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DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards World Geography



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Introduction

The Indiana Academic Standards for World Geography are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Social Studies: World Geography (1546)

World Geography allows students to study the interaction of humans and their environments in a world setting. Students study global patterns of physical and cultural characteristics, including the Earth/sun relationship, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic and political structures, culture, cultural diffusion, and international and interregional connections. Using maps, geographic representations and technology such as geographic information systems (GIS) students examine spatial relationships, the interaction of physical and cultural characteristics of designated places, areas, or regions. Students are expected to apply knowledge of geographic concepts and uses of geography to inquiry, research, and use participatory processes. Guiding course content are the themes of location, characteristic of place, human/environmental interaction, movement between places, and regions. Emphasized are elements of the National Geography Standards: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems and, Environment and Society.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the high school social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

World Geography	
Standard 1: Students acquire a framework for examining the world in spatial terms. Students use and evaluate maps, globes, atlases and grid-referenced technologies, such as remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS), to acquire, evaluate, analyze and report information about people, places and environments on Earth's surface.	
World in Spatial Terms	
WG.1.1	<i>Use locational technology such as remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS), to establish spatial relationships.</i>
WG.1.2	<i>Evaluate the source of particular maps to determine possible biases.</i>
WG.1.3	<i>Create and compare mental maps or personal perceptions of places. Explain how experiences and culture influence these perceptions and identify ways in which mental maps influence decisions.</i>
WG.1.4	<p><i>Evaluate the applications of geographic tools (locational technologies) and supporting technologies to serve particular purposes.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Assess the role played by maps in the exploration of polar regions.</i>
WG.1.5	<i>Ask geographic questions and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and provide oral, written, graphic, and cartographic expressions to conclusions.</i>

World Geography

Standard 2: Students acquire a framework for thinking geographically about places and regions. They identify the physical and human characteristics of places and regions. Students understand that people create regions to interpret Earth’s complexity, and how culture and experience influence people’s perception of places and regions.

Places and Regions

<p>WG.2.1</p>	<p><i>Give examples of how and why places and regions change or do not change over time.</i></p> <ul style="list-style-type: none"> <i>Examples: Changing settlement patterns in the American Southwest, the impact of technology on the growth of agricultural areas, and the changing location of manufacturing areas</i>
<p>WG.2.2</p>	<p><i>Analyze and provide examples of ways in which people's changing views of places and regions reflect cultural changes; explain how people's views of physical features influence and are influenced by human behavior.</i></p> <ul style="list-style-type: none"> Examples: <i>The migration from urban cores to suburbs and the subsequent revitalization of these urban cores. Use local examples of your town/city to understand the revitalization of urban center.</i>
<p>WG.2.3</p>	<p><i>Explain how the concept of “region” is used as a way of categorizing, interpreting, and ordering complex information about Earth.</i></p>
<p>WG.2.4</p>	<p><i>Give examples of how people create regions to understand Earth’s complexity.</i></p>

World Geography	
Standard 3: Students acquire a framework for thinking geographically about Earth's physical systems. They explain the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems on Earth's surface.	
Physical Systems	
WG.3.1	<i>Define Earth's physical systems: atmosphere, lithosphere, biosphere, and hydrosphere. Categorize the elements of the natural environment as belonging to one of the four systems.</i>
WG.3.2	<i>Identify and account for the distribution pattern of the world's climates, taking into account the Earth/Sun relationship, ocean currents, prevailing winds, and latitude and longitude.</i>
WG.3.3	<i>Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.</i> <ul style="list-style-type: none"> ● Examples: Rainforests, savannahs, tundra
WG.3.4	<i>Explain and give examples of the physical processes that shape Earth's surface that result in existing landforms and identify specific places where these processes occur.</i> <ul style="list-style-type: none"> ● Examples: Plate tectonics, mountain building, erosion, deposition
WG.3.5	<i>Illustrate and graph with precision the occurrence of earthquakes on Earth over a given period of time (at least several months) and draw conclusions concerning regions of tectonic instability.</i>

World Geography

Standard 4: Students acquire a framework for thinking geographically about human activities that shape Earth’s surface. They examine the characteristics, distribution and migration of human populations on Earth’s surface; investigate the characteristics, distribution and complexity of Earth’s cultural mosaics; analyze the patterns and networks of economic interdependence on Earth’s surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

Human Systems: Characteristics, Distribution, and Migration of Human Populations

WG.4.1	<i>Using maps, establish world patterns of population distribution, density and growth. Relate population growth rates to health statistics, food supply or measure of well-being. Explain that population patterns differ not only among countries but also among regions within a single country.</i>
WG.4.2	<i>Develop maps of human migration and settlement patterns at different times in history and compare them to the present.</i>
WG.4.3	<i>Hypothesize about the impact of push factors and pull factors on human migration in selected regions and about changes in these factors over time.</i>
WG.4.4	<p><i>Evaluate the impact of human migration on physical and human systems. (economic, government, environment, individuals, society, and culture)</i></p> <ul style="list-style-type: none"> ● Examples: Latino migration into the United States and Arab migration into Western Europe
WG.4.5	<i>Assess the consequences of population growth or decline in various parts of the United States and determine whether the local community is shrinking or growing.</i>

Human Systems: Characteristics, Distribution, and Complexity of Cultural Mosaics	
WG.4.6	<p>Map the distribution patterns of the world's major religions and identify cultural features associated with each.</p> <ul style="list-style-type: none"> • Examples: Buddhist and Hindu temples, Sikh Gurdwaras, Christian cathedrals and chapels, Islamic mosques, and Jewish synagogues
WG.4.7	<p>Map the distribution pattern of the world's major languages. Map and explain the concept of a lingua franca in various parts of the world.</p> <ul style="list-style-type: none"> • Examples: English, Chinese, Spanish, French, and Arabic languages; English as the language of business
WG.4.8	<p>Explain how changes in communication and transportation technology contribute to the spread of ideas and to cultural convergence and divergence.</p>
Human Systems: Economic Interdependence (Globalization)	
WG.4.9	<p>Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities. Plot data and draw conclusions about how the percentage of the working population in each of these categories varies by country and changes over time.</p>
WG.4.10	<p>Describe and locate on maps the worldwide occurrence of the three major economic systems (traditional, planned and market) and describe the characteristics of each.</p>
WG.4.11	<p>Compare the levels of economic development of countries of the world in terms of Gross Domestic Product per capita and key demographic and social indicators. Map and summarize the results.</p>
WG.4.12	<p>Explain the meaning of the word infrastructure and analyze its relationship to a country's level of development.</p>
WG.4.13	<p>Identify contemporary spatial patterns in the movement of goods and services throughout the world.</p>

<p>WG.4.14</p>	<p><i>Use global political, economic, cultural, or social flows to describe and illustrate interdependence between places, countries and regions.</i></p> <ul style="list-style-type: none"> ● Examples: Use a flow chart and maps to show the movement of oil from producers to consumers.
<p align="center">Human Systems: Human Settlement</p>	
<p>WG.4.15</p>	<p><i>Describe and explain the worldwide trend toward urbanization and be able to graph the trend.</i></p>
<p>WG.4.16</p>	<p><i>Explain and provide examples for how the internal structures of cities vary in different regions of the world.</i></p> <ul style="list-style-type: none"> ● Examples: In France, the poor live in suburbs; in the United States, the poor live in the inner city; South Sudan.
<p>WG.4.17</p>	<p><i>Analyze the changing functions of cities over time.</i></p> <ul style="list-style-type: none"> ● Examples: Uses of cities as transportation centers, centers of commerce, and centers of administration and government
<p align="center">Human Systems: Cooperation and Conflict</p>	
<p>WG.4.18</p>	<p><i>Identify specific situations where human or cultural factors are involved in geographic conflict and identify different viewpoints in the conflict. Create scenarios under which these cultural factors would no longer trigger conflict.</i></p> <ul style="list-style-type: none"> ● Examples: Growing economic and political power in Brazil, India, and China; growth of the reach of fundamentalist religious movements; cyber-spying



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WG.4.19

Identify and report on the impact of international political, economic, and social networks and organizations of global power and influence of places, countries, and regions (Facebook, Doctors without Borders, the United Nations, the European Union, Association of Southeast Asian Nations/ASEAN)

World Geography	
Standard 5: Students acquire a framework for thinking geographically about the environment and society. They analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.	
Environment and Society	
WG.5.1	<p><i>Identify and describe the effect of human interaction on the world’s environment.</i></p> <ul style="list-style-type: none"> ● Examples: Atmospheric and surface pollution, global warming, deforestation, desertification, salinization, overfishing, urban sprawl, and species extinction
WG.5.2	<p><i>Identify solutions to problems caused by environmental changes brought on by human activity.</i></p>
WG.5.3	<p><i>Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to cope with them.</i></p> <ul style="list-style-type: none"> ● Examples: Earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires
WG.5.4	<p><i>Analyze the possible effect of a natural disaster on the local community and devise plans to cope with a disaster so as to minimize or mitigate its effects.</i></p>
WG.5.5	<p><i>Describe how and why the ability of people to use Earth’s resources to feed themselves has changed over time.</i></p> <ul style="list-style-type: none"> ● Examples: Advances in technology such as irrigation, hybridization, and crop rotation

WG.5.6	<p><i>Identify patterns of world resource distribution and utilization, and explain the consequences of the use of renewable and nonrenewable resources.</i></p> <ul style="list-style-type: none">• Examples: <i>Nonrenewable resources such as the distribution of fossil fuels, natural gas and oil; renewable sources such as timberland, water and fish; and the relationship to scarcity</i>
WG.5.7	<p><i>Identify examples from different world regions, involving the use and management of resources. Explain how different points of view influence policies relating to the use of these resources.</i></p>
WG.5.8	<p><i>Create basic policies designed to guide the use and management of Earth's resources and that reflect multiple points of view.</i></p>



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Terminology listed in order it appears in standards.

lingua franca - a language that combines simple words from multiple languages so that people who need to understand one another, in order to conduct trade and facilitate business, are able to communicate with one another.

cultural convergence - The tendency for cultures to become more alike as they increasingly share technology and organizational structures in a modern world united by improved transportation and communication.



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Indiana Academic Standards History/Social Studies Literacy

Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning		
LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (<i>Reading</i>)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).
6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: <i>loaded language, inclusion or avoidance of particular facts</i>).	9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (*Reading*)

LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (<i>WRITING</i>)		
LH.5: Write for different purposes and to specific audiences or people.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
6-8.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (WRITING)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)		
LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>