessment

- The student completes interview of the selected individual
- The student prepares an accurate paper based on the interview
- The student presents an appropriate synthesis of information and conclusions

### Student Log

Student logs in physical education are largely written records of participation or behavior over time. They are particularly useful for recording what a student does outside the physical

### Example of Student Log

Fifth graders are asked to keep an activity log for one month. During this time, they should write down their afternoon activities between arriving at home and dinnertime. They should then indicate whether their activities are ones that would contribute to an active or a sedentary lifestyle.

### Criteria for Assessment

- The student keeps a log for one month.
- The student indicated accurately whether activity would contribute to an active lifestyle or a sedentary one.

### Example of Student Log

Student will complete a "My High School Outside-of-Class Participation" Proposal.

#### MY HIGH SCHOOL OUTSIDE-OF-CLASS PARTICIPATION PROPOSAL

Name \_\_\_\_\_ Beginning Date \_\_\_\_\_ Ending Date \_\_\_\_\_

| Date | Time | Total Time | Nature of Activity | Light/Moderate/Vigorous |
|------|------|------------|--------------------|-------------------------|
|------|------|------------|--------------------|-------------------------|

|  |  |  |  |  |
|--|--|--|--|--|
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|  |  |  |  |  |
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|  |  |  |  |  |
|  |  |  |  |  |

### Criteria for Assessment:

- a Student participates at least three times per week in appropriate health-enhancing activities
- b Student keeps accurate records
- c Student seeks and collects physical activities based on personal interest and meaning

### Student Journal

The journal records over time the student's feelings, attitudes, knowledge, participation, and so on. Journals are a useful way for teachers to access individual student responses and collect information that is very difficult to get in other ways. Student journals that are to be used for assessment purposes are evaluated with a clearly defined scoring rubric.

### Students can write in their journals

- what they most liked/disliked about class
- how good they think they are in an activity and why,
- what their feelings are about particular activities
- what their goals are for participating in a particular activity
- what they know about how to become skilled in a particular activity and
- what they can do to improve their diet and eating habits



### Example of Student Journal

The teacher asks students to identify personal feelings relative to participation in a gymnastics lesson

#### Scoring

- Exemplary

The student expresses feelings relative to his or her participation in the gymnastics lesson

- Needs improvement

The student has difficulty expressing feelings about his or her participation

- Unacceptable

The student does not make journal entries

### Parental Reports

Parental reports submitted by an adult who has some responsibility for a student (e.g. guardian, coach, parent or youth director) to verify that student's participation, progress or performance in a particular activity

#### Example of Parental Reports

- An adult signs record of the student's participation or a team
- A parent signs that a student has logged three times a week

## Evaluating Student Performance

---

Many students in physical are currently assessed and graded on criteria other than those that focus on their actual performance. Preparation for class, subjective assessments of student participation and student effort are the primary criteria used in evaluating students. While it is reasonable to assume that each of these criteria can be defended as a small part of a student's grade, it is unreasonable to assume that a student's performance or improvement in performance, should not be a major part of his or her grade.

Assessing student performance should be a major part of the instructional process and a good program. A continuous and regular program of assessment plays many roles beyond the assigning of grades in the teaching-learning process. Some of these roles are

- enhancing the learning process through assessment activities that are student-process oriented (i.e., student self-assessment or peer assessment),
- providing students with information on their progress toward meeting the expectations of the standards,
- providing the teacher with information on student progress toward meeting the expectations of the standards and
- providing the teacher, administrators and other policy makers with information on the extent to which students meet the expectations of the standards for a given program.

## Current State and District Assessment and Recommendations for Future Assessment

---

Currently it is not the practice of the schools, the districts or the SDE to collect any information on student learning or performance in physical education. Most programs collect little information other than fitness measures which are communicated to the student and then forgotten. Assessment has two major purposes: the improvement of instruction and accountability at the school, district and state level. This lack of accountability at all levels in physical education has created a system in which many programs are accomplishing too little and good programs are going unrecognized.

Students cannot improve unless high expectations are held for them and they are accountable for good performance. Programs cannot improve if students and education leaders have no basis for making judgments about quality. Districts will not adequately support programs for which they are not held accountable by the State.

A number of recommendations in regard to program assessment in physical education need to be advanced:

- The SDE should support the development and use of assessment materials for the standards.
- Schools should be required to demonstrate compliance or improvement in student performance on the standards established using assessment data.
- The SDE should support in-service training for teachers to learn how to assess student performance at the program level.
- Physical education goals should be part of all school improvement plans submitted to the SDE.
- Physical education program evaluation should be made public by the SDE and included in all school assessment profiles. The emphasis for the first years of the assessment program should be on demonstrating improvement in the number of students in a program who actually meet the criteria.
- Program assessment may also include information on:
  - areas not measured by standards-based materials,
  - the degree to which the entire program reflects the comprehensive standards, and
  - the quality of the overall program as described in the standards.
- Teacher preparation programs in physical education should prepare the preservice teacher to develop and use assessment materials to evaluate programs.



Some useful websites for physical education

Abilitations

American Fitness Alliance

Country Time Dance Lines

Cyberdiet

Fitness File

FITNESSGRAM

Flaghouse

Human Kinetics

Special Olympics

Palaeo ra

Sportime

<http://www.scribble.us/archive/educator/indexed/physical/website.htm> (2 of 2)

TEX 0 17

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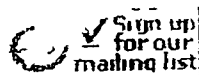
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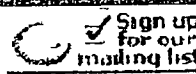
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New Polls will  
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Suggest a Question  
Past Poll Results

Classroom management is for Lesson  
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4th & 5th grade motor skills challenge

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### ● Instructional Resources

Fitness testing, Interactive learning sites...

### ● American Master Teacher

Program

Workshop calendar, Hosting info

### Kids Quote of the Week

In a first grade class we were working on the forward curled roll. I asked the students if they could name the critical cue words for performing the forward curled roll and one child responded "Shake, rattle and roll!"

Submitted by Andrea Heckman who teaches in Catawissa, PA

### More Kids Quotes

### Visit Our Friends



Walk To School Day



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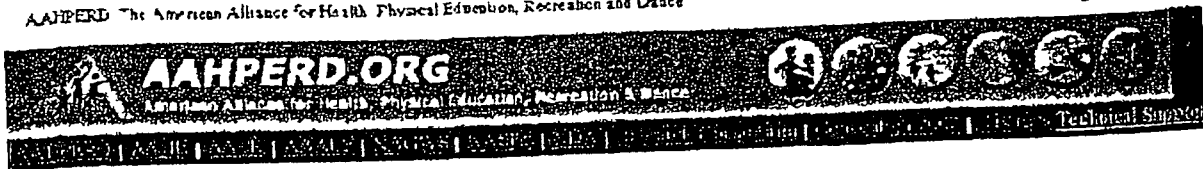
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Manross M. Graham, G., Pennington T. & Elliott E. [Editors]  
(1996, August 26) *PE Central*. [Online] Blacksburg, VA. Retrieved  
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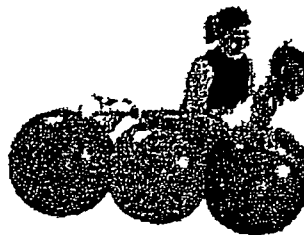


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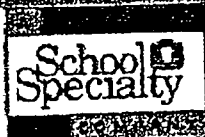
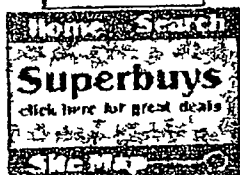
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TEX\_3 22

http://www.abilitations.com/index.htm (1 of 2) (09/03/2001 10:47:10 AM)

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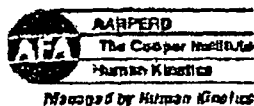
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Funded by Sportime International, thera-talk brings participants from all over the world into a community to ask and answer therapy related questions as well as share ideas and inspirations with other professionals. To access thera-talk simply go to <http://www.abilitations.com/thera-talk> and you can start participating. That's it! Our staff of professionals are here to help. You can reach them via e-mail at [retirustler@sportime.com](mailto:retirustler@sportime.com) with any questions or comments about thera-talk.

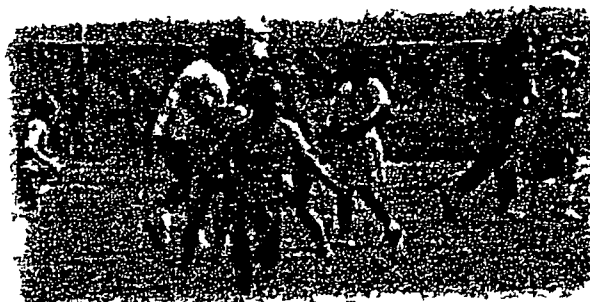
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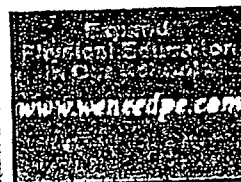
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GLORIA JOHNSON SUPPLIES THE DANCES FOR BRITISH ALL-GIRL SENSATION AUBURN!



Gloria Johnson recently supplied the dances for two of the three songs on the debut release from the UK all girl sensation AUBURN! Gloria first wrote the dance Man Handler for the first cut on the three song CD "I Got Your Man" and then revised her 1998 classic Electric Blue for the third cut on the CD "No Matter How Long". The group has asked Lyn Yosi to supply the dance for the third song which is a wait...

girl sensation AUBURN! Gloria first wrote the dance Man Handler for the first cut on the three song CD "I Got Your Man" and then revised her 1998 classic Electric Blue for the third cut on the CD "No Matter How Long". The group has asked Lyn Yosi to supply the dance for the third song which is a wait...

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YOU FOUND DUSTY & GLORIA!  
The country-time.com web site is the



home on the internet of internationally known line dance choreographer Gloria Johnson of Deltona Florida and her husband country music nightclub DJ Dusty Miller. Information on these two very popular Central Florida club

CLORIA IS ALWAYS WRITING NEW DANCES  
Gloria Johnson is ALWAYS writing new line dances and so far has written over 100. Some of these dances were at the request of either the band or the record label! You can find ALL of her dances here in our archives



AND GLORIA'S NEW DANCES  
RIGHT HERE  
Have you tried Gloria's new dances yet? Man Handler for the British all-girl Auburn single "I Got Your Man" and Electric Blue for Lorie Morgan & Sammy Kersaw's "He Drinks Tequila" and Sugar from the same album

entertainers their home pages information on their line dance cruises and much more can be found within the web site

CHECK OUT THE CONSTANTLY GROWING ARCHIVE OF LINE DANCE STEP DESCRIPTIONS! AS of July 9 2000 there were over 800 line dance step descriptions

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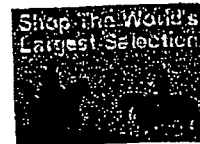
If you are coming to Central Florida make sure you stop in and visit with Gloria and Dusty during one of their dance classes. Here's where you will



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Dusty Miller  
& Gloria Johnson  
are members of



houses in the archives on this web site. Each dance has been carefully checked for accuracy and spelling, and has been re-formatted and retyped to conform to an easy-to-read format developed by Dusty & Gloria. While most sites simply post the dance as submitted (including some very obvious errors), the Country Time Dance Lines takes pride in each and every step description and insists on accuracy and danceability.

DUSTY IS DOING GREAT AFTER  
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INFORMATION HERE  
What's the best line dance? What's  
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### • How to contact Country Time Dance Lines Please note our NEW information We have moved!

- Telephone: 386/785 3791
- FAX: 386/ 83 7324
- Postal address:  
Country Time Dance Lines  
475 Center Road  
Dellon, FL 32738
- Electronic mail:  
Dusty Miller: [dustym@countrytimedances.com](mailto:dustym@countrytimedances.com)  
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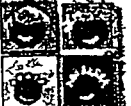
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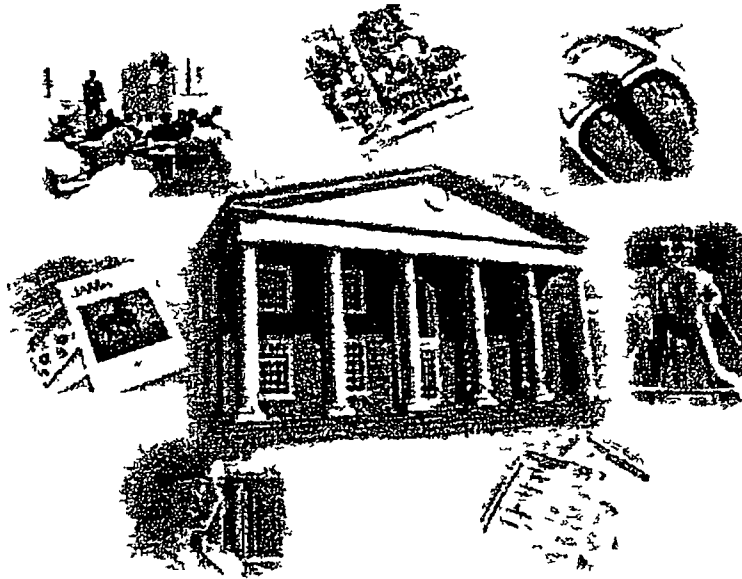
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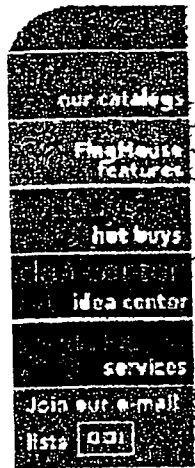


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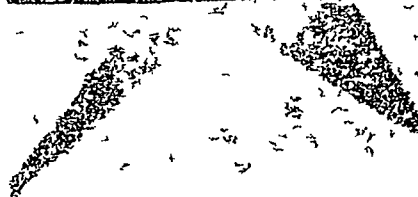
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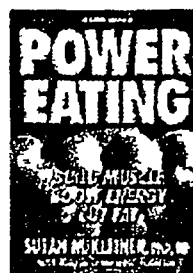
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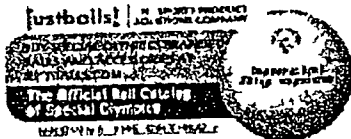


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*As a quarterly publication and premier resource on  
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- to enlighten parents in all aspects of physical activity making them the best advocates for their children during IEP (Individual Education Program) discussions with school or community recreation staffs
- to increase the knowledge base of professionals working with children or adults with disabilities making them aware of the can do possibilities of their students/clients
- to show the value physical activity holds for adult readers' increased wellness



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Sportime's own KickSpots Youth Soccer Trainer was recently named first runner up in the 2001 NASDAQ New Sports Product Of The Year Contest

Named as the most prestigious new product competition in the industry, the NASDAQ New Sports Product of the Year Award celebrates the best and brightest sports products in the world - a \$65 billion market (at wholesale) and honors the most creative entrepreneurial and innovative sports products of the year. Sportime's KickSpots competed against nearly 200 other sports product entries submitted by companies around the world.

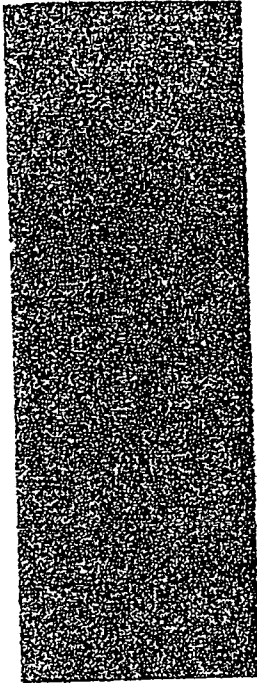
Sportime and our corporate parent, School Specialty Inc., are honored by the national recognition given to KickSpots, said Duane Puckett, vice president of sales, and we are proud to be a part of this NASDAQ sponsored contest that brings much deserved attention to the importance of physical activity for children.

KickSpots is a unique shoe cover that reinforces the newly learned skills of young soccer players and fits over any youth sized shoe (with or without laces). Kids simply strap on Kickspots to the outside of both shoes. The red, blue, green and yellow contact spots on KickSpots provide instructional cues to young players still learning their right from their left side. During play, the brightly colored contact spots make a distinct sound once proper contact with the ball is made. The youth soccer trainer also features rugged PVC construction for long-lasting durability.

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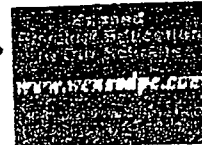
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**Physical Activity Information  
Resource List**

Several resources for promoting safe and enjoyable physical activity among young people are available from government agencies, professional organization, and voluntary organizations. On the state and local levels, these materials might be available from affiliates of voluntary health departments, governor's councils on physical fitness and sports, state associations for health, physical education, recreation, and dance, state and local organizations that serve young people (e.g., the YWCA [Young Women's Christian Association]), and state physical activity contact networks. On the national level, materials can be obtained from the following agencies and organizations:

American Alliance for Health, Physical Education,  
Recreation, and Dance  
1900 Association Drive  
Reston, VA 20191-1599  
(703) 476-3400  
(800) 213-7193

American Cancer Society  
1599 Clifton Road, NE  
Atlanta, GA 30329-4251  
(800) 227-2345

American Heart Association  
7272 Greenville Avenue  
Dallas, TX 75231-4596  
(800) 242-8721

American School Health Association  
P.O. Box 708  
Kent, OH 44240-0708  
(330) 678-1601

National Association for Sport and Physical Education  
1900 Association Drive  
Reston, VA 20191-1599  
(703) 476-3410  
(800) 213-7193 Ext. 410

Division of Adolescent and School Health Resource  
Room  
National Center for Chronic Disease Prevention  
and Health Promotion  
Centers for Disease Control and Prevention  
MS K 32  
4700 Buford Highway, NE  
Atlanta, GA 30341-3724  
(888) CDC-4NRG

National Heart, Lung, and Blood Institute  
Information Center  
PO Box 30105  
Bethesda, MD 20824-0105  
(301) 251-1222

National Recreation and Park Association  
2775 South Quincy Street, Suite 300  
Arlington, VA 22206-2204  
(703) 578-5558  
(800) 649-3042

President's Council on Physical Fitness and Sports  
701 Pennsylvania Avenue, NW, Suite 250  
Washington, DC 20004  
(202) 272-3421

National Association of Governor's Councils on  
Physical Fitness and Sports  
201 South Capitol Avenue, Suite 560  
Indianapolis, IN 46225  
(317) 237-5630

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Centers for Disease Control and Prevention

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## Resources

### Assessment Resources

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Zakrajsek, Dorothy B , Lois A Cames, and Frank E Pettigrew 1994 *Quality Lesson Plans for Secondary Physical Education* Champaign IL Human Kinetics

### Key Publishers in Physical Education Activity Area

American Alliance for Health, Physical Education, Recreation, and Dance

1900 Association Dr  
Reston VA 20191  
Telephone 703-476-3400 1-800-213-7193

Cambridge Educational Health and Physical Education Department

90 MacCortle Ave  
Charleston WV 25325-2153  
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American Alliance of Health, Physical Education Recreation and  
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*Journal of Teaching Physical Education* Champaign IL Human  
Kinetics

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Alliance for Health Physical Education Recreation and Dance

*Strategies: A Journal for Sport and Physical Education*, Reston, VA  
American Alliance for Health Physical Education, Recreation and  
Dance

*Teaching Elementary Physical Education* Champaign, IL Human  
Kinetics

## Materials Useful for a Variety of Activities

AAHPERD Skills Test Manuals Reston VA American Alliance for  
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## **Glossary**

**Basic movement skills**

Locomotor gallop hop jump, leap run skip, slide and walk.

Manipulative catch kick strike throw

Nonlocomotor

**Body composition** The percentage of body fat relative to the nonfat components of the body usually measured with fat calipers

**Body management** Basic skills taught in early years (preK) focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight

**BSEF framework** A description of movement actions used to analyze, describe, and plan instruction of movement skills (see [Appendix C](#))

**Body awareness** What the body does

**Space** Where the body moves

**General space** All the space that is available for the movement

**Personal space** That space that is within reach at all levels and directions

**Effort** How the body performs the movement

**Relationship** Relationships that occur in movement

**Cardiovascular fitness** The ability to persist in a physical activity that requires oxygen

**Competence** Sufficient ability to enjoy safe participation in an activity

**Critical elements** The important cues that describe how a movement is done

**Health-related physical fitness** The Personal fitness components most associated with health (cardiovascular endurance, muscular strength, flexibility, body composition, and muscular endurance)

**FITT formula** A training principle describing an increase in the frequency, intensity, and amount of time, and type of exercise as these factors correlate to an increase in proficiency and stamina

## Glossary

**Fitness components** Body composition, cardiovascular fitness, flexibility, muscular strength, and muscular endurance

**Fundamental movement skills** Running, throwing, striking, jumping and so forth

**Game structure** Each game has a basic framework that usually falls into one of several categories including invasion games (basketball, football, hockey), net/wall activities (badminton, volleyball, tennis, racquetball), and target games (golf, archery, bowling)

**Mature form/mature /fundamental motor patterns** The most efficient technique for the development of force production in a skill, usually associated with the highly skilled performances

**Movement concepts** The language that describes how the body moves, where the body moves, the qualitative characteristics of the movement, and the content involved in the movement

### Movement forms

Dance creative/modern social-recreational folk/square

Individual activities gymnastics/self defense/weight training/wrestling

Outdoor pursuits and leisure adventure/ropes, backpacking canoeing, orienteering

Net/racket activities badminton/racquetball/table tennis/volleyball

Target activities archery/bowling/golf

Team activities basketball/football/soccer/softball/team handball

**Personal space** The immediate space surrounding an individual no matter what his or her location

**Specialized movement skills** Movement skills used specifically for structured sports and games as opposed to skills fundamental to many sports (e.g., basketball layup shot, volleyball spike, golf drive, tennis forehand)

APPENDIX D

## The State Statute for the Course of Study in Physical Education

The following statute amends the required course of study for high school physical education

---

(R519 S624)

AN ACT TO AMEND SECTION 53-29-100 CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO THE SUPERVISION OF PHYSICAL EDUCATION COURSES BY THE STATE SUPERINTENDENT OF EDUCATION SO AS TO PROVIDE THAT BEGINNING WITH SCHOOL YEAR 1995-96, THE PHYSICAL EDUCATION COURSE REQUIRED IN THE SECONDARY SCHOOLS SHALL OCCUR OVER TWO SEMESTERS WITH ONE SEMESTER BEING A PERSONAL FITNESS AND WELLNESS COMPONENT AND THE OTHER SEMESTER BEING A LIFETIME FITNESS COMPONENT TO BE TAUGHT OVER THE SEMESTER OR IN TWO NINE-WEEK DIVISIONS

Be it enacted by the General Assembly of the State of South Carolina

Requirements for physical education courses

SECTION 1 Section 53-29-100 of the 1976 Code is amended to read

"Section 53-29-100 The State Superintendent of Education shall supervise the administration of Section 53-29-80 and shall prescribe the necessary course or courses in physical education training and instruction. Beginning with school year 1995-96 the required physical education course in the secondary schools shall occur over two semesters. For one semester a personal fitness and wellness component must be taught and for one semester a lifetime fitness component must be taught either over the semester or in two nine-week divisions. The State Board of Education is authorized to promulgate regulations and prepare or cause to be prepared, published and distributed a manual of instruction, course of study or other matters as it considers necessary or suitable to carry out the provisions of this section."



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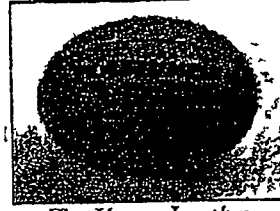
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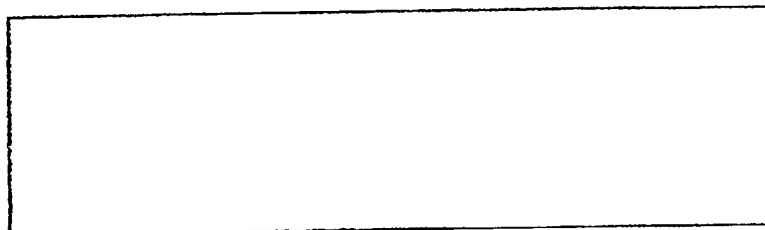
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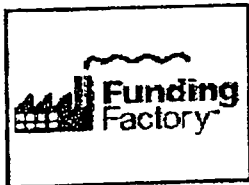
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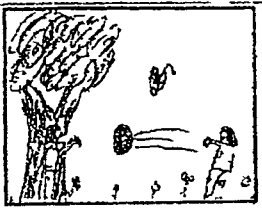
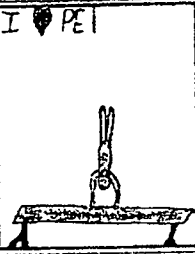
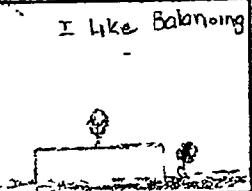
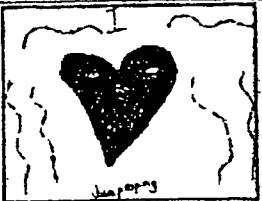
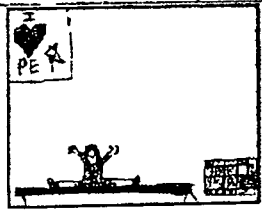
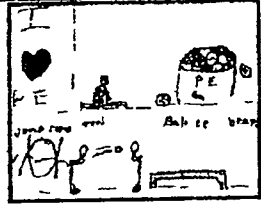
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|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Select Card</b><br>(Click on the radio button underneath picture to choose card) |                                                                                     |                                                                                      |                                                                                       |
|    |    |    |    |
| <input type="radio"/> <b>Picture 1</b><br>Throw and Catch for Fun                   | <input type="radio"/> <b>Picture 2</b><br>"I Love PE"<br>(Gymnastics)               | <input type="radio"/> <b>Picture 3</b><br>"I Like Balancing"<br>(Gymnastics)         | <input type="radio"/> <b>Picture 4</b><br>"I Love Jumping"                            |
|  |  |  |  |
| <input type="radio"/> <b>Picture 5</b><br>"I Luv PE"<br>(Gymnastics)                | <input type="radio"/> <b>Picture 6</b><br>"My Favorite Things in PE"                | <input type="radio"/> <b>Picture 7</b><br>"Hopping Hopping Hopping"                  | <input type="radio"/> <b>Picture 8</b><br>"My PE Letters of My Name"                  |

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