

**SOCIAL STUDIES STANDARDS ALIGNED CURRICULUM  
OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16  
MIDDLE-JUNIOR HIGH SCHOOL**

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

**Learning Standard 18.A: Compare characteristics of culture, as reflected in language, literature, the arts, traditions and institutions.**

Benchmarks	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.	<i>Describe what is studied within the field of anthropology.</i>	<i>Describe how a culture is reflected in its art, music, and/or architecture and institutions.</i>	<i>Describe how different cultures are depicted in literature and the arts of the United States.</i>  <i>Identify cultural traditions from other lands that have been integrated into American life.</i>
	<a href="#">Descriptors</a> <a href="#">Assessment</a>	<a href="#">Descriptors</a> <a href="#">Assessments</a>	<a href="#">Descriptors</a> <a href="#">Assessments</a>

**Learning Standard 18. B: Understand the roles and interactions of individuals and groups in society.**

Benchmarks	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>18.B.3a</b> Analyze how individuals and groups interact with and within institutions (e.g., educational, military)	<i>Analyze the reasons why social institutions change over time.</i>	<i>Identify how an individual may influence institutional or group behavior (e.g., Gandhi, Mandela)</i>	<i>Explain how changing topics of groups (e.g., minorities, women, children, adolescents) have affected the roles of social institutions.</i>
<b>18.B.3b</b> Explain how social institutions contribute to the development and transmission of culture.	<i>Identify examples of how social, political, and economic institutions work together.</i>	<i>Identify examples of how social, political, and economic institutions work together.</i>	<i>Explain how policymakers influence social and economic statuses (e.g., tax policy, child labor laws, suffrage)</i>
	<a href="#">Descriptors</a> <a href="#">Assessment</a>	<a href="#">Descriptors</a> <a href="#">Assessments</a>	<a href="#">Descriptors</a> <a href="#">Assessments</a>

**Learning Standard 18. C: Understand how social systems form and develop over time.**

<b>Benchmarks</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>
<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)	<i>Define the concept of diversity.</i>	<i>Predict what social problems will become more pressing to a global population in the future (e.g., unchecked population growth)</i>	<i>Assess the impact that commonly held beliefs have had on social groups in the United States over time.</i>
<b>18.C.3b</b> Explain how diverse groups have contributed to U.S. social systems over time.			<i>Explain how diverse groups have enriched United States culture.</i>
	<a href="#"><u>Descriptors Assessment</u></a>	<a href="#"><u>Descriptors Assessments</u></a>	<a href="#"><u>Descriptors Assessments</u></a>