

Beaverton School District

Social Studies Curriculum Learning Targets

High School Grades 9 - 12

Citizenship and Civil Discourse:

Effective citizenship requires an understanding of the roles and responsibilities crucial to ethical participation in a democratic community (school, local, national, and global).

- Demonstrate an appreciation of the role of ethics within a democratic society.
- Make informed decisions and act upon them.
- Engage in civil discourse.

Critical Thinking and Perspective:

Critical thinking involves the ability to thoroughly analyze a variety of perspectives on past and present events and thematic issues of the social studies. Effective citizenship requires the ability to articulate a personal perspective.

- Draw Connections.
 - Cause and effect.
 - Compare and contrast.
 - Thematic relationships.
 - Problem solving.
- Identify Perspective.
 - In their own work and work of others.
 - Recognize bias.
- Reach Conclusions.
 - Evaluate information and perspectives.
 - Synthesize connections.
 - Assess relevance.
 - Link evidence to conclusions.

Research and Inquiry:

Research and inquiry involves the ability to form questions and investigate arguments through a process that includes collecting, verifying, evaluating, and applying information.

- Develop guiding questions and/or thesis statements.
- Access information from multiple and varied sources and multiple viewpoints.
- Evaluate and interpret sources and information.
- Distinguish fact from opinion.
- Responsibly and accurately cite sources.

Communication:

Communication is the means by which students demonstrate their understanding of knowledge and proficiency in the skills important to the social studies.

- Be expressive in speaking and writing.
- Be evaluative in listening and reading.
- Demonstrate competence in the use of multiple mediums.

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Knowledge and Contextual Understanding:

Students will demonstrate an understanding of and accurately identify the content knowledge of the social sciences. Understanding includes the ability to identify patterns and relationships across time, place and culture within the context of an issue, event, or environment.

■ Economics

- Demonstrate the ability to apply basic economic concepts.
- Analyze and evaluate the economic choices of self and others as consumers, workers, and citizens participating in local, national, global, and historical economies.
- Demonstrate the role of the individual in the fundamental economic structures of civilizations.

■ Geography

- Demonstrate the ability to analyze locations, regions, and spatial connections.
- Demonstrate the ability to use geographic tools to interpret and evaluate information and support conclusions.
- Demonstrate an understanding of the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environments.

■ History

- Demonstrate the ability to place or recognize significant events in human history in their correct chronological order.
- Demonstrate the ability to analyze the human experience through time with a focus on continuity and change.
- Demonstrate the ability to recognize and interpret significant patterns, themes, ideas, beliefs, and turning points in world and US history.

■ Government

- Demonstrate knowledge of the principles, structures, and functions of government in a democratic society.
- Demonstrate an understanding of the role of the individual in political structures of civilizations.