

Grade Ten Social Studies Curriculum

Theme: Time, Continuity, and Change

| Curriculum Standards | Learner Outcomes |
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| Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships. | <ul style="list-style-type: none">• Critique historians' interpretations of the past using a variety of sources.• Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.• Perform analyses of quantitative historical data.• Analyze the impact of revolution on politics, economies, and societies. |

Theme: People, Places, and Environment

| Curriculum Standards | Learner Outcomes |
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| Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history. | <ul style="list-style-type: none">• Use spatial models to explain relationships between places and patterns of settlement and trade.• Explain how social, cultural, and economic factors shape physical and other human features of places and regions.• Evaluate the reciprocal influences of history and geography on a region. |

Theme: Production, Distribution, and Consumption

| Curriculum Standards | Learner Outcomes |
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| Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors. | <ul style="list-style-type: none">• Understand basic economic concepts.• Explain the major economic systems and evaluate their relative merits.• Explain the role of the following in the history of finance, money, banks, stock markets, bond markets, insurance market and real estate market.• Analyze ways in which trade has contributed to economic change in selected societies or civilizations.• Analyze relationships between economic activity and patterns of trade and migration.• Explain micro and macro economic concepts – supply, demand, prices etc.• Explain the role of money, banking and finance.• Analyze the forces that shape the global economy and issues of economic development. |

Theme: Science, Technology, and Society

| Curriculum Standards | Learner Outcomes |
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| Students will understand how societies have influenced and been influenced by scientific developments and technological developments. | <ul style="list-style-type: none">• Evaluate the ambiguity of the term technology.• Understand why different socio-economic groups within a culture may react differently to technological innovation.• Analyze effects of technology on the diffusion of culture and the preservation of cultural identity.• Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.• Understand historical and current influences of modern science on technological innovation.• Evaluate whether confidence in modern science is strengthening or weakening.• Understand that the principal contexts of technological innovation and scientific research are commercial and military and understand the implications of these contexts.• Evaluate causes and consequences of the diffusion of the autocatalytic process of technological innovation.• Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.• Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.• Explain the roles and effects of technology and of science in resource acquisition and use.• Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments. |

Social Studies Resources

| Resources |
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| Confessions of an Economic Hitman, John Perkins The World Is Flat, Thomas Friedman Economics: Concepts and Choices, Holt McDougal |