

Subject/Course 0470 Level KG

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Children begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore their relationships with the immediate environment. This is the time when children begin to develop an understanding of time and space relationships. Kindergarten students are introduced to examples of differences and changes in their surroundings and learn to describe a sequence of events in a day. They also become familiar with geographic relationships, such as location (here, there, over, under) direction (up, down) size (big, little) and shape. Children are given opportunities to discover how people are similar and different and how people live and work together in families around the world. Kindergarten students should begin to accept responsibility for their behavior in school and to explain why rules are needed in families and at school. Children in kindergarten have the opportunity to use a variety of resources, including technology and electronic and print media, as a means of gathering, organizing, analyzing information, and answering questions. Students should have the opportunity to learn through peer interaction and participation in large and small groups, as well as through individual learning activities.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Kindergarten are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Standard 1 — History

Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

Standard 2 — Civics and Government

Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

Standard 3 — Geography

Students understand that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.

Standard 4 — Economics

Students explain that people do different jobs and work to meet basic economic wants and needs.

Standard 1 History

Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

Historical Knowledge

- K.1.1** Compare children and families of today with those from the past.
Example: Compare clothing, houses, and other objects. –
- K.1.2** Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events.
Example: George Washington; Chief Little Turtle; Abraham Lincoln, Harriet Tubman; and Martin Luther King, Jr., Thanksgiving, Columbus Day, Grandparent’s Day, and birthdays.

Chronological Thinking

- K.1.3** Identify and order events that takes place in a sequence.
Example: Identify events in the school day as first, next, last, yesterday, today and tomorrow; place school events in order.
- K.1.4** Explain that calendars are used to represent the days of the week and months of the year
Example: Use a calendar to identify days of the week and school activities and birthdays.

Standard 2 Civics and Government

Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

Foundations of Government

- K.2.1** Give examples of people who are community helpers and leaders and describe how they help us.
Example: Parents, teachers, school principal, bus drivers and policemen
- K.2.2** Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.

Functions of Government

- K.2.3** Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.

Roles of Citizens

- K.2.4** Give examples of how to be a responsible family member and member of a group.
Example: Respecting the property and rights of others, being honest and truthful, and respecting authority*
* **authority:** power that people have the right to use because of custom or law

Standard 3 Geography

Students understand that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.

The World in Spatial Terms

- K.3.1** Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between.
Example: Give and follow simple navigational directions such as walk forward ten steps, turn right and walk between the desks.
- K.3.2** Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.

Places and Regions

- K.3.3** Locate and describe places in the school and community.
Example: Cafeteria, library, office, restrooms, gym and the fire station
- K.3.4** Identify and describe the address and location of school; understand the importance of an address.

Physical Systems

- K.3.5** Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.
Example: In different seasons, people wear different kinds of clothing.

Human Systems

- K.3.6** Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.
Example: Use newspapers, yearbooks, local Web sites and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.

Environment and Society

- K.3.7** Recommend ways that people can improve their environment at home, in school, and in the neighborhood.

Standard 4 Economics

Students explain that people do different jobs and work to meet basic economic wants and needs.

- K.4.1** Explain that people work to earn money to buy the things they want and need.
- K.4.2** Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.
Example: Use picture books, stories and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.
- K.4.3** Explain why people in a community choose different jobs.
Example: People may have different types of jobs because they like doing different things or because they are better at doing one particular type of job
- K.4.4** Give examples of work activities that people do at home.

Subject/Course 0470 Level 1

At the first grade level, students develop thinking and decision-making skills through active participation as members of their school and neighborhood. They learn to identify events and changes taking place in the school and local community and classify events as taking place “today,” “yesterday,” and “long ago.” They explore geographic relationships in their immediate environment, make models and maps to show locations of familiar surroundings, and recognize maps and globes as representations of the Earth. First grade students have the opportunities to discuss ways in which people are alike and different and how people around the world work and use resources to meet their needs. Students in grade one learn to explain why rules are needed in groups and learn how to apply rules to different group situations. They are given opportunities to practice citizenship skills through participation in a variety of group activities.

The Indiana’s K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 1 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Standard 1 — History

Students identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.

Standard 2 — Civics and Government

Students explain the meaning of government; explain why rules and laws are needed in the school and community; identify individual rights and responsibilities; and use a variety of sources to learn about the functions of government and roles of citizens.

Standard 3 — Geography

Students identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They identify selected geographic characteristics of their home, school and neighborhood.

Standard 4 — Economics

Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

Standard 1 History

Students identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.

Historical Knowledge

- 1.1.1** Compare the way individuals in the community lived in the past with the way they live in the present.
Example: Clothing, the use of technology, methods of transportation, entertainment and customs
- 1.1.2** Compare past and present similarities and differences in community life through different forms of media, biographies, oral histories, folklore, video images, etc.
Example: Compare the roles of men, women and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation.
- 1.1.3** Identify American songs and symbols and discuss their origins.
Example: Songs: “The Star-Spangled Banner” and “Yankee Doodle”, Symbols: The United States Flag, the bald eagle and the Statue of Liberty
- 1.1.4** Identify local people from the past who have shown honesty, courage and responsibility.
Example: War veterans and community leaders
- 1.1.5** Identify people and events observed in national celebrations and holidays.
Example: Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day

Chronological Thinking, Historical Analysis and Interpretation, Research

- 1.1.6** Develop a simple timeline of important events in the student’s life.
- 1.1.7** Use the terms past and present; yesterday, today and tomorrow; and next week and last week to sequentially order events that have occurred in the school.
- 1.1.8** Explain how clocks and calendars are used to measure time.
- 1.1.9** Distinguish between historical fact and fiction in American folktales and legends that are part of American culture
Example: Johnny Appleseed, Paul Bunyan, and John Henry

Standard 2 Civics and Government

Students explain the meaning of government; explain why rules and laws are needed in the school and community. They identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.

Foundations of Government

1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.

Example: Students have the right to feel safe in the school and community and they have the responsibility to follow community safety rules.

Functions of Government

1.2.2 Define and give examples of rules and laws in the school and the community and explain the benefits of these rules and laws.

Roles of Citizens

1.2.3 Describe ways that individual actions can contribute to the common good of the classroom or community.

Example: Students help to keep the classroom and school clean by properly disposing of trash.

1.2.4 Define what a citizen* is and describe the characteristics of good citizenship.

Example: Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family and respecting property

* **citizen:** someone with rights and responsibilities in a particular community, city, state or country

1.2.5 Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.

Standard 3 Geography

Students identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They identify selected geographic characteristics of their home, school, and neighborhood.

The World in Spatial Terms

1.3.1 Identify the cardinal directions (north, south, east and west) on maps and globes.

1.3.2 Identify and describe continents, oceans, cities and roads on maps and globes.

Places and Regions

1.3.3 Identify and describe the relative locations* of places in the school setting.

Example: The relative location of the school might be described as “across the road from the fire station” or “near the river.”

***relative location:** the location of a place in relation to another place or places

1.3.4 Identify and describe physical features* and human features* of the local community including home, school and neighborhood.

***physical features:** geographic features that occur in nature, such as land and water forms, natural vegetation and wildlife

***human features:** features created by humans, such as buildings, cities, roads and farms

Physical Systems

1.3.5 Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight during the different seasons of the year

1.3.6 Explain the effect of seasonal change on plants, animals, and people.

Human Systems

1.3.7 Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood.

Example: Draw simple maps of the school setting that show the playground and different parts of the school building. Make maps that show the location of the school office, library, gymnasium and cafeteria.

1.3.8 Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food.

Environment and Society

1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.

Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.

Standard 4 Economics

Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people's wants and needs) that people use.

1.4.2 Identify services (actions that someone does for someone else) that people do for each other.

1.4.3 Compare and contrast different jobs people do to earn income.

1.4.4 Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).

1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people's wants and needs (scarcity).

1.4.6 Explain that people exchange goods and services to get the things they want and need.

Subject/Course 0470 Level 2

Through active learning experiences, students in the second grade are able to apply thinking and decision-making skills within the context of their school and neighborhood. Students examine events and changes that might take place in the future. Students identify local land forms and bodies of water. They explore geographic relationships by making simple maps of the school and neighborhood. Students demonstrate that neighborhoods around the world are made up of people of diverse ages and backgrounds and explain how family and community members depend upon each other to provide for emotional needs and for goods and services. Students also identify the rights and responsibilities of members of the school and neighborhood and explain why communities have rules and laws. They should have opportunities to engage in problem solving and participate in the development of classroom rules. They should have the opportunity to use a variety of means for gathering and organizing information.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 2 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Standard 1 — History

Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

Standard 2 — Civics and Government

Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

Standard 3 — Geography

Students locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; explore geographic relationships between the physical and environmental characteristics of their community, and compare neighborhoods in their community to those in other parts of the world.

Standard 4 — Economics

Students describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.

Standard 1 History

Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

Historical Knowledge

- 2.1.1 Identify when the local community was established and identify its founders and early settlers.
- 2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.
Example: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time
- 2.1.3 Identify individuals who had a positive impact on the local community.
- 2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important.
Example: Local and regional festivals, city flags and seals, and community mottos

Chronological Thinking, Historical Comprehension, Research

- 2.1.5 Develop a simple timeline of important events in the history of the school and/or school community.
- 2.1.6 Create and maintain a calendar of important school days, holidays and community events.
- 2.1.7 Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).
Example: Write or draw illustrations about the history of the school using photographs, archives, museums and oral histories of people in the community.

Standard 2 Civics and Government

Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

Foundations of Government

- 2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens*.
Example: People have the right to own property and the right of free speech.
* **citizen:** someone with rights and responsibilities in a particular community, city, state or country

Functions of Government

- 2.2.2 Understand and explain why it is important for a community to have responsible government.
Example: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe.
- 2.2.3 Identify community leaders, such as the mayor and city council.

Roles of Citizens

2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.

* **citizen:** a person who legally belongs to a country and has the rights and protection of that country

2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana's only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.

Example: Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.

2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.

Standard 3 Geography

Students locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; explore geographic relationships between the physical and environmental characteristics of their community, and compare neighborhoods in their community to those in other parts of the world.

The World in Spatial Terms

2.3.1 Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.

- Cardinal directions: north, south, east and west
- Intermediate directions: northeast, southeast, northwest, and southwest

2.3.2 Locate the equator and the poles on a globe and identify the local community, state and the United States on maps.

Places and Regions

2.3.3 Compare neighborhoods in your community and explain how physical features of the community affect people living there.

Example: Lakes and rivers may affect the types of work and transportation done in a community. People in small communities may have to travel to larger communities to grocery shop, for school or for recreational activities.

2.3.4 Compare neighborhoods in your community with those in other parts of the world.

Physical Systems

2.3.5 On a map, identify physical features of the local community.

Example: Use maps and atlases to identify local bodies of water, crops and green spaces.

Human Systems

2.3.6 Identify and describe cultural or human features on a map using map symbols.

Example: Local roads, highways, buildings, towns and parks

2.3.7 Describe simple demographics of the school.

Example: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups.

Environment and Society

2.3.8 Identify ways that recreational opportunities influence human activity in the community.

Example: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational Purposes

Standard 4 Economics

Students describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.

2.4.1 Define the three types of productive resources (human resources, natural resources and capital resources

- **Human resources (labor)** describe the human work effort, both physical and mental, expended in production
- **Natural resources** (often called **land resources**) refer to resources such as coal, water, trees, and land itself
- **Capital resources** are the man-made physical resources (such as buildings, tools, machines, and equipment) used in production.

2.4.2 Identify productive resources used to produce goods and services in the community.

- **Productive Resources:** human resources, natural resources, and capital resources used to produce goods and services

2.4.3 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.

2.4.4 Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.

2.4.5 Research goods and services produced in the local community and describe how people can be both producers and consumers.

- 2.4.6 Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources.
- Opportunity costs: term used in economics, to mean *the value of the best alternative that would have been chosen instead*. For example, a city is deciding between building a hospital or a parking garage on some vacant land. If they choose the hospital, the opportunity cost is the next best option (a parking garage) that might have been done with that same land instead.
- 2.4.7 Define specialization and identify specialized jobs in the school and community.
- Example:** Teachers, school nurses and firefighters specialize in particular kinds of jobs
- **Specialization:** the performance of specific tasks or jobs
- 2.4.8 Explain why people trade for goods* and services* and explain how money makes trade easier.
- **goods:** tangible objects, such as food or toys, that can satisfy people's wants
 - **services:** actions that someone does for someone else, such as dental care or trash removal
- 2.4.9 Explain the concept of savings and why this is important for individuals and for our economy.

Subject/Course 0470 Level 3

Through active learning experiences, third grade students gain knowledge and process information about their local community from a variety of resources. They identify important historical events, places, and persons from the past and make connections with their present community. Third grade students explore their own community, including its: (1) geographic location, (2) human and material resources, (3) major work and services, and (4) basic beliefs and values. Students begin to understand other communities in the state and the world through simple comparative studies. For third graders, the study of history emphasizes continuity and change. Concepts of time and space should unfold through such direct experiences as historic role playing, interviews, and the construction of simple maps and charts. Through group work and projects, students should increase communications and decision-making skills and build civic values relating to responsible community citizenship. Skills to receive special emphasis include: (1) using cardinal and intermediate directions and common map symbols; (2) locating their community, major land and water forms, and reference points on maps and globes; (3) making simple generalizations about change, both past and future, and the influence of geographic relationships; (4) giving examples of the diversity of goods and services; (5) exploring the heritage of their own and selected communities; and (6) demonstrating responsible decision-making and citizenship skills.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 3 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Standard 1 — History

Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

Standard 2 — Civics and Government

Students explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about local, state and national governments; and demonstrate understanding of democratic principles and practices.

Standard 3 — Geography

Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world.

Standard 4 — Economics

Students explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather

Standard 1 History

Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

Historical Knowledge

3.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.

Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte

<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx>

3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

3.1.3 Describe the role of the local community and other communities in the development of the state's regions.

Example: Fort Wayne was an early trade center because of the convergence of three rivers in the area.

Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.

3.1.4 Give examples of people, events and developments that brought important changes to your community and the region where your community is located.

Example: Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

3.1.5 Create simple timelines that identify important events in various regions of the state.

3.1.6 Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts and architecture.

Example: Libraries, museums, county historians, chambers of commerce, Web sites, and digital newspapers and archives

3.1.7 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

Example: Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source

3.1.8 Describe how your community has changed over time and how it has stayed the same.

Example: Shawnee villages in Southern Indiana and Conner Prairie settlement

3.1.9 Define immigration and explain how immigration enriches community.

- We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War
- *E pluribus unum* (out of many, one) <http://greatseal.com/mottoes/unum.html>
- Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) <http://www.history.com/topics/ellis-island>

Standard 2 Civics and Government

Students explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state and national governments; and demonstrate understanding of democratic principles and practices.

Foundations of Government

3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.

Example: Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.

3.2.2 Identify and know the significance of fundamental democratic principles and ideals.

Example: The right to life, liberty and the pursuit of happiness

Functions of Government

3.2.3 Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.

3.2.4 Explain that the United States has three levels of government (local, state and national) and that each level has special duties and responsibilities.

Roles of Citizens

3.2.5 Explain the importance of being a responsible citizen* of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship*.

Example: Being respectful, trustworthy, practicing tolerance and working with others to solve problems

* **citizen:** someone with rights and responsibilities in a particular community, city, state or country

* **citizenship:** the act of practicing one's rights and responsibilities as a member of a community, state or nation

3.2.6 Explain the role citizens have in making decisions and rules within the community, state and nation such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way

3.2.7 Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders and civic issues.

Standard 3 Geography

Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world.

The World in Spatial Terms

- 3.3.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.
- 3.3.2 Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.
- 3.3.3 Locate Indiana and other Midwestern states on maps using simple grid systems.
- 3.3.4 Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another

Places and Regions

- 3.3.5 Explain that regions are areas that have similar physical and cultural characteristics*. Identify Indiana and the local community as part of a specific region.
 - Example:** States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the Midwest because of their location relative to other states.
 - *cultural characteristics:** human features, such as population, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures.
- 3.3.6 Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.
- 3.3.7 Compare the cultural characteristics of their community within communities in other parts of the world.

Physical Systems

- 3.3.8 Identify the major climate regions of the United States and explain their characteristics
- 3.3.9 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.
 - Example:** Growing seasons, types of crops grown, and animal hibernation and migration

Human Systems

3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.

Example: Identify patterns of rural, urban and suburban development, including population demographics.

3.3.11 Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.

Environment and Society

3.3.12 Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.

3.3.13 Identify and describe how human systems and physical systems have impacted the local environment.

Example: List examples of changes in land use in the local community.

Standard 4 Economics

Students explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants and needs; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs*.

- **Scarcity:** the idea that resources are limited in relation to people's wants
- **Productive Resources:** human resources, natural resources, and capital resources used to produce goods and services
- **Opportunity cost:** term used in economics, to mean *the value of the best alternative that would have been chosen instead*. For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the *other* things that might have been done with that same land instead.

3.4.2 Give examples of goods and services provided by local business and industry.

3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.

3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.

- **Interdependence:** reliance on each other to produce goods and services

3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier.

- **Characteristics of money:** scarce (not easily found), durable, easy to carry and easy to divide

3.4.6 Explain that buyers and sellers interact to determine the prices of goods and services in markets.

- 3.4.7** Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.
Example: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.
- 3.4.8** Gather data from a variety of resources about changes that have had an economic impact on your community.
Example: Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.
- 3.4.9** Identify different ways people save their income and explain advantages and disadvantages of each.
Example: Home “piggy bank,” savings accounts, etc.

Subject/Course 0470 Level 4

Fourth grade students apply their growing academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Students are beginning to develop a more refined concept of time and can begin to deal with cause-and-effect relationships and decision-making processes, such as identifying problems and considering alternative solutions and their subsequent consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and hands-on-activities, which include: (1) collecting and examining primary documents and artifacts, (2) making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings.

In the fourth grade, students identify key people, places and events that have shaped their state and region. They learn to explain how changes have affected people and communities. Students identify major land forms, water features and resources, and explain how they have influenced state and regional development. They learn to describe the basic structure of state government and explain its purpose. Students have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage. Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources, including electronic and print media; (2) draw simple conclusions; and (3) organize data using a variety of texts (written, graphs, charts, maps, time lines, etc).

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 4 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

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.

Standard 1 — History

Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

Standard 2 — Civics and Government

Students describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Standard 3 — Geography

Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; provide examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana and compare the geographic characteristics of Indiana with states and regions in other parts of the world.

Standard 4 — Economics

Students study and compare the characteristics of Indiana's changing economy in the past and present.

Standard 1 History

Students trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.

Historical Knowledge

American Indians and the Arrival of Europeans to 1770

4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.

Examples: Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures

4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

Examples: Miami, Shawnee, Potawatomi and Lenape (Delaware)

<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx>

The American Revolution and the Indiana Territory: 1770s to 1816

4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.

Examples: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)

4.1.4 Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.

Examples: The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government

Statehood: 1816 to 1851

4.1.5 Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s

4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana.

Examples: Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

The Civil War Era and Later Development: 1850 to 1900

4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

Examples: Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement

4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

Examples: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front

4.1.9 Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.

Examples: Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business

Growth and Development: 1900 to 1950

4.1.10 Describe the participation of Indiana citizens in World War I and World War II.

Examples: Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle

4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

Examples: Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II

4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.

Examples: The impact of improved farming methods on Indiana agriculture; the development of Indiana's automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state

Contemporary Indiana: 1950 – Present

4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

Examples: The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian and Hispanic immigration ; and growth in advanced manufacturing and the life sciences industry.

4.1.14 Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections.

Examples: Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

Examples: Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing

4.1.16 Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.

Examples: Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitalized collections of local and state libraries, museums and historic sites.

4.1.17 Construct a brief narrative about an event in Indiana history using primary and secondary sources.

Examples: The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes

* **primary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)

* **secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)

4.1.18 Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.

Examples: Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers: Red Skelton and David Letterman

Standard 2 Civics and Government

Students describe the components and characteristics of Indiana’s constitutional form of government; explain the levels and three branches of Indiana’s government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Foundations of Government

- 4.2.1** Explain the major purposes of Indiana’s Constitution as stated in the Preamble.
- 4.2.2** Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana’s Constitution.

Functions of Government

- 4.2.3** Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.
- 4.2.4** Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.

Examples: Governor, lieutenant governor, chief justice, state senators and state representatives.

Roles of Citizens

- 4.2.5** Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
- 4.2.6** Define and provide examples of civic virtues* in a democracy.
Examples: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good
* **civic virtues:** behaviors that contribute to the healthy functioning of a democracy
- 4.2.7** Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present.
Examples: Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana’s environment.

Standard 3 Geography

Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.

The World in Spatial Terms

4.3.1 Use latitude and longitude to identify physical and human features of Indiana.

Examples: transportation routes and bodies of water (lakes and rivers)

4.3.2 Estimate distances between two places on a map when referring to relative locations.

Places and Regions

4.3.3 Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.

4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.

Examples: Northern Lakes and Moraines, Central Till Plain and Southern Lowlands

Physical Systems

4.3.5 Explain how glaciers shaped Indiana's landscape and environment.

4.3.6 Describe Indiana's landforms (lithosphere*), water features (hydrosphere*), and plants and animals (biosphere*).

* **lithosphere:** the soil and rock that form Earth's surface

* **hydrosphere:** all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)

* **biosphere:** all plants and animals

4.3.7 Explain the effect of the Earth/sun relationship on the climate of Indiana.

Examples: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.

4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.

Examples: Forest growth and transportation routes

Human Systems

- 4.3.9** Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.
- 4.3.10** Identify immigration patterns and describe the impact diverse ethnic and cultural groups has had and has on Indiana.
- *E pluribus unum* (out of many, one) <http://greatseal.com/mottoes/unum.html>
 - Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) <http://www.history.com/topics/ellis-island>
- 4.3.11** Examine Indiana's international relationships with states and regions in other parts of the world.
Examples: Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.

Environment and Society

- 4.3.12** Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.
- 4.3.13** Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.

Standard 4 Economics

Students study and compare the characteristics of Indiana's changing economy in the past and present.

- 4.4.1** Give examples of the kinds of goods* and services* produced in Indiana in different historical periods.
- * **goods:** tangible objects, such as food or toys, that can satisfy people's wants and needs
 - * **services:** actions that someone does for someone else, such as dental care or trash removal
- 4.4.2** Define productivity* and provide examples of how productivity has changed in Indiana during the past 100 years.
- Examples:** Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.
- * **productivity:** the amount of goods and services produced in a period of time divided by the productive resources used
- 4.4.3** Explain how both parties can benefit from trade* and give examples of how people in Indiana engaged in trade in different time periods.
- * **trade:** the voluntary exchange of goods or services
- 4.4.4** Explain that prices change as a result of changes in supply* and demand* for specific products.
- * **supply:** what producers are willing and able to sell at various prices
 - * **demand:** what consumers are willing and able to buy at various prices
- 4.4.5** Describe Indiana's emerging global connections.
- Examples:** Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.
- 4.4.6** List the functions of money* and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.
- * **functions of money:** helps people trade, measures the value of items, facilitates saving
- 4.4.7** Identify entrepreneurs* who have influenced Indiana and the local community.
- Examples:** The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster
- * **entrepreneur:** a person who takes a risk to start a business
- 4.4.8** Define profit* and describe how profit is an incentive for entrepreneurs.
- * **profit:** revenues from selling a good or service minus the costs of producing the good or service
- 4.4.9** Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.
- 4.4.10** Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.

Subject/Course 0470 Level 5

Students in Grade 5 study the United States, focusing on the influence of physical and cultural characteristics on national origins, growth, and development up to 1800 through a formal exploration of United States history, geography, economics, government, current events, and cultural heritage. Emphasis should be placed upon study of Native American Indian cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic and the beginnings of the United States. Students also learn to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting.

Through active learning experiences at the fifth grade level, students' increasing interest in the ability to gather and organize data enables them to explore the physical and cultural characteristics of the United States and its neighbors. Most fifth grade students benefit from working and sharing in flexible groups so that they can become actively involved in "how-to" demonstrations. Their natural interest in science, biography, and travel set the stage for experience involving maps, memorabilia, collections, simulations, educational games, group-planned projects, first-person presentations, and school and community experiences. Fifth graders' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts.

In activities, emphasis is placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology and electronic and print media. Additional skills to be taught include: (1) analyzing maps, globes, and graphic organizers; (2) creating and interpreting charts and graphs; (3) Identifying relationships; (4) debating issues; (5) posing alternative actions; and (6) developing thinking and independent study skills.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 5 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

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.

Standard 1 — History

Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Standard 2 — Civics and Government

Students identify main components and characteristics of the United States government. They identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Standard 3 — Geography

Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

Standard 4 — Economics

Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.

Standard 1 History

Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Historical Knowledge

Ways of Life Before and After the Arrival of Europeans to 1610

- 5.1.1** Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.
Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)
- 5.1.2** Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.
Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White
- 5.1.3** Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.
Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.
- 5.1.4** Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements.
Examples: St. Augustine, Roanoke Island, Santa Fe and Jamestown
- Colonization and Settlements: 1607 to 1763**
- 5.1.5** Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.
Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade
- 5.1.6** Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists
Examples: In agriculture, trade, cultural exchanges, military alliances, and massacres).
- 5.1.7** Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region.
Examples: Slavery, plantations, town meetings and town markets
- 5.1.8** Identify the early founders of colonial settlements and describe early colonial resistance to British rule.
Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield and William Penn

The American Revolution: 1763 to 1783

- 5.1.9** Understand how political, religious, and economic ideas brought about the American Revolution
Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts.
- 5.1.10** Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- 5.1.11** Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.
Examples: People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington;
Events: Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)
- 5.1.12** Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution
Examples: Benjamin Franklin's negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben
- 5.1.13** Identify contributions of women and minorities during the American Revolution.
Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead and Joseph Brant
- 5.1.14** Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.

Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800

- 5.1.15** Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.
Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise
- 5.1.16** Describe the origins and drafting of the Bill of Rights, ratified in 1791.
- 5.1.17** Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.
Examples: Beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, The elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

5.1.18 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.

5.1.19 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events

Examples: Johnny Tremain by Esther Forbes, The Fighting Ground by Avi, and George vs. George by Rosalyn Schanzer

5.1.20 Using primary* and secondary sources* to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

Examples: Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800

* **primary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents)

* **secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)

5.1.21 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.

Examples: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.

5.1.22 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.

Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley and Benjamin Franklin

Standard 2 Civics and Government

Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Foundations of Government

5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.

5.2.2 Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents.

Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)

* **limited government:** the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights

5.2.3 Give examples and explain how the British colonies in America developed forms of representative government, self-government and democratic practices.

Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut

5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

Example: Union*, popular sovereignty*, republican government* (representative government), constitutional government* (constitutionalism), federal government (national government), federalism* and individual rights*

* **union:** an alliance of citizens, colonies, states or other entities for mutual interest or benefit

* **popular sovereignty:** government by consent of the governed who are the source of all authority in their government

* **republican government:** type of government in which power is exercised by representatives chosen by the people

* **constitutional government:** powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power

* **federalism:** type of government in which power is divided between a federal or national government and the states, such as the states of the United States

* **individual rights:** personal, political and economic rights possessed equally by each person

5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.

Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure

Functions of Government

- 5.2.6** Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.
- 5.2.7** Identify the three branches of the United States government and explain the functions of each.
Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing) and judicial (law interpreting) branches of government

Roles of Citizens

- 5.2.8** Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.
- 5.2.9** Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
- 5.2.10** Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.
Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways and housing on historic lands.
- * **information resources:** print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Standard 3 Geography

Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

The World in Spatial Terms

- 5.3.1** Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

Places and Regions

- 5.3.2** Identify and describe cultural and physical regions of the United States
- 5.3.3** Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.
- 5.3.4** Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.
Examples: Near bodies of water, on lowlands, along a transportation route and near natural resources or sources of power

Physical Systems

- 5.3.5** Locate the continental divide and the major drainage basins in the United States.
- 5.3.6** Use maps to describe the characteristics of climate regions of the United States.
- 5.3.7** Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.

Human Systems

- 5.3.8** Explain how the Spanish, British and French colonists altered the character and use of land in early America.
- 5.3.9** Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.
- 5.3.10** Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists.
Examples: Explain how economic competition for resources, boundary disputes, cultural differences and control of strategic locations contributed to these conflicts.

Environment and Society

- 5.3.11** Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.
Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts
- 5.3.12** Describe and analyze how specific physical features influenced historical events and movements.
Examples: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps and George Rogers Clark's campaign in the Ohio Valley

Standard 4 Economics

Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.

- 5.4.1** Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.
- 5.4.2** Summarize a market economy* and give examples of how the colonial and early American economy exhibited these characteristics.
Example: Private ownership, markets, competition and rule of law
- * **market economy:** An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.
- 5.4.3** Define types of trade barriers*.
- * **trade barriers:** policies that hinder trade such as tariffs, quotas or embargos
- 5.4.4** Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.

5.4.5 Explain how education and training, specialization and investment in capital resources* increase productivity*.

- * **capital resources:** goods, such as tools, buildings and equipment, used in production
- * **productivity:** the amount of goods and services produced in a period of time divided by the productive resources used

5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.

5.4.7 Predict the effect of changes in supply* and demand* on price.

- * **supply:** what producers are willing and able to sell at various prices
- * **demand:** what consumers are willing and able to buy at various prices

5.4.8 Analyze how the causes and effects of changes in price of certain goods* and services* had significant influence on events in United States history.

Example: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events

and movements in the development of the United States.

- * **goods:** tangible objects, such as food or toys, that can satisfy people's wants
- * **services:** actions that someone does for someone else, such as dental care or trash removal

5.4.9 Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.

Course 0470-06 (SOC ST 06)

Students in sixth grade compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Europe, (2) North America, (3) South America, (4) Central America, (5) and the Caribbean region. Instructional programs for sixth grade students include experiences which foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills include the use of a variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 6 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

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.

CONTENT STANDARDS

Standard 1 — History

Students explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Standard 2 — Civics and Government

Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Standard 3 — Geography

Students identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

Standard 4 — Economics

Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

Standard 1 History

Students explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Historical Knowledge

Early and Classical Civilizations: 1900 B.C. /B.C.E to 700 A.D. /C.E.

6.1.1 Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.

Examples: Greek, Roman, Mayan, Inca, and Aztec civilizations

6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.

Examples: Judaism, Christianity, Islam and native practices in Mesoamerica and Europe

Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E.

6.1.3 Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.

Examples: Influence of the spread of Christianity in Russia and Eastern Europe

6.1.4 Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.

Examples: Feudal system, manorial system, rise of kingdoms and empires, and religious institutions

6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.

Examples: Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power

6.1.6 Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica

Examples: Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Pichu and Teotihuacan

6.1.7 Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society

6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.

Examples: Ideas: the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei

6.1.9 Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.

Early Modern Era: 1500 to 1800

6.1.10 Examine and explain the outcomes of European colonization on the Americas and the rest of the world.

Examples: The defeat of the Aztec and Incan empires by the Spanish, the rise of trading empires, Columbian exchange and slavery, Columbus' search for India

6.1.11 Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.

6.1.12 Describe the Reformations and their effects on European and American society-

Examples: Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and state, Papal reform, and the Council of Trent

6.1.13 Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason.

Examples: The American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation of religious groups.

6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the impact these changes brought about.

Examples: Steam engine, factory system, urbanization, changing role of women and child labor

Modern Era: 1700 to the present

6.1.15 Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

6.1.16 Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth century's and explain their significance.

Examples: Liberalism, conservatism, nationalism, socialism, communism, fascism and popular sovereignty

6.1.17 Discuss the benefits and challenges related to the development of a highly technological society.

Examples: Atomic energy, computers and environmental change

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

6.1.19 Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.

6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history-

Examples: The decline of Greek city-states, the destruction of the Aztecs, and state-sponsored genocide, including the Holocaust.

6.1.21 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

6.1.22 Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.

Examples: Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia and access to health care in the European Union (EU).

6.1.23 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

Examples: The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights

Standard 2 Civics and Government

Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Foundations of Government

- 6.2.1** Compare and contrast major forms of governments in Europe and the Americas throughout history.
Examples: Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, and totalitarianism
- 6.2.2** Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.
- 6.2.3** Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.
- 6.2.4** Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.

Functions of Government

- 6.2.5** Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.
- 6.2.6** Identify and describe the functions of international political organizations in the world today.
Examples: Examine the functions of the World Court, North Atlantic Treaty Organization (NATO) and the United Nations (UN).

Roles of Citizens

- 6.2.7** Define and compare citizenship and the citizen's role throughout history in Europe and the Americas.
Examples: Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico and Canada.

Standard 3 Geography

Students identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

The World in Spatial Terms

6.3.1 Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.

6.3.2 Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS) to distinguish absolute and relative location and to describe Earth's surfaces.

Places and Regions

6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas.

Examples: Mountain ranges, rivers, deserts, etc.

6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.

Examples: Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions

Physical Systems

6.3.5 Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.

Examples: Volga River, Canadian Rockies, Sierra Madre Mountains and Lochs in Scotland

6.3.6 Explain how ocean currents and winds influence climate differences on Europe and the Americas.

6.3.7 Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.

Examples: Gulf Stream and North Atlantic Current

6.3.8 Identify major biomes of Europe and the Americas and explain how these are influenced by climate.

Examples: Rainforests, tundra, woodlands, and deserts

Human Systems

6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger migrations

Examples: Rural and urban areas; immigration

6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.

6.3.11 Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.

Environment and Society

- 6.3.12** Compare the distribution and evaluate the importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood and water in Europe and the Americas.
- 6.3.13** Explain the impact of humans on the physical environment in Europe and the Americas.
- 6.3.14** Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.
Examples: Hurricanes, earthquakes, floods and drought

Standard 4 Economics

Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

- 6.4.1** Give examples of how trade related to key developments in the history of Europe and the Americas.
Examples: The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Mayan trade in Mesoamerica led to colonization and the diffusion of art.
- 6.4.2** Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.
Examples: Increased production and consumption and lower prices
- 6.4.3** Explain why international trade requires a system for exchanging currency between various countries.
- 6.4.4** Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.
- 6.4.5** Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.
- 6.4.6** Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.
Examples: Use information sources such as digital newspapers, the Internet and podcasts to examine changes in energy prices and consumption, exchange rates and currency values.

6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

6.4.8 Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Europe or the Americas.

Examples: Government support of public education and governments taxing or regulating pollution

* **externality (spillover):** the impact of an activity (positive or negative) on the well-being of a third party

6.4.9 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.

Examples: Savings accounts, certificates of deposit and stocks

Course 0470-07

Students in seventh grade explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 7 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Standard 1 — History

Students examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Standard 2 — Civics and Government

Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens.

Standard 3 — Geography

Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.

Standard 4 — Economics

Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

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.

Standard 1 History

Students examine the major movements, events and figures that contributed to the development of nations in modern Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Historical Knowledge

Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.

7.1.1 Identify and explain the conditions that led to the rise of early river valley civilizations* and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchies.

***River Valley Civilizations:** Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)

The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)

7.1.2 Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.

Example: Hinduism, Buddhism, Judaism, Christianity and Islam

7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.

7.1.4 Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.

7.1.5 Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.

7.1.6 Describe the institution of slavery in its various forms in Africa, Asia and the Southwest Pacific and analyze the impact slavery had on different civilizations.

7.1.7 Trace the rise, spread and influence of the Mongols.

Major Civilizations, States and Empires: 300 – 1650

7.1.8 Describe the rise, contributions, and decline of the Chinese dynasties.

Example: The dynastic cycle and the influence of Confucianism

7.1.9 Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions.

Example: Feudalism, shogunate court life, samurai culture

Exploration, Conquest and Post-Colonial States: 1500 to the Present

7.1.10 Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

Example: The voyages of the Ming dynasty, and Ibn Battuta

7.1.11 Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.

7.1.12 Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.

7.1.13 Identify and explain the significance of historical events in the Middle East since the end of World War II.

Example: The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present)

7.1.14 Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

7.1.15 Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

7.1.17 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

7.1.18 Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources

Standard 2 Civics and Government

Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, approach to human rights and the roles of citizens.

Foundations of Government

7.2.1 Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.

Example: Australia, India and South Africa

7.2.2 Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.

Examples: Japan, North Korea, India, South Africa, and China

Functions of Government

7.2.3 Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.

7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.

Roles of Citizens

7.2.5 Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.

Standard 3 Geography

Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.

The World in Spatial Terms

- 7.3.1 Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific
- 7.3.2 Formulate a broad understanding of the location of capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems and Geographic Information Systems.

Places and Regions

- 7.3.3 Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.
- 7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation

Physical Systems

- 7.3.5 Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.
- 7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.
- 7.3.7 Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.

Human Systems

- 7.3.8 Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and the Southwest Pacific and analyze the causes for these patterns.
Example: Life expectancy, income, literacy rate, industry, education, natural resources, and climate
- 7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.

Environment and Society

- 7.3.10 Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

Standard 4 Economics

Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.

Example: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.

7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.

7.4.3 Trace the development and change over time of the economic systems (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time

* **traditional economy:** an economy in which resources are allocated based on custom and tradition

* **command economy:** an economy in which resources are allocated by the government or other central authority

* **market economy:** an economy in which resources are allocated by individuals and businesses responding to changes in prices

* **mixed economy:** an economy in which resources are allocated by some combination of traditional, command or market systems

7.4.4 Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.

* **Gross Domestic Product (GDP):** the value of all final goods and services produced in a country in a year

7.4.5 Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital*.

* **human capital:** the skills and expertise people acquire from education, training, and experience.

7.4.6 Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Africa, Asia or the Southwest Pacific.

Example: Government support of public education and governments taxing or regulating pollution

* **externality (spillover):** the impact of an activity (positive or negative) on the well-being of a third party

Course 0470-08

In Grade 8, students focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events.

Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources such as historic sites and buildings to identify, evaluate and use appropriate data and reference information. This course also helps students to develop an appreciation of historical thinking skills. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 8 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: Examples have been moved to a more enhanced and robust Teacher Resource Guide which is located at the end of this standards document in Appendix A. This guide will better assist teachers in understanding what is meant by the standards.

Standard 1 — History

Students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Standard 2 — Civics and Government

Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

Standard 3 — Geography

Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

Standard 4 — Economics

Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

Standard 1 History

Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Historical Knowledge

The American Revolution and Founding of the United States: 1754 to 1801

- 8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
- 8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
- 8.1.3 Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).
- 8.1.6 Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.
- 8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- 8.1.8 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
- 8.1.9 Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.
- 8.1.10 Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.
- 8.1.11 Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

National Expansion and Reform: 1801 to 1861

- 8.1.12 Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.
- 8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court.
- 8.1.14 Analyze the causes and consequences of the War of 1812.
- 8.1.15 Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.
- 8.1.16 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.
- 8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.
- 8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
- 8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).
- 8.1.20 Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.1.21 Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad
- 8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

The Civil War and Reconstruction Period: 1850 to 1877

- 8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.
- 8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.
- 8.1.26 Compare and contrast the three plans for Reconstruction and evaluate the merits of each.

- 8.1.27** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

- 8.1.28** Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.
- 8.1.29** Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30** Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
- 8.1.31** Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

Standard 2 Civics and Government

Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

Foundations of Government

- 8.2.1** Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.
- 8.2.2** Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
- 8.2.3** Examine ways that the national government affects the everyday lives of people of the United States.

Functions of Government

- 8.2.4** Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.
- 8.2.5** Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

Roles of Citizens

- 8.2.6** Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
- 8.2.7** Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
- 8.2.8** Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.
- 8.2.9** Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
- 8.2.10** Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.

Standard 3 Geography

Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

The World in Spatial Terms

- 8.3.1** Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

Places and Regions

- 8.3.2** Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

Physical Systems

- 8.3.3** Identify and locate the major climate regions in the United States and describe the characteristics of these regions.
- 8.3.4** Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

Human Systems

- 8.3.5** Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.
- 8.3.6** Using maps identify changes influenced by growth, economic development and human migration in the United States.
- 8.3.7** Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.
- 8.3.8** Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.
- 8.3.9** Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

Standard 4 Economics

Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

- 8.4.1** Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.
- 8.4.2** Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.
- * traditional economy: an economy in which resources are allocated based on custom and tradition
 - * command economy: an economy in which resources are allocated by the government or other central authority
 - * market economy: an economy in which resources are allocated by decisions of individuals and businesses
 - * mixed economy: an economic system combining private and public enterprise
- 8.4.3** Explain how federal, state, and local governments are involved in the economy of the United States.
- 8.4.4** Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.
- 8.4.5** Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

- 8.4.6** Trace the development of different kinds of money used in the United States.
- 8.4.7** Trace the development of the banking system in the United States.
- 8.4.8** Explain and evaluate examples of domestic and international interdependence throughout United States history.
- 8.4.9** Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.
- 8.4.10** Compare and contrast job skills needed in different time periods in United States history.

GLOBAL ECONOMICS

Global Economics is a business course that provides students with an understanding of their role as consumers and producers in domestic and global economies. This course enables students to understand how the economic system operates while comprehending their role in that system. Students deal with public policy, international economics, microeconomics, and macroeconomics in comparing economic systems and using selected economic measures.

- DOE Code: 4558
- Recommended Grade Level: Grade 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May fulfill up to one graduation credit of the Economics requirement

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in Business Professional of America, DECA, or Future Business Leaders of America, the CTSOs for this area.

Content Standards

Domain – Basic Economic Concepts

Core Standard 1 Students synthesize the relationship among scarcity, choice and opportunity costs to understand that resources are limited and, as a result, individuals must choose some things and give up others.

Standards

- GE-1.1 Define, identify and explain the productive resources
- GE-1.2 Define scarcity and explain how opportunity costs and tradeoffs exist
- GE-1.3 Explain incentives and how they affect choice
- GE-1.4 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth
- GE-1.5 Critique the trade-off among economic growth, national security, efficiency, and personal freedom
- GE-1.6 Explain measures of a country's economic performance such as Gross Domestic Product (GDP), unemployment, and inflation

Domain – Economic Systems

Core Standard 2 Students critique various economic systems from around the world in order to identify strengths and weakness, and compare each.

Standards

- GE-2.1 Describe the various economic systems
- GE-2.2 Identify questions that must be answered by any economic system and how they are categorized by how they answer the basic economic questions
- GE-2.3 Evaluate the strengths and weaknesses of various economic systems
- GE-2.4 Explain the fundamental role of government in the various economic systems
- GE-2.5 Investigate the effect of taxes on economic systems
- GE-2.6 Describe fiscal policy and its relationship to various economic systems
- GE-2.7 Explain and evaluate how and why governments control businesses and individuals through laws and taxes

Core Standard 3 Students analyze marketplace structures in economic systems.

Standards

- GE-3.1 Define labor productivity and explain the basic factors which affect productivity
- GE-3.2 Analyze the relationship between price, supply, and demand
- GE-3.3 Demonstrate the efficiency of an economic system's decision making through production possibility curves
- GE-3.4 Describe different types of competitive structures in economic systems
- GE-3.5 Explain the role and effect of labor unions, nonprofit organizations, and cooperatives in a given economy
- GE-3.6 Assess the influence of monopolies and oligopolies on marketplaces
- GE-3.7 Describe and evaluate how businesses are formed, operated, and funded
- GE-3.8 Explain the business cycle and the factors that influence it

Domain – World Trade

Core Standard 4 Students analyze the necessity for global interaction within the different economic systems.

Standards

- GE-4.1 Demonstrate how all countries are interdependent
- GE-4.2 Explain how specialization promotes international trade and how international trade increases total world output
- GE-4.3 Explain how governments and cartels/syndicates influence world trade
- GE-4.4 Differentiate absolute advantage versus comparative advantage
- GE-4.5 Discuss the components that make up the balance of payments and balance of trade among nations
- GE-4.6 Evaluate the effects of trade agreements among nations and barriers to trade

Domain – Money and Banking

Core Standard 5 Students explain the role of monetary and fiscal policies in a global economy and how it relates to individuals' daily lives, businesses, and governments.

Standards

- GE-5.1 Explain what the Federal Reserve is, its function, and its impact on the U.S. economy
- GE-5.2 Differentiate between monetary policy and fiscal policies
- GE-5.3 Explain what is money and how it is given value
- GE-5.4 Compare the advantages and disadvantages of the barter system, currency, and near money
- GE-5.5 Analyze how changing interest rates are used to influence economies
- GE-5.6 Research the structure of financial institutions and analyze the consumer and commercial products offered
- GE-5.7 Investigate the effect of Gross Domestic Product (GDP), unemployment, and inflation on economies
- GE-5.8 Analyze the history and current trends of U.S. and international commercial banking
- GE-5.9 Analyze and discuss the structure of, the purpose for, and the effects of government taxation

Core Standard 6 Students research the role of currency and international financial institutions in a global economy.

Standards

- GE-6.1 Formulate the value of different currencies among nations
- GE-6.2 Explain the roles and functions of the World Bank, the International Monetary Fund (IMF), and other international banking/financial institutions
- GE-6.3 Compare and analyze the securities exchanges and their effect on the world economy
- GE-6.4 Analyze the influence of phenomenon such as trade policies, politics, disasters, and cultural factors on the value of currency
- GE-6.5 Explain how the value of money and the exchange rate influence the standard of living in an economy

Domain – Making Career Choices

Core Standard 7 Students analyze career options in a global economy.

Standards

- GE-7.1 Analyze U.S. and foreign economies to forecast how trade may affect job opportunities and income potential
- GE-7.2 Identify and assess personal interests, abilities, life goals, and possible career choices
- GE-7.3 Predict your future lifestyle and income based on current global economic trends
- GE-7.4 Evaluate the impact of sociological, economic and technological changes on future careers

ECONOMICS

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes the economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

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 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 course content. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

- DOE Code: 1514
- *Recommended Grade Level: Grades 11 or 12*
- *Recommended Prerequisites: None*
- *Credits: 1 semester course, 1 credit*
- *Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma*
- Qualifies as a Quantitative Reasoning course for the General diploma only

CONTENT STANDARDS

Standard 1 — Scarcity and Economic Reasoning

Students understand that productive resources are limited; therefore, people, institutions, and governments cannot have all the goods and services they want. As a result, people, institutions, and governments must choose some things and give up others.

Standard 2 — Supply and Demand

Students understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

Standard 3 — Market Structures

Students understand the role of business firms and analyze the various types of market structures in the United States economy.

Standard 4 — The Role of Government

Students understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

Standard 5 — National Economic Performance

Students understand the means by which economic performance is measured and the causes and effects of business cycles in a market economy.

Standard 6 — Money and the Role of Financial Institutions

Students understand the role of money and financial institutions in a market economy.

Standard 7 — Economic Stabilization

Students understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the macroeconomy.

Standard 8 — Trade

Students understand why households, businesses, and governments trade goods and services and how trade affects the economies of the world.

Standard 1: Scarcity and Economic Reasoning

Students understand that productive resources are limited; therefore, people, institutions, and governments cannot have all the goods and services they want. As a result, people, institutions, and governments must choose some things and give up others.

- E.1.1** Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.
- E.1.2** Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.
- E.1.3** Identify incentives and explain how they influence decisions.
- E.1.4** Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.
- E.1.5** Define scarcity and explain how choices incur opportunity costs and tradeoffs.
- E.1.6** Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.
- E.1.7** Describe and compare the various economic systems (traditional, market, command, mixed); explain their strengths and weaknesses.
- E.1.8** Describe how clearly defined and enforced property rights are essential to a market economy.
- E.1.9** Diagram and explain the circular flow model of a market economy.

Standard 2: Supply and Demand

Students understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

- E.2.1** Define supply and demand and explain the causes of the Law of Supply and the Law of Demand.
- E.2.2** Recognize that consumers ultimately determine what is produced in a market economy.
- E.2.3** Illustrate how supply and demand determine equilibrium price and quantity.
- E.2.4** Identify factors that cause changes in market supply and demand and how these changes affect price and quantity in a competitive market.
- E.2.5** Describe how elasticity (price) sends signals to buyers and sellers.
- E.2.6** Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.
- E.2.7** Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity, as well as other factors.
- E.2.8** Illustrate how physical and human capital investment raise productivity and future standards of living.

Standard 3: Market Structures

Students understand the role of business firms and analyze the various types of market structures in the United States economy.

- E.3.1** Identify the ways that firms raise financial capital and explain the advantages and disadvantages of each.
- E.3.2** Demonstrate how firms determine optimum levels of output by comparing marginal cost and marginal revenue.
- E.3.3** Compare and contrast the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition; explain how various amounts of competition affect price and quantity.
- E.3.4** Recognize the benefits of natural monopolies (economies of scale) and explain the purposes of government regulation of these monopolies.

Standard 4 : The Role of Government

Students understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

- E.4.1 Explain the roles of government in a market economy.
- E.4.2 Explain how markets underproduce public goods and explain why the government has an interest in producing these public goods.
- E.4.3 Describe how the government taxes negative externalities (spillovers) and subsidizes positive externalities (spillovers) to resolve the inefficiencies they cause.
- E.4.4 Describe major revenue and expenditure categories and their respective proportions of state and federal budgets.
- E.4.5 Define progressive, proportional, and regressive taxation and determine whether different types of taxes (including income, sales, and Social Security) are progressive, proportional, or regressive.
- E.4.6 Explain how costs of government policies may exceed benefits because social or political goals (rather than economic efficiency) are being pursued.
- E.4.7 Define the national debt, explain the effects of the debt on the economy, and explain how to achieve a balanced budget.

Standard 5: National Economic Performance

Students understand the means by which economic performance is measured and the causes and effects of business cycles in a market economy.

- E.5.1 Explain measures of a country's economic performance such as gross domestic product (GDP), unemployment, and inflation.
- E.5.2 Recognize that a country's overall level of income, employment, and prices is determined by rational spending and production decisions of households, firms, and government.
- E.5.3 Explain the limitations of using GDP to measure economic welfare.
- E.5.4 Identify the different causes of inflation (including cost-push and demand-pull) and explain the impact of inflation on economic decisions.
- E.5.5 Explain and illustrate the impact of changes in aggregate supply and aggregate demand.
- E.5.6 Explain the causes and effects of business cycles in a market economy.
- E.5.7 Explain the different types of unemployment.
- E.5.8 Describe the impact of unemployment and unexpected inflation on an economy and how individuals and organizations try to protect themselves.

Standard 6: Money and the Role of Financial Institutions

Students understand the role of money and financial institutions in a market economy.

- E.6.1 Explain the basic functions of money.
- E.6.2 Identify the composition of the money supply of the United States.
- E.6.3 Explain the roles of financial institutions.
- E.6.4 Demonstrate how banks create money through the principle of fractional reserve banking.
- E.6.5 Describe the structure and functions of the Federal Reserve System.
- E.6.6 Explain how interest rates act as an incentive for savers and borrowers.
- E.6.7 Compare and contrast different types of financial investments.
- E.6.8 Demonstrate how supply and demand determine equilibrium price and quantity in the financial markets.

Standard 7: Economic Stabilization

Students understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the macroeconomy.

- E.7.1 Define and explain fiscal and monetary policy.
- E.7.2 Explain the tools of fiscal and monetary policy.
- E.7.3 Analyze how the government uses fiscal policy to promote price stability, full employment, and economic growth.
- E.7.4 Explain how the use of fiscal policy affects budget deficits or surpluses and the national debt.
- E.7.5 Analyze how the Federal Reserve uses monetary policy to promote price stability, full employment, and economic growth.
- E.7.6 Compare and contrast the major macroeconomic theories.

Standard 8: Trade

Students understand why households, businesses, and governments trade goods and services and how trade affects the economies of the world.

- E.8.1** Explain that most trade occurs because producers have a comparative advantage (rather than an absolute advantage) in the production of a good or service.
- E.8.2** Explain the benefits of trade among households and countries.
- E.8.3** Explain the difference between balance of trade and balance of payments.
- E.8.4** Define and explain the impact of trade barriers, such as quotas and tariffs, and analyze why countries erect them.
- E.8.5** Evaluate the arguments for and against free trade.
- E.8.6** Explain how changes in exchange rates affects the value of imports and exports.

GEOGRAPHY AND HISTORY OF THE WORLD

Geography and History of the World is designed to enable students to use geographical tools and skills and historic concepts and perspectives to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic text representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, spatial distribution/patterns, and interaction/relationships.

Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- DOE Code: 1570 (GEO-HST WLD)
- *Recommended Grade Level: None*
- *Recommended Prerequisites: None*
- *Credits: 2 semester course, 1 credit per semester*
- *Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma*

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 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 course content. Supporting content areas are indicated in parentheses. 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.

CONTENT STANDARDS

Standard 1 — Culture Hearths

Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.

Standard 2 — World Religions

Students examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world.

Standard 3 — Population Characteristics, Distribution and Migration

Students examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them.

Standard 4 — Exploration, Conquest, Imperialism and Post-Colonialism

Students examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism.

Standard 5 — Urban Growth

Students examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.

Standard 6 — Innovations and Revolutions

Students examine physical and human geographic factors that influenced the origins, major events, diffusion and global consequences of new ideas in agriculture, science, culture, politics, industry and technology.

Standard 7 — Conflict and Cooperation

Students explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people.

Standard 8 — Trade and Commerce

Students examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional and global consequences of those exchanges.

Standard 9 — Human and Environmental Interactions: Resources, Hazards and Health

Students examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.

Standard 10 — States, Nations and Nation-States

Students analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country.

Standard 11 — Sports, Recreation and Tourism

Students examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities.

Standard 12 — Global Change

Students examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.

Standard 1: Culture Hearths

Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.

- GHW.1.1** Use maps, timelines and/or other graphic representations to identify and describe the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa.
Examples: Irrigation-based civilizations; Rainforest; Land-based civilization
- GHW.1.2** Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared
- GHW.1.3** Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.
- GHW.1.4** Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.

Standard 2: World Religions

Students examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world.

- GHW.2.1** Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.
Examples: Universal religions/beliefs: Judaism (Jerusalem), Christianity (Jerusalem), Islam (Mecca, Medina) and Buddhism (Varanasi); Ethnic religions: Hinduism (Indus River), Confucianism and Taoism (Yellow River), Shintoism (Japan)
- GHW.2.2** Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.
Examples: Spain: Muslim, Jewish and Christian influences on government, considering their similarities and differences (100–1500); Russia: influences of the Eastern Orthodox Church (1400–1917); Iran and Iraq: how religion (Shia Islam and Sunni Islam) affects culture and government (1917–present); Israel: the Jewish state and a possible future Palestinian State (1948–present)
- GHW.2.3** Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.
Examples: Japan (Shintoism and Buddhism): natural beauty; India (Hinduism and Jainism): reverence for living things, especially for selected animal species; Sub-Saharan Africa (rise of animism): animistic perception of land, resources and natural events; Western World (Christianity): environment and attitudes toward resource use

GHW.2.4 Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.

Examples: Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present)

Standard 3: Population Characteristics, Distribution and Migration

Students examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them.

GHW.3.1 Map and analyze the distribution of the world's human population for different time periods noting the population characteristics and population density for specific regions.

GHW.3.2 Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.

GHW.3.3 Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.

GHW.3.4 Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.

GHW.3.5 Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.

Standard 4: Exploration, Conquest, Imperialism and Post-Colonialism

Students examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism.

GHW.4.1 Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.

GHW.4.2 Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved.

- GHW.4.3** Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps.
- GHW.4.4** Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.
Examples: Native Americans in Mesoamerica in relationship to Spanish conquistadors, missionaries and traders; Africa and the Atlantic slave trade involving Europeans and Africans; the Arabic-Islamic slave trade involving indigenous African peoples and directed northward and eastward within the continent of Africa and into the Middle East; and the slave trade involving only indigenous black Africans in the interior of the continent; economic dislocations in India (1500–1947)
- GHW.4.5** Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.

Standard 5: Urban Growth

Students examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.

- GHW.5.1** Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.
- GHW.5.2** Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.
Examples: Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present)
- GHW.5.3** Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.
Examples: Examine similarities and differences among the urban development of Salt Lake City (central temple focus), Paris (circular with spokes), Rio de Janeiro (physical geographic constraints of sea and mountains), and Mumbai (peninsular location)
- GHW.5.4** Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.

Standard 6: Innovations and Revolutions

Students examine physical and human geographic factors that influenced the origins, major events, diffusion and global consequences of new ideas in agriculture, science, culture, politics, industry and technology.

- GHW.6.1** Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world.
- GHW.6.2** Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) . Assess the impact of these innovations on the human and physical environments of the regions to which they spread.
- GHW.6.3** Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.
Examples: Italian Renaissance and the growth of egg tempera paintings and frescoes, chemistry of oil paints (1500s); European Renaissance and the development of scientific ideas (1600–1800); England and the Industrial Revolution and its diffusion (1700–present); compare and contrast the spread of Asian, African and Latin American art forms (1900s–present); development of twentieth century music (jazz, etc.) in North America (1900s–present)
- GHW.6.4** Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to both cultural convergence and divergence in the world.
- GHW.6.5** Analyze and assess the impact of the four major agricultural revolutions* on the world’s human and physical environments.
* **agricultural revolutions**, in historical order: (1) fire used to alter natural vegetation; (2) domestication of plants; (3) industrialization and mechanization of agriculture with use of fertilizers, pesticides and herbicides; (4) applied microscopia for selective genetic manipulation
- GHW.6.6** Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world.

Standard 7: Conflict and Cooperation

Students explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people.*

- GHW.7.1** Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth’s surface.

Examples: Turkey and Iraq conflict and cooperation related to the headwaters of the Tigris and Euphrates Rivers (1900–present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), and conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present)

GHW.7.2 Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.

Examples: Indian Sub-continent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in Rwanda, Nigeria and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945)

GHW.7.3 Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.

Examples: Compare and contrast Czech Republic and Slovakia to former Yugoslavia (1900s), compare and contrast Ghana under Nkrumah and Kenya under Kenyatta (1950–70s), compare and contrast Gandhi's (India) non-violent approach to independence compared to Algerian violent movement for independence from France (1950s) or to the Bolshevik's (Russia) approach to independence from absolutism (1900s), and compare and contrast the independence movements by colonial Australia and South Africa (1900s)

GHW.7.4 Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.

Examples: League of Nations, North Atlantic Treaty organization (NATO), United Nations (UN), North American Free Trade Association (NAFTA), Free Trade Association (FTA), World Trade Organization (WTO), World Health Organization (WHO), European Union (EU), Triple Entente, Quintuple Alliance and Free Trade Area of the Americas (FTAA)

Standard 8: Trade and Commerce

Students examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional and global consequences of those exchanges.

GHW.8.1 Use maps to show the location and distribution of Earth's resources and analyze how this distribution affects trade between and among countries and regions.

GHW.8.2 Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result

Examples: Latin American and Africa: describe near-subsistence agriculture (1800–present), United States: relate resources to the interstate highway system (present), Russia: discuss the importance of the BAM (Baikal-Amur Mainline Railway) project and the Trans-Siberian railroad system in making more resources accessible to world trade (present), Europe and China: compare and contrast the movement of goods and services (present)

GHW.8.3 Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.

Standard 9: Human and Environmental Interactions: Resources, Hazards and Health

Students examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.

GHW.9.1 Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.

GHW.9.2 Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions
Examples: United States: distribution of fresh water in western states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; Europe: dependence on the Persian Gulf for fossil energy.

GHW.9.3 Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.
Examples: Netherlands: use of dams and dikes; United States (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers

GHW.9.4 Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time
Examples: Bubonic Plague, smallpox, cholera pandemic, Influenza pandemic, and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases.

Standard 10: States, Nations and Nation-States

Students analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country.

GHW.10.1 Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie.
Examples: Iraq and Kurdistan (1930–present), China and Tibet (1949–present), and Spain and the Basque

(1492–present)

- GHW.10.2** Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.
Examples: The development of the United States from the 13 colonies (1763–1825), the development of the countries of Columbia and Venezuela from the Viceroyalty of New Granada (1775–1825), the formation of Germany (1848–1989), the formation of the Republic of China on Taiwan (1945–present), potential nationalistic movements with the Palestinians and Kurds (present)
- GHW.10.3** Evaluate and predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries.
Examples: Brazil: formation (1820–1875), Russia: from Czar to federalism (1905–1995), the future of Iraq (1945–present), Korea (1945–present), South Africa: from white supremacy to black majority rule with protection of the rights of minorities (1900s), Nigeria: from dictatorship to democracy (1960–present)
- GHW.10.4** Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world.
Examples: The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea (1910–1945)
- GHW.10.5** Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states and draw conclusions about why certain regions of the world contain more nation-states than others.
Examples: The development of France (500–1850), compare Europe with Africa (1700–1990), the emergence of the federal state of Australia (1775–1925) and the increase of homogeneity in Japan (1945–present)
- GHW.10.6** Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces.
Examples: Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian sub-continent (1775–1985); the road to federalism in Nigeria (1925–present); and the evolution of countries of contemporary Europe, such as Great Britain, France, Spain and Italy

Standard 11: Sports, Recreation and Tourism

Students examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities.

- GHW.11.1** Use graphic representations, such as maps and timelines, to describe the spread of specific sports and/or sporting events from their geographic origins and analyze the spatial patterns that emerge.
- GHW.11.2** Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes.
Examples: Italy (Florence, Venice and Rome): formerly political, religious and commercial centers, becoming tourist centers; China: potential for significant political and cultural change due to the Olympic movement; and United States: development of parks in response to increased

urbanization

- GHW.11.3** Identify and assess the impact of sports and recreation on the human and physical environments in selected countries.
- GHW.11.4** Analyze and predict the changing patterns of space devoted to sports and recreation in the local community and region.
Examples: Indianapolis: downtown renewal, West Lafayette: university expansion of sporting facilities, South Bend: national reputation related to sports, and Paoli: basketball stadium holds more than the town's population
- GHW.11.5** Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions.
- GHW.11.6** Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems.

Standard 12: Global Change

Students examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.

- GHW.12.1** Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans.
- GHW.12.2** Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.
Examples: The “doubling time” for global population and the implications of this doubling in various world regions (1750–present), economic growth curves for various countries and the implications for resource use and environmental pollution (present)

PSYCHOLOGY

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function; including sensation, perception, motivation and emotion. Development looks at all the changes throughout one's life: physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

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 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.

- DOE Code: 1532 (PSYCH)
- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CONTENT STANDARDS

Standard 1 — History & Scientific Method

Students discuss the history of psychology and its development as an empirical science by understanding the scientific method, explaining research strategies and identifying ethical issues.

Standard 2 — Biological Bases of Behavior

Students investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.

Standard 3 — Development

Students understand the process of how humans grow, learn and adapt to their environment from conception to death.

Standard 4 — Cognition

Students understand how organisms adapt to their environment through learning, information processing and memory development.

Standard 5 — Personality, Assessment, and Stress

Students recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives and emotions. Students also identify the different types and functions of assessment instruments.

Standard 6 — Abnormal Psychology

Students explore the common characteristics of abnormal behavior as well as the influence culture has had on that definition. Students also identify major theories and categories of abnormal behavior. Students discuss characteristics of effective treatment and prevention of abnormal behaviors.

Standard 7 — Socio-Cultural Dimensions of Behavior

Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

Standard 8 — Psychological Thinking

Students explore how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

Standard 1: History & Scientific Method

Students discuss the history of psychology and its development as an empirical science by understanding the scientific method, explaining research strategies and identifying ethical issues.

- P.1.1** Define psychology as a discipline and identify its goals as a science.
- P.1.2** Explain the reasons and approaches for studying the methodology of psychology; past and present.
- P.1.3** Describe the differences between descriptive and experimental research methods.
- P.1.4** Explain the interaction among independent and dependent variables as well as the difference between experimental and control groups.
- P.1.5** Distinguish between scientific and nonscientific research.
- P.1.6** Describe the key concepts of the ethical guidelines applied by the American Psychological Association regarding the use of human and non-human animal subjects.
- P.1.7** Describe the differences between quantitative and qualitative research strategies.
- P.1.8** Define correlation coefficients and explain their appropriate interpretation.
- P.1.9** Analyze human behavior from modern day perspectives in psychology.

Standard 2: Biological Bases of Behavior

Students investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.

- P.2.1** Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes.
- P.2.2** Compare and contrast between the left and right hemispheres of the brain and identify how vision, motor, language and other functions are regulated by each hemisphere.
- P.2.3** Describe the structure and function of the neuron and describe the basic process of neural transmission.
- P.2.4** Compare and contrast the methods for studying the brain.
- P.2.5** Identify the major divisions and subdivisions of the nervous system and describe how they function.
- P.2.6** Analyze the structure and function of the endocrine system and its effect on human behavior.
- P.2.7** Compare and contrast the effect of neurotransmitters on human behavior.

Standard 3: Development

Students understand the process of how humans grow, learn and adapt to their environment from conception to death.

- P.3.1 Explain the role of prenatal and post-natal development on human development.
- P.3.2 Explain the physical, motor, and perceptual development of infants.
- P.3.3 Understand the physical, motor and cognitive development of children.
- P.3.4 Describe the physical, cognitive, and moral changes that occur during adolescence.
- P.3.5 Understand the major physical, cognitive, and social issues that accompany adulthood and aging.
- P.3.6 Explain how nature and nurture influence human development.
- P.3.7 Describe the theories of various developmental psychologists.

Standard 4: Cognition

Students understand how organisms adapt to their environment through learning, information processing and memory.

- P.4.1 Explain the process of learning, including principles of operant, classical, and observational
- P.4.2 Differentiate between learning, reflexes, and fixed-action patterns
- P.4.3 Explain the concept of learned helplessness.
- P.4.4 Describe the processes of memory, including encoding, storage, and retrieval.
- P.4.5 Differentiate between the three different stages of memory, including sensory, short-term, and long-term.
- P.4.6 Identify the factors that interfere with memory.
- P.4.7 Discuss various strategies that can be used to improve memory.
- P.4.8 Compare and contrast between explicit and implicit memory.
- P.4.9 Discuss the obstacles and strategies involved in problem solving.
- P.4.10 Identify key psychologists in the fields of learning and cognition and explain the impact of their contributions.
- P.4.11 Describe language development in humans.

Standard 5: Personality, Assessment and Stress

Students recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives and emotions. Students also identify the different types and functions of assessment instruments.

- P.5.1 Identify the major psychologists involved in the study of personality and describe the main characteristics of their theories.
- P.5.2 Distinguish between objective and projective techniques of personality assessment and give examples of each.
- P.5.3 Distinguish between stress and distress.
- P.5.4 Identify environmental factors that lead to stress.
- P.5.5 Explain Hans Selye's General Adaptation Syndrome (GAS).
- P.5.6 Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each.

Standard 6: Abnormal Psychology

Students explore the common characteristics of abnormal behavior as well as the influence culture has had on that definition. Students also identify major theories and categories of abnormal behavior. Students discuss characteristics of effective treatment and prevention of abnormal behaviors.

- P.6.1 Describe the common characteristics of abnormal behavior.
- P.6.2 Explain how both cultural and historical influences have affected the definition of abnormal behavior.
- P.6.3 Identify and describe the theories of abnormality.
- P.6.4 Discuss major categories of abnormal behavior and distinguish which disorders fit under which categories – DSM-IV/DSM-V
- P.6.5 Describe availability and appropriateness of various modes of treatment and prevention for people with psychological disorders.

Standard 7: Socio-Cultural Dimensions of Behavior

Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

- P.7.1 Understand and identify social norms and how they differ across cultures.
- P.7.2 Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor- observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance.
- P.7.3 Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance.

- P.7.4 Explain the concepts of groupthink and group polarization.
- P.7.5 Discuss the various types of conflict and the processes involved in conflict resolution.
- P.7.6 Explain how stereotypes, prejudice, and discrimination influence behavior.

Standard 8: Psychological Thinking

Students explore how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

- P.8.1 Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation
- P.8.2 Locate and analyze primary sources of landmark experiments in psychology and other counter arguments.
- P.8.3 Construct a testable hypothesis and apply the principles of research design to an appropriate experiment.

SOCIOLOGY

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

- DOE Code: 1534 (SOCIOLOGY)
- *Recommended Grade Level: Grades 11 or 12*
- *Recommended Prerequisites: None*
- *Credits: 1 semester, 1 credit*
- *Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas*

At the high school level, Indiana's academic standards for social studies provide standards for specific high school courses that focus on one of five content areas that make up the core of the 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.

Standard 1 — Foundations of Sociology as a Social Science

Students describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

Standard 2 — Culture

Students examine the influence of culture on the individual and the way cultural transmission is accomplished. Students study the way culture defines how people in a society behave in relation to groups and to physical objects. They also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

Standard 3 – Socialization

Students examine the process by which people develop their human potential and learn culture. Socialization will be considered as a lifelong process of human social experience.

Standard 4 — Social Stratification

Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

Standard 5 – Sociology of Gender

Students learn to differentiate between the biological differences that divide the human population into male and female, and gender which is the personal traits and social positions that members of a society attach to being male or female. The development and changes in gender roles over time will be examined.

Standard 6 — Sociology of Groups

Students explore the impacts of social groups on individual and group behavior. They understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.

Standard 7 — Social Institutions

Students identify the effects of social institutions on individual and group behavior. They understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

Standard 8 — Social Change

Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

Standard 9 — Social Problems

Students analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

Standard 10 — Individual and Community

Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

Standard 11 – Deviance and Social Control

Students examine all types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.

Standard 1

Foundations of Sociology as a Social Science

Students describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

- S 1.1** Define sociology and trace its development as a distinct discipline
- S 1.2** Identify key figures in the development of the discipline of sociology
- S 1.3** Illustrate the relationship of sociology to the other social science disciplines, including history, economics, psychology, political science
- S.1.4** Explain the major theoretical perspectives (paradigms) common to sociology including structural functional; symbolic interaction; and conflict theory. Identify key theorists with each. Recognize how each perspective sheds light on human social behavior
- S 1.5** Describe how observations become generalizations which become theories through replication with the use of the scientific method
- S.1.6** Identify the research methods commonly used by sociologists including survey research, content/historical analysis, secondary analysis, laboratory method, observation, participant observation, case study. Explain the strengths and weaknesses of each
- S.1.7** Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
- S 1.8** Develop a research design applying appropriate methodology, and use of the scientific method as it applies to social scientific research; include the development of a hypothesis, data collection, data interpretation, and drawing conclusions.
- S.1.9** Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.

Standard 2

Culture

Students examine the influence of culture on the individual and the way cultural transmission is accomplished. Students study the way culture defines how people in a society behave in relation to groups and to physical objects. They also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

- S 2.1** Define culture as a human survival strategy; Identify the, material and non-material components of culture.
- S.2.2** Explain the differences between the concepts: culture and society.
- S 2.3** Identify and apply elements of nature vs. nurture in explaining human social behavior.
- S 2.4** Identify American cultural values; explain how the U.S. is a heterogeneous society.
- S.2.5** Identify culture conflict, cultural similarity, cultural diversity.

- S.2.6** Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between *folkways* and *mores*.
- S.2.7** Define and explore the defining characteristics of subcultures in the United States
- S.2.8** Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
- S.2.9** Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.
- S.2.10** Identify both rights and responsibilities the individual has to the group.
- S.2.11** Explain how functionalists, interactionists, and conflict theorists differ in their view culture.

Standard 3

Socialization

Students examine the process by which people develop their human potential and learn culture. Socialization will be considered as a lifelong process of human social experience.

- S.3.1** Define socialization as a process unique to humans that takes place from birth to death, and how it changes through the life cycle
- S.3.2** Explain how the self concept is formed (from the interactionist perspective)
- S.3.3** Explain how human capacity for extensive symbolic communication allows for socialization and cultural transmission
- S.3.4** Explore the contributions of George Herbert Mead and Charles Horton Cooley (as well as Freud and Piaget) to the development of theories of self concept
- S.3.5** Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment)
- S.3.6** Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions – re-socialization, and others)
- S.3.7** Discuss how societies recognize rites of passage.

Standard 4 Social Stratification

Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

- S.4.1 Define *stratification* (as sociologists define it).
- S.4.2 Examine Weber's multi-dimensional model of stratification and compare with Marx's one dimensional model.
- S.4.3 Identify how different types of societies compare regarding stratification. (i.e. competitive vs. noncompetitive, caste and class systems: ascribed vs. achieved status)
- S.4.4 Explore the origins of stratification in human societies from a functionalist perspective and from a conflict perspective.
- S.4.5 Explain how stratification differs from simple inequality and how stratification relates to ideology.
- S.4.6 Explore some of the consequences (or results) of stratification.
- S.4.7 Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.
- S.4.8 Distinguish between the terms *role*, *status*, and *esteem*.
- S.4.9 Explain how roles and role expectations can lead to role conflict.

Standard 5 Sociology of Gender

Students learn to differentiate between the biological differences that divide the human population into male and female, and gender which is the personal traits and social positions that members of a society attach to being male or female. The development and changes in gender roles over time will be examined.

- S.5.1 Distinguish between biological (ascribed) status and socially assigned gender roles
- S.5.2 Explore how gender role socialization occurs
- S.5.3 Explore sexism in language
- S.5.4 Describe the functional explanation of gender role socialization and contrast it with the conflict explanation
- S.5.5 Explore how gender roles differ in different societies and how they change over time
- S.5.6 Examine gender roles from the functionalist, the interactionist, and the conflict perspectives

Standard 6

Sociology of Groups

Students explore the nature and functions of groups, both primary and secondary. Factors influencing group formation will be examined; students also explore the impact of social groups on individual and group behavior.

- S.6.1 Sociologically define *social group* and distinguish groups from crowds, aggregates, etc.
- S.6.2 Distinguish between *primary groups* and *secondary groups* with examples of each
- S.6.3 Explore reasons for group formation; distinguish *instrumental* from *expressive* needs
- S.6.4 Outline and illustrate the functions of groups both for individual group members and for society
- S.6.5 Explain how the importance of primary and secondary groups have changed over time, particularly in relation to pre-industrial and industrial society
- S.6.6 Describe group leadership styles (authoritarian, democratic, laissez-faire) and the functions of each style
- S.6.7 Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
- S.6.8 Define different types of groups (involuntary, voluntary, coercive, reference)
- S.6.9 Explore the formation of group norms
- S.6.10 Demonstrate democratic approaches to managing disagreements and solving conflicts.

Standard 7

Social Institutions

Students identify the impact of social institutions on individual and group behavior. They understand that social institutions influence the development of the individual through the socialization process. The function of one or more social institutions will be examined.

- S.7.1 Define social institution as made up of norms and values surrounding an activity considered important to society.
- S.7.2 Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
- S.7.3 Discuss the concept of political power and factors that influence political power.
- S.7.4 Conduct research and analysis on an issue associated with social structure or social institutions.
- S.7.5 Examine in depth one or more important social institutions (such as marriage and family, education, health care, judicial, health care, religion) and its functions for society. Also consider how conflict theory sees the institution.

Standard 8

Collective Behavior and Social Change

Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

- S.8.1** Describe how and why societies change over time.
- S.8.2** Examine various social influences that can lead to immediate and long-term changes.
- S.8.3** Using an example, describe how collective behavior can influence and change society.
- S.8.4** Examine how technological innovations and scientific discoveries have influenced major social institutions.
- S.8.5** Discuss how innovations in science and technology affect social interaction and culture.
- S.8.6** Describe how the role of the mass media has changed over time and project what changes might occur in the future.
- S.8.7** Distinguish major differences between social movements and collective behavior with examples.
- S.8.8** Investigate the consequences to society as a result of changes.
- S.8.9** Trace the development of the use of a specific type of technology in the community.
- S.8.10** Cite examples of the use of technology in social research.
- S.8.11** Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.

Standard 9

Social Problems

Students analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

- S.9.1** Identify characteristics of a "social" problem, as opposed to an "individual" problem.
- S.9.2** Describe how social problems have changed over time. (History)
- S.9.3** Explain how patterns of behavior are found with certain social problems.
- S.9.4** Discuss the implications of social problems for society.
- S.9.5** Examine how individual and group responses are often associated with social problems.
- S.9.6** Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

- S.9.7 Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
- S.9.8 Design and carry out school- and community-based projects to address a local aspect of a social problem. (Economics)

Standard 10 Individual and Community

Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

- S.10.1 Describe traditions, roles and expectations necessary for a community to continue.
- S.10.2 Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
- S.10.3 Discuss theories that attempt to explain collective behavior.
- S.10.4 Define a social issue to be analyzed.
- S.10.5 Examine factors that could lead to the breakdown and disruption of an existing community.
- S.10.6 Discuss the impact of leaders of different social movements.
- S.10.7 Define propaganda and discuss the methods of propaganda used to influence social behavior.
- S.10.8 Discuss both the benefits and social costs of collective behavior in society.
- S.10.9 Determine a cause-and-effect relationship among historical events, themes and concepts in United States and world history as they relate to sociology.
- S.10.10 Identify a community social problem and discuss appropriate actions to address the problem.
- S.10.11 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

Standard 11: Deviance and Social Control

Students examine all types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.

- S.11.1 Define *deviance* and analyze deviance from a functionalist, a conflict, and an interactionist perspective.
- S.11.2 Identify formal and informal, as well as positive and negative forms of social control employed in our society.
- S.11.3 Explore the functions deviance serves as identified by Emile Durkheim.

- S.11.4** Explore explanations of deviance such as Merton's Strain theory, Sutherland's differential association theory, and Hirschi's control theory.
- S.11.5** Identify deviant subcultures.
- S.11.6** From a symbolic interaction analysis, examine labeling theory.
- S.11.7** Examine deviance from a conflict perspective.
- S.11.8** Identify types of crime and its consequences.
- S.11.9** Identify the consequences of the medicalization of deviance.
- S.11.10** Explore theoretical foundations of punishment. (retributive, rehabilitative, deterrent)

UNITED STATES GOVERNMENT

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. A focus on American interactions with other nations, and the government's role in world affairs, will also be included. Using primary and secondary resources, students articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- DOE Code; 1540
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

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 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 course content. Supporting content areas are indicated in parentheses. 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.

CONTENT STANDARDS

Standard 1 — The Nature of Politics and Government

Students identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standard 2 — Foundations of Government in the United States

Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.

Standard 3 — Purposes, Principles and Institutions of Government in the United States

Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

Standard 4 — The Relationship of the United States to Other Nations in World Affairs

Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

Standard 5 — Roles of Citizens in the United States

Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

Standard 1: The Nature of Politics and Government

Students identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

- USG.1.1** Define civic life, political life, and private life and describe the activities of individuals in each of these spheres. (Individuals, Society and Culture)
- USG.1.2** Define the terms and explain the relationship between politics, government, and public policy. (Economics)
- USG.1.3** Interpret the purposes and functions of government found in the *Preamble* of the United States Constitution. (Economics)
- USG.1.4** Compare and contrast types of government including direct democracy, monarchy, oligarchy, and totalitarianism. (History; Individuals, Society and Culture)
- USG.1.5** Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.
- USG.1.6** Compare and contrast unitary, confederate, and federal systems of government.
- USG.1.7** Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these constitutional principles to the protection of the rights of individuals. (History; Individuals, Society and Culture)
- USG.1.8** Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.
- USG.1.9** Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties. (History; Individuals, Society and Culture)

Standard 2: Foundations of Government in the United States

Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.

- USG.2.1** Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791). (History; Individuals, Society and Culture)
- USG.2.2** Understand the concept of compromise and evaluate its application during the Constitutional Convention.
- USG.2.3** Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.
- USG.2.4** Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights.
- USG.2.5** Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
- USG.2.6** Explain how a shared American civic identity is based on commitment to foundational ideas in Founding-Era documents and in core documents of subsequent periods of United States history. (History)
- USG.2.7** Using primary documents compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788). (History)
- USG.2.8** Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy. (Individuals, Society and Culture)

Standard 3: Purposes, Principles and Institutions of Government in the United States

Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students also describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

- USG.3.1** Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional and representative democracy.
- USG.3.2** Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, republican government or representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana.
- USG.3.3** Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.
- USG.3.4** Explain the relationship between limited government and a market economy. (Economics)
- USG.3.5** Explain the section of Article IV, Section 4, of the United States Constitution which says, "The United States shall guarantee to every State in the Union a Republican form of government."
- USG.3.6** Compare and contrast the enumerated, implied and denied powers in the United States Constitution and the Indiana Constitution.
- USG.3.7** Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.
- USG.3.8** Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups and businesses. (Economics)
- USG.3.9** Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.
- USG.3.10** Describe the procedures for amending the United States and Indiana Constitutions and analyze why it is so difficult to amend these Constitutions.
- USG.3.11** Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review and an independent judiciary.
- USG.3.12** Analyze the functions of major departments of the executive branch in the United States and in Indiana. (Individuals, Society and Culture)
- USG.3.13** Explain the electoral process in terms of election laws and election systems on the national, state and local level.
- USG.3.14** Analyze the election of Benjamin Harrison, Indiana's only president, his approach to the presidency, his relationship to the legislative branch, and his re-election defeat, considering the effects of party politics and public opinion.

- USG.3.15** Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system. (History; Individuals, Society and Culture)
- USG.3.16** Explain and evaluate the original purpose and function of the Electoral College and its relevance today.
- USG.3.17** Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.
- USG.3.18** Identify the role and development of special interest groups in politics and explain their impact on the development of state and local public policy. (Economics; History; Individuals, Society and Culture)
- USG.3.19** Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as *Marbury v. Madison* (1803), *Baker v. Carr* (1962), *United States v. Nixon* (1974), *Clinton v. City of New York* (1998) and *Bush v. Gore* (2000).
- USG.3.20** Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as *McCulloch v. Maryland* (1819), *Alden v. Maine* (1999) and the denial of certiorari for the Terri Schiavo case (2005). (History; Individuals, Society and Culture)
- certiorari: a writ from a high court to a low court requesting a transcript of the proceedings of a case for review
- USG.3.21** Describe the influence of the media and technology on public opinion and public policy.

Standard 4: The Relationship of the United States to Other Nations in World Affairs

Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

- USG.4.1** Compare and contrast governments throughout the world with the United States government in terms of source of the government's power.
- USG.4.2** Describe how different governments interact in world affairs. (Individuals, Society and Culture)
- USG.4.3** Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts.
- USG.4.4** Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.
- USG.4.5** Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs.
- USG.4.6** Identify and describe strategies available to the United States government to achieve foreign policy objectives. (Economics; Geography; History; Individuals, Society and Culture)

- USG.4.7** Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy. (Economics)
- USG.4.8** Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world. .
- USG.4.9** Discuss specific foreign policy issues that impact local community and state interests. (Economics; Individuals, Society and Culture)

Standard 5: Roles of Citizens in the United States

Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

- USG.5.1** Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana and understand the criteria used for attaining both.
- USG.5.2** Analyze the roles and responsibilities of citizens in Indiana and the United States. (Individuals, Society and Culture)
- USG.5.3** Discuss the individual's legal obligation to obey the law, serve as a juror, and pay taxes.
- USG.5.4** Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court; analyze and evaluate landmark cases of the United States Supreme Court concerning civil rights and liberties of individuals.
- USG.5.5** Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this. (History)
- USG.5.6** Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups.
- USG.5.7** Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.
- USG.5.8** Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.
- USG.5.9** Use information from a variety of resources to describe and discuss current American political issues. (History, Economics, Geography)

UNITED STATES HISTORY (1877 to Present)

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

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 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 course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

- DOE Code 1542 (US HIST)
- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

Please Note: Examples have been moved to a more enhanced and robust Teacher Resource Guide which is located at the end of this standards document in Appendix A. This guide will better assist teachers in understanding what is meant by the standards.

CONTENT STANDARDS

Standard 1 — Early National Development: 1775 to 1877

Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.

Standard 2 — Development of the Industrial United States: 1870 to 1900

Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

Standard 3 — Emergence of the Modern United States: 1897 to 1920

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

Standard 4 — The Modern United States in Prosperity and Depression: 1920s and 1930s

Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

Standard 5 — The United States and World War II: 1939 to 1945

Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences of the war on United States involvement in world affairs.

Standard 6 — Postwar United States: 1945 to 1960

Students examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

Standard 7 — The United States in Troubled Times: 1960 to 1980

Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

Standard 8 — The Contemporary United States: 1980 to the Present

Students examine the political, economic, social and cultural development of the United States during the period from 1980 to the present.

Standard 9 — Historical Thinking

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Standard 1: Early National Development: 1775 to 1877

Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

- USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government)
<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>
- USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)
- USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)
- USH. 1.4** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

Standard 2: Development of the Industrial United States: 1870 to 1900

Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

- USH.2.1** Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)
- USH.2.2** Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)
- USH 2.3** Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)
- USH.2.4** Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)
- USH.2.5** Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)
- USH.2.6** Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)
- USH.2.7** Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.

- USH.2.8** Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890). (Government, Economics)
- USH.2.9** Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)

Standard 3: Emergence of the Modern United States: 1897 to 1920

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

- USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)
- USH.3.2** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)
- USH.3.3** Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)
- USH.3.4** Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Northern Securities Company v. United States* (1904), *Muller v. Oregon* (1908), *Schenck v. United States* (1919) and *Abrams v. United States* (1919).
- USH.3.5** Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)
- USH.3.6** Analyze the reasons why the United States became involved in World War I. (Government, Economics)
- USH.3.7** Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)
- USH.3.8** Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)
- USH.3.9** Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)

Standard 4: Modern United States Prosperity and Depression: Post WW I - 1939

Students explain the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

- USH.4.1** Understand the significance of the pro-business policies of President’s Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)
- USH.4.2** Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)
- USH.4.3** Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)
- USH.4.4** Describe technological developments during the 1920s and explain their impact on rural and urban America. (Economics; Geography; Individuals, Society, and Culture)

- USH.4.5** Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)
- USH.4.6** Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government; Economics; Individuals, Society and Culture)
- USH.4.7** Analyze the impact the Great Depression had on America's standard of living (Economics, Government)
- USH.4.8** Identify and explain the significance of New Deal relief programs. (Government)
- USH.4.9** Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.

Standard 5: The United States and World War II: 1939 to 1945

Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.

- USH.5.1** Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation. (Government, Economics, Geography)
- USH.5.2** Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo. (Government; Individuals, Society and Culture)
- USH.5.3** Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)
- USH.5.4** Identify key leaders and events from World War II and explain the significance of each. (Government)
- USH.5.5** Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)
- USH.5.6** Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)
- USH.5.7** Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts. (Government)
- USH.5.8** Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)
- USH.5.9** Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.

Standard 6: Postwar United States: 1945 to 1960

Students understand the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

- USH.6.1** Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)
- USH.6.2** Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)
- USH.6.3** Describe the constitutional significance and lasting societal effects of the United States Supreme Court case *Brown v. Board of Education*. (Government)
- USH.6.4** Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)

Standard 7: The United States in Troubled Times: 1960 to 1980

Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

- USH.7.1** Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)
- USH.7.2** Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)
- USH.7.3** Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)
- USH.7.4** Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.
- USH.7.5** Identify and analyze the significance of key decisions of the Warren Court. (Government)
- USH.7.6** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)
- USH.7.7** Identify areas of social tension from this time period and explain how social attitudes shifted as a result.
- USH.7.8** Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.
- USH.7.9** Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.
- USH.7.10** Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)
- USH.7.11** Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon*. (Government)

Standard 8: The Contemporary United States: 1980 to the Present

Students examine the political, economic, social and cultural developments of the United States during the period from 1980 to the present.

- USH.8.1** Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
- USH.8.2** Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.
- USH.8.3** Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.
- USH.8.4** Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it. (Economics)
- USH.8.5** Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)
- USH.8.6** Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.

- USH.8.7** Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000) and *Bush v. Gore* (2000).
- USH.8.8** Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.
- USH.8.9** Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)

Standard 9: Historical Thinking

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

- USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
- USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

WORLD HISTORY AND CIVILIZATION

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

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 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 course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

- DOE Code: 1548 (WLD HST/CVL)
- *Recommended Grade Level: None*
- *Recommended Prerequisites: None*
- *Credits: 2 semester course, 1 credit per semester*
- *Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma*

CONTENT STANDARDS

Standard 1

Ancient Cultures and Civilizations: c.8000 B.C./B.C.E. to c.600 B.C/B.C/E

Students examine the movement toward civilization, including those of North Africa, Southwest Asia, South Asia and East Asia from 8000 B.C./B.C.E. to 600 B.C/B.C/E.

Standard 2

Classical Civilization: c. 1000 B.C./B.C.E. to c. 600 A.D./C.E.

Students explore the classical civilizations of the Mediterranean, Southwest Asia, South Asia, East Asia, and the Americas from c. 600 B.C./B.C.E. to c. 600 A.D./C.E.

Standard 3

Major Civilizations and Cultural Interactions: c.600 A.D./C.E. to c.1300 A.D./C.E.

Students trace the development and interactions of major civilizations and empires in different regions of the world from c.600 A.D./C.E. – c.1300 A.D/C.E.

Standard 4 —The Rise of Western Civilization and Global Interaction: c.1300 to c. 1750

Students explore the rise of Europe and its consequences for worldwide exploration and colonization from c.1300 to c.1750.

Standard 5

Revolutions, Nationalism, and Imperial Power: c.1500 to c.1900

Students examine the causes, events, and global consequences of intellectual, economic, social, and political movements and revolutions from c.1500 to c.1900.

Standard 6

An Era of Global Conflicts, Challenges, Controversies, and Changes: c.1900 to the Present

Students analyze and explain trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes which have influenced our modern world.

Standard 7 — Historical Thinking

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Standard 1

Ancient Cultures and Civilizations: c.8000 B.C./B.C.E. to c.600 B.C/B.C.E

Students examine the movement toward civilization, including those of North Africa, Southwest Asia, South Asia and East Asia from 8000 B.C./B.C.E. to 600 B.C/B.C.E.

- WH.1.1** Describe and evaluate social, cultural, and economic changes of small agriculture communities which led to the development of large agricultural settlements such as the movement from hunting and gathering societies to civilization. (Economics, Geography)
- WH.1.2** Identify the key components that make up a civilization and the key differences between civilizations and other forms of social organization. (Geography, Sociology)
- WH.1.3** Review the key elements of the development of early river valley civilizations in Mesopotamia, Egypt, the Indus River Valley, and Shang China. (Geography, Sociology)
- WH.1.4** Examine the development and characteristics of early empires such as Assyria, Persia, Israel, Minoan, and Zhou. (Geography, Sociology)

Standard 2

Classical Civilization: c.1000 B.C. / B.C.E. to c.600 A.D. / C.E.

Students explore the classical civilizations of the Mediterranean, Southwest Asia, South Asia, East Asia, and the Americas from c.600 B.C./B.C.E. to c.600 A.D./C.E.

- WH.2.1** Review the development and key concepts of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam. (Sociology)
- WH.2.2** Examine the development of Judaism and the civilization of Ancient Israel, including the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization.

- WH.2.3** Examine the development of Greek civilization including differing political and social structures as well as conflicts such as the Persian and Peloponnesian wars. (Sociology, Economics, Government, Geography)
- WH.2.4** Describe the rise of Alexander the Great and the influence of Hellenism in Southwest and South Asia, North Africa, and parts of Europe.
- WH.2.5** Analyze the development of Roman Republican government and society. (History, Government, Sociology)
- WH.2.6** Trace the changes that culminated in the end of the Republic and the formation of the Roman Empire.
- WH.2.7** Examine the origins, rise, and spread of Christianity including the life of Jesus, and Christianity's impact on the Roman Empire. (Sociology)
- WH.2.8** Analyze the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.
- WH.2.9** Examine the significant achievements of the Greeks and Romans and their impact on the modern world. (Individuals, Society and Culture)
- WH.2.10** Trace the development and major achievements of civilizations in India such as the Mauryan and Gupta empires. (Geography, Sociology)
- WH.2.11** Compare and contrast the influence of Hinduism and Buddhism on civilization in India and Buddhism's spread throughout Asia. (Psychology, Sociology)
- WH.2.12** Compare and contrast the influence of Confucianism, Taoism, and Legalism on East Asian civilizations. (Sociology)
- WH.2.13** Trace the developments and achievements of the Qin and Han Dynasties. (Government, Sociology)

Standard 3

Major Civilizations and Cultural Interactions: c.600 A.D./C.E. to c.1300 A.D./C.E.

Students trace the development and interactions of major civilizations and empires in different regions of the world from c.600 A.D./C.E. – c.1300 A.D./C.E.

- WH.3.1** Analyze the impact of trade networks such as the Silk Road and Indian Ocean trade network.
- WH.3.2** Explain the rise and achievements of the Byzantine Empire.
- WH.3.3** Explain the division between the Eastern and Western branches of Christianity as a result of the Great Schism of 1054.
- WH.3.4** Examine the origins, rise, and spread of Islam including the life of Muhammad, and Islam's division into the Sunnis and Shiites..
- WH.3.5** Trace the spread of Islam and its impact throughout Southern Europe, Northern Africa and Asia.

- WH.3.6** Explain the role of Christianity as a unifying force in medieval Europe.
- WH.3.7** Describe the rise and achievements of Charlemagne and the birth of the Holy Roman Empire.
- WH.3.8** Analyze the consequences of the fall of the Western Roman Empire and the development of feudalism and manorialism on Europe.
- WH.3.9** Explain the cultural, political and religious causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.
- WH.3.10** Describe the improvements in agriculture, the growth of towns, and the commercial revival during the Middle Ages.
- WH.3.11** Examine the key achievements of civilizations in Africa prior to European contact.
- WH.3.12** Compare and contrast the developments and achievements of the Maya, Aztec and Inca civilizations.
- WH.3.13** Explain and understand the achievements of the Tang and Song Dynasties.
- WH.3.14** Describe and explain the rise, expansion and decline of the Mongol Empire and its consequences for Eurasian peoples.
- WH.3.15** Examine the development of feudalism in Japan and its impact on Japanese society and government.

Standard 4 —The Rise of Western Civilization and Global Interaction: c.1300 to c. 1750

Students explore the rise of Europe and its consequences for worldwide exploration and colonization—c.1300 to c.1750.

- WH.4.1** Trace the origins and developments of the European Renaissance and its impact throughout Western Europe.
- WH.4.2** Analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion.
- WH.4.3** Discuss the emergence, role, and impact of the citizen in nation-states.
- WH.4.4** Explain the causes of the worldwide voyages of exploration.
- WH.4.5** Explain consequences of the conquests and colonization as a result of the worldwide voyages of exploration including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas.
- WH.4.6** Examine the growth and development of the European economic system as a result of exploration and the growth of mercantilism.
- WH.4.7** Trace the development of the gunpowder empires such as the Ottoman, Mughal, and Ming empires and their reaction to Western interaction.

- WH.4.8** Trace the development and impact of absolute monarchies in Europe.
- WH.4.9** Describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688.

Standard 5

Revolutions, Nationalism, and Imperial Power: c.1500 to c.1900

Students examine the causes, events, and global consequences of intellectual, economic, social, and political movements and revolutions—c. 1500 to c. 1900.

- WH.5.1** Explain the key developments of the Scientific Revolution and its impact on the world.
- WH.5.2** Explain the key ideas of the Enlightenment in European history and describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government.
- WH.5.3** Examine the key causes, events, and consequences of the French Revolution as well as the rise and fall of Napoleon.
- WH.5.4** Trace events, explain the causes, and analyze the outcomes for the Latin American independence movements of the nineteenth century.
- WH.5.5** Explain the reasons for the rise of nation-states and the effects of nationalism in Europe, North America and Asia.
- WH.5.6** Explain the causes and conditions of the Industrial Revolution in England, Europe, and the United States.
- WH.5.7** Examine the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theory.
- WH.5.8** Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia and Oceania.
- WH.5.9** Compare and contrast the responses of China and Japan to challenges by Western imperial powers.

Standard 6

An Era of Global Conflicts, Challenges, Controversies, and Changes: c.1900 to the Present

Students analyze and explain trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes which have influenced our modern world.

- WH.6.1** Trace and explain the long-term and immediate causes (including Nationalism, Imperialism, Militarism, and Alliances), major events and global consequences of World War I.
- WH.6.2** Explain the causes and consequences of the Russian Revolutions of 1917 and the establishment of the Union of Soviet Socialist Republics.

- WH.6.3** Examine the events and developments of the interwar period and their impact on the beginning of WWII including the impact of WWI on society, the Great Depression, and the rise of totalitarianism.
- WH.6.4** Identify the causes and key events of World War II and analyze the impact this war had on the global community.
- WH.6.5** Examine the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators; and, summarize world responses including the Nuremberg Trials.
- WH.6.6** Explain the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world.
- WH.6.7** Describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East.
- WH.6.8** Explain the origins of the modern State of Israel.
- WH.6.9** Trace the rise of communism in China including its foundations, the Cultural Revolution, and modern day developments.
- WH.6.10** Describe and analyze the global expansion of democracy and globalization in the late 20th century.
- WH.6.11** Investigate current global issues such as terrorism, genocide, and environmental issues.

Standard 7 Historical Thinking

Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Chronological Thinking, Analysis and Interpretation, Research, Issues-Analysis and Decision-Making

- WH.7.1** Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.
- WH.7.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past.
- WH.7.3** Investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.
- WH.7.4** Explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.
- WH.7.5** Use technology in the process of conducting historical research and to present products of historical research.
- WH.7.6** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.

WORLD GEOGRAPHY

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.

- *DOE Code: 1546 (WORLD GEO)*
- *Recommended Grade Level: Grades 11 or 12*
- *Recommended Prerequisites: None*
- *Credits: 1 semester, 1 credit*
- *Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas*

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.

CONTENT STANDARDS

Standard 1 — The World in Spatial Terms

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.

Standard 2 — Places and Regions

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.

Standard 3 — Physical Systems

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.

Standard 4 — Human Systems

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.

Standard 5 — Environment and Society

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.

Standard 1 The World in Spatial Terms

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.

- WG.1.1** Use locational technology such as remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS), to establish spatial relationships.
- WG.1.2** Evaluate the source of particular maps to determine possible biases contained in them.
- WG.1.3** 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.
- WG.1.4** Evaluate the applications of geographic tools (locational technologies) and supporting technologies to serve particular purposes.

Example: Assess the role played by maps in the exploration of Polar Regions.

- WG.1.5** 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 give oral, written, graphic and cartographic expression to conclusions.

Standard 2 Places and Regions

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.

WG.2.1 Give examples of how and why places and regions change or do not change over time.

Example: Changing settlement patterns in the American Southwest, the impact of technology on the growth of agricultural areas, and the changing location of manufacturing areas

WG.2.2 Give examples and analyze ways in which people's changing views of places and regions reflect cultural changes; understand how people's views of physical features influence and are influenced by human behavior.

Example: 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 centers.

WG.2.3 Explain how the concept of "region" is used as a way of categorizing, interpreting and ordering complex information about Earth.

WG.2.4 Give examples of how people create regions to understand Earth's complexity. (Individuals, Society and Culture)

Example: "Midwest," "Middle East" and "Kentuckiana"

Standard 3 Physical Systems

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.

WG.3.1 Define Earth's physical systems: atmosphere, lithosphere, biosphere or hydrosphere. Categorize the elements of the natural environment as belonging to one of the four components.

WG.3.2 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.

WG.3.3 Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.

Example: Rainforests, savannahs and tundra

WG.3.4 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.

Example: Plate tectonics, mountain building, erosion, deposition

WG.3.5 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.

Standard 4 Human Systems

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.

Characteristics, Distribution and Migration of Human Populations

WG.4.1 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.

WG.4.2 Develop maps of human migration and settlement patterns at different times in history and compare them to the present.

WG.4.3 Hypothesize about the impact of push factors and pull factors on human migration in selected regions and about changes in these factors over time.

WG.4.4 Evaluate the impact of human migration on physical and human systems. (Economic; Government; Individuals, Society and Culture)

Example: Latino migration into the United States and Arab migration into Western Europe

WG.4.5 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.

Characteristics, Distribution and Complexity of Cultural Mosaics

WG.4.6 Map the distribution patterns of the world's major religions and identify cultural features associated with each.

Example: Buddhist and Hindu temples, Christian cathedrals and chapels, Islamic mosques and Jewish Synagogues

WG.4.7 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. (History; Individuals, Society and Culture)

Example: English, Chinese, Spanish, French and Arabic languages; English as the language of business

WG.4.8 Explain how changes in communication and transportation technology contribute to the spread of ideas and to cultural convergence* and divergence.

Economic Interdependence (Globalization)

WG.4.9 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.

WG.4.10 Describe and locate on maps the worldwide occurrence of the three major economic systems – traditional, planned and market – and describe the characteristics of each.

WG.4.11 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.

WG.4.12 Explain the meaning of the word infrastructure and analyze its relationship to a country's level of development.

WG.4.13 Identify contemporary spatial patterns in the movement of goods and services throughout the world.

WG.4.14 Use global political, economic, cultural, or social flows to describe and illustrate interdependence between places, countries and regions.

Example: Use a flow chart and maps to show the movement of oil from producers to consumers.

Human Settlement

WG.4.15 Describe and explain the worldwide trend toward urbanization and be able to graph the trend.

WG.4.16 Explain how the internal structures of cities varies in different regions of the world and give examples.

Example: In France, the poor live in suburbs; in the United States, the poor live in the inner city; South Sudan.

WG.4.17 Analyze the changing functions of cities over time.

Example: Uses of cities as transportation centers, centers of commerce, and centers of administration and government

Cooperation and Conflict

WG.4.18 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.

Example: Growing economic and political power in Brazil, India, and China; growth of the reach of fundamentalist religious movements; cyber-spying

WG.4.19 Identify 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) and report on the impact of each.

Standard 5 Environment and Society

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.

WG.5.1 Identify and describe the effect of human interaction on the world's environment.

Example: Atmospheric and surface pollution, global warming, deforestation, desertification, salinization, over-fishing, urban sprawl, and species extinction

WG.5.2 Identify solutions to problems caused by environmental changes brought on by human activity

WG.5.3 Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to cope with them.

Example: Earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires

WG.5.4 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.

WG.5.5 Describe how and why the ability of people to use Earth's resources to feed themselves has changed over time.

Example: Advances in technology such as irrigation, hybridization, and crop rotation

- WG.5.6** Identify patterns of world resource distribution and utilization, and explain the consequences of the use of renewable and nonrenewable resources.
- Example:** 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
- WG.5.7** 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.
- WG.5.8** Create basic policies designed to guide the use and management of Earth's resources and that reflect multiple points of view.