

BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
WORLD HISTORY
Learning Objectives

PHILOSOPHY

Social Studies represents critical academic disciplines relevant to all citizens. Social Studies teaching and learning are powerful when they are meaningful, integrative, challenging, and active. The program should consider and address controversial issues while providing reflective development of concern for the common good and the application of democratic social values. The social studies program should relate to the age, maturity, and concerns of the student and help students connect social studies content to their lives.

LEARNER OBJECTIVES

- I. The learner will develop an understanding of historical perspective and define issues based on analysis and decision making.**
- II. The learner will develop an understanding of individual interests and how these relate to the common good and social order.**
- III. The learner will demonstrate an understanding of relevant and reliable sources of information and how to analyze, evaluate, and apply information for a specific purpose.**
- IV. The learner will develop an ability to connect historical themes and events to current issues, events, and policies.**
- V. The learner will articulate their views based on sound evidence, while recognizing personal biases; advocate their positions as compared to those held by others; and understand that there are many acceptable answers to meaningful social studies questions.**
- VI. The learner will develop an understanding of the world, national, regional, and local cultures, including Montana's indigenous nations.**

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I. The learner will develop an understanding of historical perspective and define issues based on analysis and decision making.

This domain is more philosophical than methodological or instructional.

II. The learner will develop an understanding of individual interests and how these relate to the common good and social order.

1. Compare different political systems with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
2. Identify examples of citizens' rights and responsibilities.
3. Evaluate the role of institutions in furthering both continuity and change.
4. Identify the importance of role, status, and social class in describing the connections and interactions of individuals, groups, and institutions.
5. Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
6. Demonstrate an understanding of cultural diversity, as well as cohesion, within and across groups.

III. The learner will demonstrate an understanding of relevant and reliable sources of information and how to analyze, evaluate, and apply information for a specific purpose with the following:

7. Teacher
8. Test
9. Supplemental materials (videos, DVD's, CD's, maps, etc.)
10. Students
11. Internet

IV. The learner will develop an ability to connect historical themes and events to current issues, events, and policies.

12. Analyze and show connections among patterns of historical change and continuity.
13. Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
14. Examine the interactions of ethnic, national, or cultural influences in special situations or events.

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IV. The learner will develop an ability to connect historical themes and events to current issues, events, and policies. (cont.)

15. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
16. Compare different political systems with that of the United States, and identify representative's political leaders from selected historical and contemporary settings.
17. Describe economic superiority as shown through colonization and imperialism throughout history.
18. Evaluate the role of institutions in furthering both continuity and change.
19. Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

V. The learner will articulate their views based on sound evidence, while recognizing personal biases; advocate their positions as compared to those held by others; and understand that there are many acceptable answers to meaningful social studies questions.

20. Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
21. Identify the importance of role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
22. Examine the interactions of ethnic, national, or cultural influences in special situations or events.
23. Evaluate how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human environment interactions.
24. Apply 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.
25. Demonstrate an understanding of cultural diversity, as well as cohesion, within and across groups.

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VI. The learner will develop an understanding of the world, national, regional, and local cultures, including Montana’s indigenous nations.

26. Evaluate the role of institutions in furthering both continuity and change.
27. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social changes.
28. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and value, and behavior patterns.
29. Demonstrate an understanding of cultural diversity, as well as cohesion, within and across groups.
30. Identify and describe significant historical periods and patterns of change within and across American society in the twentieth century.
31. Apply key concepts such as time, chronology, causality, change, conflict and complexity to explain, analyze, and show global connection among people and cultures.

VII. The learner will develop an ability to make informed decisions based on geographic understanding (e.g. location, place, human/environment interactions, movement and regions).