CTE Social Science Hallmark Questions
(Please address the questions below.)

1. The course helps students think critically about one's own behavior in society and the larger global community.

Does the course content include examining one’s own behavior in society and the larger global community? YES

If yes, what aspect? (i.e., social norm: appropriate or inappropriate behavior; action and reaction, etc.)

The course presents a study of individual appropriate and inappropriate human behavior in the first half of the course from topics read in “The Hidden Dimension” and in at least three projects presented by students. Characteristics of animal and human behaviors related to their environment are discussed. Also, the ways various cultures react to environmental influences and social distances are presented. Finally a discussion of human behavior in an urban environment as a result of these various influences summarizes topics discussed.

In the second half of the course topics concerning the appropriate and inappropriate social behavior of two architects, Frank Lloyd Wright and Louis Kahn are presented and discussed.

How does the course require students to demonstrate knowledge gained? (Projects, papers, etc.)

Students are evaluated based on their performance on quizzes, oral mixed digital media presentations (i.e. PowerPoint), and examinations.

2. The course promotes knowledge of multiple methodologies and theoretical approaches in understanding human behavior and societies.

Does the course content include concepts, models, practices, or issues of concern in the scientific understanding of human behavior and societies? YES

If yes, which methods, such as interviews, case studies, observation, focus groups, surveys, experiments, and literature reviews, are employed in this course?

Several interviews, case studies and literature reviews are employed in this course.

What does the course require of students in order to demonstrate knowledge gained by the quantitative and/or qualitative methods employed in understanding human behavior and societies?

Students are evaluated based on their performance on quizzes, oral mixed digital media presentations (i.e. PowerPoint), and examinations.
3. The course helps students synthesize and apply social science concepts to understand human behavior and societies.

Does the course content use social science concepts to explain human behavior and interactions?  
YES

If yes, which social science concepts? (i.e., geographic: cultures and cultural diversity, civic: justice, economics, historical origins or eras, violations: human rights, peace, value, power, etc.)

Geographic, civic and violations concepts are all used in this course to explain and discuss human behavior and interactions. We examine the significant effects that geography and culture can have on the goals of urban and building design. Origins of urban design, specifically the roman city, including the goals of government to provide protection and basic human services are discussed prior to the students’ first project. Other concepts of civic responsibility are discussed after presentation of the video: Urbanized.

How does the course require students to demonstrate knowledge gained?

Students are evaluated based on their performance on quizzes, oral mixed digital media presentations (i.e. PowerPoint), and examinations.

4. The course enables students to show how principles from social sciences can be used to make informed, reasoned, and ethical personal choices to form public policy.

Does the course content include social science principles?  YES

If yes, which social science principles? (Public policy dealing with social issues. i.e., guidelines, principles, legislation and activities that affect the living conditions conducive to human well being: welfare, social security, unemployment, environmental policy, pensions, healthcare, housing, child protection, social exclusion, education, crime and criminal justice, etc.)

This course content includes social science principles such as public policy dealing with social issues, including guidelines, principle, legislation and activities that affect the living conditions conducive to human well-being (environmental policy, housing, social exclusion, crime and criminal justice). The roles of urban designers, city planners, architects and landscape architects are discussed and examined in several ways and in several contexts. Students see and hear from practicing professionals all over the world regarding how design professionals have an effect on public policy and the obstacles they encounter. The students explore these topics mostly in their first two project presentations.

How does the course require students to demonstrate knowledge gained can be used to make informed, reasoned, and ethical personal choices to form public policy?
Students are evaluated based on their performance on quizzes, oral mixed digital media presentations (i.e. PowerPoint), and examinations.