

**STATE GOAL 18: Understand social systems, with an emphasis on the United States.**

**Why This Goal Is Important:** A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.

**A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>18.A.1</b> Identify folklore from different cultures which became part of the heritage of the United States.	<b>18.A.2</b> Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.	<b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.	<b>18.A.4</b> Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.	<b>18.A.5</b> Compare ways in which social systems are affected by political, environmental, economic and technological changes.

**B. Understand the roles and interactions of individuals and groups in society.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>18.B.1a</b> Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).	<b>18.B.2a</b> Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).	<b>18.B.3a</b> Analyze how individuals and groups interact with and within institutions (e.g., educational, military).	<b>18.B.4</b> Analyze various forms of institutions (e.g., educational, military, charitable, governmental).	<b>18.B.5</b> Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.
<b>18.B.1b</b> Identify major social institutions in the community.	<b>18.B.2b</b> Describe the ways in which institutions meet the needs of society.	<b>18.B.3b</b> Explain how social institutions contribute to the development and transmission of culture.		

**C. Understand how social systems form and develop over time.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<p><b>18.C.1</b> Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.</p>	<p><b>18.C.2</b> Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.</p>	<p><b>18.C.3a</b> Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).</p>	<p><b>18.C.4a</b> Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p>	<p><b>18.C.5</b> Analyze how social scientists' interpretations of societies, cultures and institutions change over time.</p>
		<p><b>18.C.3b</b> Explain how diverse groups have contributed to U.S. social systems over time.</p>	<p><b>18.C.4b</b> Analyze major contemporary cultural exchanges as influenced by worldwide communications.</p>	