

	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution and Consumption	Science, Technology, and Society
Standard	Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	Students will understand the interactions and relationship between human societies and their physical environment.	Students will understand cultural and intellectual developments and interactions among societies.	Students will understand social systems and structures and how these influence individuals.	Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.	Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
EC1	1.2.b. Differentiate between people, places, and events in the past, present and future. 1.2.c. Relate stories about past events, people, places, or situations to help our understanding of the past and present.	2.2.a. Give examples of conflict and cooperation among individuals and groups. 2.2.b. Identify and describe factors that contribute to cooperation and factors that may cause conflict. 2.2.c. Identify that some ways of dealing with disagreements work better than others.	3.2.a. Describe ways in which people depend on the physical environment. 3.2.b. Explain the concept of location.	4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.	5.2.a. Identify connections between who they are as a person and their place in the world. 5.2.b. Distinguish themselves as individuals from others. 5.2.c. Recognize that individual people are part of a group. 5.2.f. Identify roles and behaviors that people demonstrate when in group situations. 5.2.g. Identify opportunities for choice in personal identity.	6.2.a. Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. 6.2.b. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher). 6.2.h. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).	7.2.b. Describe roles resources play in our daily lives.	

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EC2	1.2.a. Identify stories about past events, people, places or situations.		3.2.a. Describe ways in which people depend on the physical environment. 3.2.c. Use maps and graphs, tables, and diagrams to read and display geographic information.		5.2.a. Identify connections between who they are as a person and their place in the world. 5.2.e. Explain why people live in social groups (e.g. families, communities, and nation).	6.2.b. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher). 6.2.c. Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.	7.2.b. Describe roles resources play in our daily lives. 7.2.c. Describe how we depend upon people with specialized jobs.	

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Kindergarten	<p>1.2.a. Identify stories about past events, people, places or situations.</p> <p>1.2.b. Differentiate between people, places, and events in the past, present and future.</p> <p>1.2.c. Relate stories about past events, people, places, or situations to help our understanding of the past and present.</p>	<p>2.2.a. Give examples of conflict and cooperation among individuals and groups.</p> <p>2.2.b. Identify and describe factors that contribute to cooperation and factors that may cause conflict.</p> <p>2.2.c. Identify that some ways of dealing with disagreements work better than others.</p>	<p>3.2.a. Describe ways in which people depend on the physical environment.</p> <p>3.2.f. Differentiate between ways in which people from different cultures think about and adapt to the physical environment.</p>	<p>4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.</p> <p>4.2.c. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.</p>	<p>5.2.a. Identify connections between who they are as a person and their place in the world.</p> <p>5.2.b. Distinguish themselves as individuals from others.</p> <p>5.2.c. Recognize that individual people are part of a group.</p> <p>5.2.d. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.</p> <p>5.2.f. Identify roles and behaviors that people demonstrate when in group situations.</p> <p>5.2.g. Identify opportunities for choice in personal identity.</p>	<p>6.2.a. Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.b. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).</p> <p>6.2.c. Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.f. Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.g. Explain reasons for the importance of leadership and service.</p> <p>6.2.h. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).</p>	<p>7.2.a. Distinguish between needs and wants.</p> <p>7.2.b. Describe roles resources play in our daily lives.</p> <p>7.2.c. Describe how we depend upon people with specialized jobs.</p> <p>7.2.d. Distinguish between goods and services.</p> <p>7.2.e. Explain why people make choices about how to satisfy wants and needs.</p> <p>7.2.f. Identify institutions that are part of economic systems.</p> <p>7.2.g. Describe how goods and services can be exchanged.</p>	<p>8.2.b. Describe examples in which tools and techniques have changed the lives of people.</p>

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Grade 1	<p>1.2.a. Identify stories about past events, people, places or situations.</p> <p>1.2.b. Differentiate between people, places, and events in the past, present and future.</p> <p>1.2.c. Relate stories about past events, people, places, or situations to help our understanding of the past and present.</p>		<p>3.2.a. Describe ways in which people depend on the physical environment.</p>	<p>4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.</p> <p>4.2.c. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.</p> <p>4.2.d. Compare and contrast social environments in different cultures.</p> <p>4.2.e. Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.</p> <p>4.5.a. Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).</p>	<p>5.2.a. Identify connections between who they are as a person and their place in the world.</p> <p>5.2.b. Distinguish themselves as individuals from others.</p> <p>5.2.c. Recognize that individual people are part of a group.</p> <p>5.2.d. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.</p> <p>5.2.e. Explain why people live in social groups (e.g. families, communities, and nation).</p> <p>5.5.c. Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.</p>	<p>6.2.e. Describe the impact of families and schools on their lives.</p> <p>6.2.h. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).</p> <p>6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</p>	<p>7.2.b. Describe roles resources play in our daily lives.</p>	<p>8.2.b. Describe examples in which tools and techniques have changed the lives of people.</p>

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Grade 2	<p>1.2.a. Identify stories about past events, people, places or situations.</p> <p>1.2.b. Differentiate between people, places, and events in the past, present and future.</p> <p>1.2.c. Relate stories about past events, people, places, or situations to help our understanding of the past and present.</p>		<p>2.a. Describe ways in which people depend on the physical environment.</p> <p>3.2.b. Explain the concept of location.</p> <p>3.2.d. Locate and distinguish between landforms.</p> <p>3.2.e. Describe the influence of landforms and geographic features on human population and cultures.</p> <p>3.2.f. Differentiate between ways in which people from different cultures think about and adapt to the physical environment</p>	<p>4.2.a. Identify regional folk heroes, stories, or songs that have contributed to the development of a region’s cultural history.</p> <p>4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.</p>	<p>5.2.a. Identify connections between who they are as a person and their place in the world.</p> <p>5.2.b. Distinguish themselves as individuals from others.</p> <p>5.2.e. Explain why people live in social groups (e.g. families, communities, and nation).</p> <p>5.2.f. Identify roles and behaviors that people demonstrate when in group situations.</p> <p>5.2.g. Identify opportunities for choice in personal identity.</p>	<p>6.2.a. Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.b. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).</p> <p>6.2.c. Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.</p> <p>6.2.d. Identify qualities that leaders need in order to meet their responsibilities.</p> <p>6.2.e. Describe the impact of families and schools on their lives.</p> <p>6.2.g. Explain reasons for the importance of leadership and service.</p> <p>6.2.h. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).</p>	<p>7.2.a. Distinguish between needs and wants.</p> <p>7.2.b. Describe roles resources play in our daily lives.</p> <p>7.2.c. Describe how we depend upon people with specialized jobs.</p> <p>7.2.e. Explain why people make choices about how to satisfy wants and needs.</p>	<p>8.2.b. Describe examples in which tools and techniques have changed the lives of people.</p> <p>8.2.c. Identify reasons and requirements for making tools</p>

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Grade 3	<p>1.2.a. Identify stories about past events, people, places or situations.</p> <p>1.2.b. Differentiate between people, places, and events in the past, present and future.</p> <p>1.2.c. Relate stories about past events, people, places, or situations to help our understanding of the past and present.</p> <p>1.5.a. Explain why people in different times and places view the world differently.</p> <p>1.5.b. Describe changes in society (e.g., political, social, cultural).</p> <p>1.5.d. Identify and use primary and secondary sources to examine the past and present.</p>	<p>2.5.a. Describe how wants and needs have implications beyond the self.</p> <p>2.5.b. Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</p>	<p>3.5.a. Explain and use the elements of maps and globes.</p> <p>3.5.b. Apply appropriate resources and geographic tools to generate and interpret information about the earth.</p> <p>3.5.c. Apply concepts such as location, distance, direction, scale, movement and region.</p> <p>3.5.d. Describe ways that the earth’s physical and human-made features have changed over time.</p> <p>3.5.f. Describe and explain various types and patterns of settlement and land use.</p> <p>3.5.g. Identify why particular locations are used for certain activities.</p> <p>3.5.h. Define regions by their human and physical characteristics.</p>	<p>4.2.d. Compare and contrast social environments in different cultures.</p> <p>4.2.e. Describe the expectations of how to act in one’s own culture and compare this with behavioral expectations of other cultures.</p>	<p>5.2.c. Recognize that individual people are part of a group.</p> <p>5.2.f. Identify roles and behaviors that people demonstrate when in group situations.</p> <p>5.2.g. Identify opportunities for choice in personal identity.</p> <p>5.5.a. Describe how families influence the individual.</p> <p>5.5.b. Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.5.d. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</p> <p>5.5.g. Describe socialization and opportunities for choice in personal identity.</p> <p>5.5.h. Examine the difference between “acceptance” and “tolerance”.</p>	<p>6.2.g. Explain reasons for the importance of leadership and service.</p> <p>6.2.h. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).</p> <p>6.2.i. Describe the impact of religious institutions, government agencies, and civic groups on their lives.</p> <p>6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</p> <p>6.5.j. Explain different strategies to resolve conflict.</p>	<p>7.2.a. Distinguish between needs and wants.</p> <p>7.2.e. Explain why people make choices about how to satisfy wants and needs.</p> <p>7.2.g. Describe how goods and services can be exchanged.</p> <p>7.5.d. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</p>	<p>8.5.a. Explain the difference between science and technology.</p> <p>8.5.b. Examine ways in which tools and techniques make certain tasks easier.</p> <p>8.5.c. Describe ways that tools and techniques can have both positive and negative effects.</p> <p>8.5.e. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</p>

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Grade 4	<p>1.5.b. Describe changes in society (e.g., political, social, cultural).</p> <p>1.5.c. Identify cause and effect relationships in history.</p> <p>1.5.d. Identify and use primary and secondary sources to examine the past and present.</p> <p>1.8.a. Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change.</p>		<p>3.5.d. Describe ways that the earth’s physical and human-made features have changed over time.</p> <p>3.5.e. Describe factors that influence locations of human populations and human migration.</p> <p>3.5.h. Define regions by their human and physical characteristics.</p>	<p>4.5.a. Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).</p>	<p>5.2.g. Identify opportunities for choice in personal identity.</p> <p>5.5.a. Describe how families influence the individual.</p> <p>5.5.b. Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.5.c. Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.</p> <p>5.5.d. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</p> <p>5.5.e. Identify and describe ways that ethnicity and cultures influence people's daily lives.</p> <p>5.5.f. Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.</p> <p>5.5.g. Describe socialization and opportunities for choice in personal identity.</p>	<p>6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</p> <p>6.5.b. Describe how political institutions meet needs and wants of individuals and society.</p> <p>6.5.c. Identify community leaders, local and national government officials, and world leaders.</p> <p>6.5.d. Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).</p> <p>6.5.e. Describe the organization and major responsibilities of the various levels of governments.</p> <p>6.5.f. Explain what citizenship is.</p> <p>6.5.g. Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.</p> <p>6.5.h. Describe the roles of laws, courts of law, and judges.</p> <p>6.5.i. Compare and contrast major political systems.</p>	<p>7.5.a. Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</p> <p>7.5.d. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</p> <p>7.5.g. Describe primary causes of world trade.</p>	<p>8.5.b. Examine ways in which tools and techniques make certain tasks easier.</p> <p>8.5.c. Describe ways that tools and techniques can have both positive and negative effects.</p> <p>8.5.d. Describe changes in scientific knowledge and technology that have affected your host country.</p>

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Grade 5	<p>1.5.a. Explain why people in different times and places view the world differently.</p> <p>1.5.b. Describe changes in society (e.g., political, social, cultural).</p> <p>1.5.c. Identify cause and effect relationships in history.</p> <p>1.5.d. Identify and use primary and secondary sources to examine the past and present.</p>	<p>2.5.b. Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</p> <p>2.5.c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).</p>	<p>3.5.a. Explain and use the elements of maps and globes.</p> <p>3.5.b. Apply appropriate resources and geographic tools to generate and interpret information about the earth.</p> <p>3.5.c. Apply concepts such as location, distance, direction, scale, movement and region.</p> <p>3.5.d. Describe ways that the earth’s physical and human-made features have changed over time.</p> <p>3.5.e. Describe factors that influence locations of human populations and human migration.</p> <p>3.5.f. Describe and explain various types and patterns of settlement and land use.</p> <p>3.5.g. Identify why particular locations are used for certain activities.</p> <p>3.5.h. Define regions by their human and physical characteristics.</p> <p>3.8.a. Use appropriate data sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places.</p>	<p>4.5.a. Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).</p> <p>4.5.b. Compare and contrast the ways that different cultures meet human needs and concerns.</p> <p>4.5.c. Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.</p> <p>4.5.d. Describe how cultural contributions from various groups have formed a national identity.</p> <p>4.5.e. Explain the elements of culture (language, norms, values, beliefs, etc.).</p> <p>4.5.h. Describe advantages and disadvantages associated with cultural diversity.</p> <p>4.5.i. Examine cultural diffusion.</p>	<p>5.5.c. Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.</p> <p>5.5.d. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</p> <p>5.5.e. Identify and describe ways that ethnicity and cultures influence people's daily lives.</p> <p>5.5.f. Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.</p> <p>5.5.h. Examine the difference between “acceptance” and “tolerance”.</p>	<p>6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</p> <p>6.5.b. Describe how political institutions meet needs and wants of individuals and society.</p> <p>6.5.c. Identify community leaders, local and national government officials, and world leaders.</p>	<p>7.5.a. Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</p> <p>7.5.b. Distinguish among human, natural, and capital resources.</p> <p>7.5.c. Describe how changes in transportation and communication have affected trade and economic activities.</p> <p>7.5.d. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.</p> <p>7.5.e. Describe how trade affects the way people earn their living in regions of the world.</p> <p>7.5.f. Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.</p> <p>7.5.g. Describe primary causes of world trade.</p>	<p>8.2.a. Distinguish between "tool" and "technique.”</p> <p>8.2.b. Describe examples in which tools and techniques have changed the lives of people.</p> <p>8.2.c. Identify reasons and requirements for making tools and developing techniques.</p> <p>8.5.a. Explain the difference between science and technology.</p> <p>8.5.c. Describe ways that tools and techniques can have both positive and negative effects.</p> <p>8.5.d. Describe changes in scientific knowledge and technology that have affected your host country.</p> <p>8.5.e. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</p>

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Grade 6		<p>2.5.c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).</p> <p>2.8.b. Explain how historical legacies have facilitated understanding or caused misunderstanding (slavery in the United States, Nazi Germany, etc.).</p>	<p>3.8.a. Use appropriate data sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places.</p> <p>3.8.b. Describe social effects of environmental changes and crises resulting from natural phenomena.</p> <p>3.8.c. Explain voluntary and involuntary migration and its effects on the physical and human characteristics of a place.</p> <p>3.8.e. Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.</p> <p>3.8.h. Identify and explain how changes people make in the physical environment in one place can cause changes in other places.</p>	<p>4.8.a. Examine the interaction between people and the environment and understand how people both shape and are shaped by the environment that they live in.</p> <p>4.8.b. Explain behavioral norms and taboos in different cultures.</p> <p>4.8.d. Explain the influence different cultural or ethnic groups living in the same society have had on one another.</p> <p>4.8.e. Evaluate the impact of globalization on different cultures and populations.</p>	<p>5.8.a. Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.</p> <p>5.8.b. Describe how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.8.e. Analyze the accuracies and inaccuracies of stereotyping (race, ethnicity, gender, class, etc.).</p>	<p>6.8.c. Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.</p> <p>6.8.e Explain how public agendas are set and shaped.</p> <p>6.8.g. Describe important documentary sources of human rights, including the English Bill of Rights, the Declaration of Independence, the Declaration of Rights of man and Citizen, and the Universal Declaration of Human Rights.</p> <p>6.8.i. Explain the role of judicial systems in local, national, and international contexts.</p>	<p>7.8.a. Describe economic effects of environmental changes and crises resulting from natural phenomena.</p> <p>7.8b. Explain economic reasons for voluntary migration.</p>	<p>8.8.b. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.</p> <p>8.8.d. Describe how technologies might have effects and uses other than those intended.</p>

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Grade 7	<p>1.8.a. Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change.</p> <p>1.8.b. Apply knowledge of the past to explain current events.</p> <p>1.8.c. Explain the causes of significant historical and current political events and issues.</p> <p>1.8.d. Utilize primary and secondary sources in historical research.</p> <p>1.8.e. Examine historical resources for a point of view, context, bias (including gender and race), distortion, or propaganda.</p> <p>1.8.f. Differentiate between historical facts and historical interpretations.</p> <p>1.8.g. Analyze multiple interpretations of an historical or current event.</p> <p>1.8.h. Analyze quantitative data to answer questions about history.</p>	<p>2.8.a. Explain forces that result in world interaction (such as those related to the environment, belief systems, economics, geography/land, ethnicity/race/gender, culture, and balance of power).</p> <p>2.8.e. Identify issues and standards related to human rights.</p>	<p>3.8.e. Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.</p> <p>3.8.h. Identify and explain how changes people make in the physical environment in one place can cause changes in other places.</p>	<p>4.8.a. Examine the interaction between people and the environment and understand how people both shape and are shaped by the environment that they live in.</p>		<p>6.8.c. Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.</p> <p>6.8.d. Know functions and responsibilities of government leaders and public servants.</p> <p>6.8.f. Define citizenship in terms of its legal and political status and criteria used to grant naturalized citizenship.</p> <p>6.8.g. Describe important documentary sources of human rights, including the English Bill of Rights, the Declaration of Independence, the Declaration of Rights of man and Citizen, and the Universal Declaration of Human Rights.</p> <p>6.8.h. Analyze effects of participation in civic and political life (boycotts, civil disobedience, etc.)</p> <p>6.8.i. Explain the role of judicial systems in local, national, and international contexts.</p> <p>6.8.j. Analyze examples of the use of various strategies to resolve conflict.</p>		<p>8.8.a. Explain prerequisites for the adoption of a particular technology (social need, social resources, cultural attitude, etc.).</p> <p>8.8.b. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.</p> <p>8.8.c. Evaluate the need for laws and policies to govern technological applications.</p> <p>8.8.d. Describe how technologies might have effects and uses other than those intended.</p> <p>8.8.e. Explain the concept "pace of change."</p>

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Grade 8	<p>1.8.a. Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change.</p> <p>1.8.b. Apply knowledge of the past to explain current events.</p> <p>1.8.c. Explain the causes of significant historical and current political events and issues.</p> <p>1.8.d. Utilize primary and secondary sources in historical research.</p> <p>1.8.e. Examine historical resources for a point of view, context, bias (including gender and race), distortion, or propaganda.</p> <p>1.8.f. Differentiate between historical facts and historical interpretations.</p> <p>1.8.g. Analyze multiple interpretations of an historical or current event.</p> <p>1.8.h. Analyze quantitative data to answer questions about history.</p>	<p>2.5.c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).</p> <p>2.8.a. Explain forces that result in world interaction (such as those related to the environment, belief systems, economics, geography/land, ethnicity/race/gender, culture, and balance of power).</p> <p>2.8.b. Explain how historical legacies have facilitated understanding or caused misunderstanding (slavery in the United States, Nazi Germany, etc.).</p> <p>2.8.c. Explain how international trade and resource distribution can influence cooperation or conflict.</p> <p>2.8.d. Explain tensions between national sovereignty and global interest.</p> <p>2.8.e. Identify issues and standards related to human rights.</p> <p>2.12.d. Analyze how trade has contributed to cooperation and conflict.</p>	<p>3.8.a. Use appropriate data sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places.</p> <p>3.8.b. Describe social effects of environmental changes and crises resulting from natural phenomena.</p> <p>3.8.c. Explain voluntary and involuntary migration and its effects on the physical and human characteristics of a place.</p> <p>3.8.d. Evaluate conventional and alternative uses of land and water resources in the community, region and beyond.</p> <p>3.8.e. Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.</p> <p>3.8.f. Analyze the structure and characteristics of different populations and population patterns.</p> <p>3.8.g. Analyze the structure and characteristics of a population over time.</p> <p>3.8.h. Identify and explain how changes people make in the physical environment in one place can cause changes in other places.</p>	<p>4.8.a. Examine the interaction between people and the environment and understand how people both shape and are shaped by the environment that they live in.</p> <p>4.8.b. Explain behavioral norms and taboos in different cultures.</p> <p>4.8.c. Analyze ways that people have maintained their traditions and resisted external challenges (e.g. wars, generational gaps, migration patterns, or globalization).</p> <p>4.8.d. Explain the influence different cultural or ethnic groups living in the same society have had on one another.</p> <p>4.8.e. Evaluate the impact of globalization on different cultures and populations.</p>	<p>5.8.a. Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.</p> <p>5.8.b. Describe how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.8.c. Recognize the foundations of one's own and others' viewpoints.</p> <p>5.8.d. Understand the impact of conformity, and non-conformity on individuals and groups.</p> <p>5.8.e. Analyze the accuracies and inaccuracies of stereotyping (race, ethnicity, gender, class, etc.).</p> <p>5.8.f. Examine how socialization influences choice in personal identity.</p>	<p>6.8.a. Explain and analyze strengths and weaknesses of various kinds of governance systems in terms of the purposes they are designed to serve.</p> <p>6.8.b. Explain how different types of government acquire, use, and justify power.</p> <p>6.8.c. Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.</p> <p>6.8.d. Know functions and responsibilities of government leaders and public servants.</p> <p>6.8.g. Describe important documentary sources of human rights, including the English Bill of Rights, the Declaration of Independence, the Declaration of Rights of man and Citizen, and the Universal Declaration of Human Rights.</p> <p>6.8.i. Explain the role of judicial systems in local, national, and international contexts.</p> <p>6.8.j. Analyze examples of the use of various strategies to resolve conflict.</p>	<p>7.8b. Explain economic reasons for voluntary migration.</p> <p>7.8.c. Evaluate conventional and alternative uses of resources.</p> <p>7.8.d. Describe historical and contemporary economic systems.</p> <p>7.8.e. Explain primary causes of world trade.</p> <p>7.8.f. Describe global patterns of resource distribution and use.</p> <p>7.8.g. Explain how governments and markets allocate limited resources among competing wants and needs.</p>	<p>8.8.a. Explain prerequisites for the adoption of a particular technology (social need, social resources, cultural attitude, etc.).</p> <p>8.8.b. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.</p> <p>8.8.c. Evaluate the need for laws and policies to govern technological applications.</p> <p>8.8.d. Describe how technologies might have effects and uses other than those intended.</p> <p>8.8.e. Explain the concept "pace of change."</p>

	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution and Consumption	Science, Technology, and Society
Grade 9	<p>1.12.a. Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.</p> <p>1.12.b. Compare models for organizing history into periods (periodization).</p> <p>1.12.c. Interpret graphic presentation of quantitative data.</p> <p>1.12.d. Analyze the impact of revolution on politics, economies, and societies.</p> <p>1.12.e. Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.</p> <p>1.12.f. Perform analyses of quantitative historical data.</p> <p>1.12.g. Evaluate historians' interpretations of the past using a variety of sources.</p>	<p>2.12.a. Analyze the causes and effects of alliances and multinational organizations.</p> <p>2.12.b. Analyze how cooperation and conflict influence political, economic, and social conditions.</p> <p>2.12.c. Evaluate efforts to resolve conflict within and among nations.</p> <p>2.12.d. Analyze how trade has contributed to cooperation and conflict.</p> <p>2.12.f. Evaluate the effectiveness of international organizations.</p> <p>2.12.g. Analyze how cooperation and conflict influence political, economic, and social conditions.</p> <p>2.12.i. Analyze effects of differing national foreign policy positions on international competition and cooperation.</p> <p>2.12.j. Analyze effects of conflict on national unity.</p> <p>2.12.k. Analyze how trade has contributed to cooperation and conflict.</p> <p>2.12.l. Explain how powerful entities, such as countries, corporations, and religious institutions, have influenced conflicts and cooperation in the world.</p>	<p>3.12.c. Explain how social, cultural, political and economic factors shape and are shaped by the physical environment.</p> <p>3.12.d. Evaluate the impact of migration on the structure of societies.</p> <p>3.12.e. Evaluate the relationship between human societies and the environment; e.g. agricultural productivity, improved water transport (river locks), electric power; global warming, pollution, natural disasters, etc.</p> <p>3.12.f. Analyze geographical factors (such as natural resources, environment) that contribute to cooperation or conflict between human societies.</p>	<p>4.12.a. Analyze sources and characteristics of cultural, religious, and social reform movements.</p> <p>4.12.b. Analyze how art, literature, and traditional customs both shape and are shaped by society.</p>	<p>5.12.a. Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.12.b. Analyze the socialization of individuals by groups, organizations, and institutions.</p> <p>5.12.c. Examine why cultural definitions of gender identity persist and are resistant to change.</p> <p>5.12.f. Discuss the limits of socialization and the power of choice in personal identity.</p>	<p>6.12.a. Explain the roots of and historical development of contemporary political systems.</p> <p>6.12.b. Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies.</p> <p>6.12.c. Evaluate issues regarding distribution of powers and responsibilities within political systems.</p> <p>6.12.d. Evaluate the role of law and order in political systems.</p> <p>6.12.e. Evaluate how groups and institutions work to meet individual needs and address necessary social changes.</p> <p>6.12.f. Analyze how and why political institutions distribute benefits and burdens.</p> <p>6.12.g. Describe major responsibilities of political institutions for domestic and foreign policy.</p> <p>6.12.i. Evaluate various means of achieving specific political objectives.</p> <p>6.12.j. Discuss the significance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of political organization.</p> <p>6.12.k. Examine the role of voluntary, community and non-governmental groups in society and their relationship to the functions of political organizations.</p> <p>6.12.l. Evaluate functions and responsibilities of, and challenges to, leadership.</p> <p>6.12.m. Compare and contrast the role of citizens in various forms of governance.</p> <p>6.12.n. Evaluate various ways different societies provide the judiciary function.</p>	<p>7.12.a. Explain examples of historical change by applying fundamental economic concepts (scarcity, opportunity cost, productivity, etc.).</p> <p>7.12.c. Analyze ways in which trade has contributed to change in selected societies or civilizations.</p> <p>7.12.d. Explain the major economic systems</p> <p>7.12.e. Analyze and evaluate economic issues from a geographical point of view.</p> <p>7.12.f. Describe reciprocal influences of changes in transportation and changes in trade and economic activities.</p>	<p>8.12.a. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity.</p> <p>8.12.b. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.</p> <p>8.12.c. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.</p> <p>8.12.d. Explain how different socio-economic groups within a culture may react differently to technological innovation.</p> <p>8.12.e. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity.</p> <p>8.12.f. Examine historical and current influences of modern science on technological innovation.</p> <p>8.12.g. Examine the principal contemporary contexts of technological innovation and scientific research (commercial and military) and the implications of these contexts.</p> <p>8.12.j. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.</p> <p>8.12.k. Examine the meaning and ambiguity of the word "technology."</p> <p>8.12.l. Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.</p> <p>8.12.m. Discuss whether confidence in modern science is growing or decreasing.</p> <p>8.12.n. Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.</p>

	Time, Continuity, and Change	Connections and Conflict	Geography	Culture	Society and Identity	Government	Production, Distribution and Consumption	Science, Technology, and Society
Grade 10	<p>1.12.a. Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.</p> <p>1.12.d. Analyze the impact of revolution on politics, economies, and societies.</p> <p>1.12.e. Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.</p> <p>1.12.g. Evaluate historians' interpretations of the past using a variety of sources.</p>	<p>2.12.a. Analyze the causes and effects of alliances and multinational organizations.</p> <p>2.12.b. Analyze how cooperation and conflict influence political, economic, and social conditions.</p> <p>2.12.c. Evaluate efforts to resolve conflict within and among nations.</p> <p>2.12.d. Analyze how trade has contributed to cooperation and conflict.</p> <p>2.12.e. Analyze the causes and effects of alliances and multinational organizations.</p> <p>2.12.f. Evaluate the effectiveness of international organizations.</p> <p>2.12.g. Analyze how cooperation and conflict influence political, economic, and social conditions.</p> <p>2.12.h. Evaluate efforts to resolve conflict within and among nations.</p> <p>2.12.i. Analyze effects of differing national foreign policy positions on international competition and cooperation.</p> <p>2.12.j. Analyze effects of conflict on national unity.</p> <p>2.12.k. Analyze how trade has contributed to cooperation and conflict.</p> <p>2.12.l. Explain how powerful entities, such as countries, corporations, and religious institutions, have influenced conflicts and cooperation in the world.</p>	<p>3.12.a. Discuss how the physical environment contributes to the development of distinct cultures.</p> <p>3.12.c. Explain how social, cultural, political and economic factors shape and are shaped by the physical environment.</p> <p>3.12.e. Evaluate the relationship between human societies and the environment; e.g. agricultural productivity, improved water transport (river locks), electric power; global warming, pollution, natural disasters, etc.</p> <p>3.12.f. Analyze geographical factors (such as natural resources, environment) that contribute to cooperation or conflict between human societies.</p> <p>3.12.g. Assess the impact of cultural diffusion (globalization) on societies in different parts of the world.</p>	<p>4.12.b. Analyze how art, literature, and traditional customs both shape and are shaped by society.</p> <p>4.12.f. Examine the historic tension between science and religion.</p> <p>4.12.g. Explain the origins and diffusion of modern science.</p> <p>4.12.h. Explain the developments that have weakened confidence in modern science (World War I, nuclear weapons, environmental degradation, post-modern philosophy of science, etc.).</p> <p>4.12.j. Evaluate religious characteristics (creed, code of behavior, rituals, community) of non-religious belief systems (e.g. communalism, patriotism, activism, and consumerism).</p>	<p>5.12.a. Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.12.b. Analyze the socialization of individuals by groups, organizations, and institutions.</p> <p>5.12.c. Examine why cultural definitions of gender identity persist and are resistant to change.</p> <p>5.12.e. Evaluate circumstances and consequences that arise from differences between cultural norms and personal gender identity and/or sexual orientation.</p>	<p>6.12.a. Explain the roots of and historical development of contemporary political systems.</p> <p>6.12.b. Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies.</p> <p>6.12.e. Evaluate how groups and institutions work to meet individual needs and address necessary social changes.</p> <p>6.12.f. Analyze how and why political institutions distribute benefits and burdens.</p> <p>6.12.i. Evaluate various means of achieving specific political objectives.</p> <p>6.12.l. Evaluate functions and responsibilities of, and challenges to, leadership.</p> <p>6.12.m. Compare and contrast the role of citizens in various forms of governance.</p>	<p>7.12.a. Explain examples of historical change by applying fundamental economic concepts (scarcity, opportunity cost, productivity, etc.).</p> <p>7.12.c. Analyze ways in which trade has contributed to change in selected societies or civilizations.</p> <p>7.12.f. Describe reciprocal influences of changes in transportation and communication and changes in trade and economic activities.</p>	<p>8.12.a. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity.</p> <p>8.12.b. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.</p> <p>8.12.c. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.</p> <p>8.12.d. Explain how different socio-economic groups within a culture may react differently to technological innovation.</p> <p>8.12.f. Examine historical and current influences of modern science on technological innovation.</p> <p>8.12.g. Examine the principal contemporary contexts of technological innovation and scientific research (commercial and military) and the implications of these contexts.</p> <p>8.12.i. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.</p> <p>8.12.l. Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.</p> <p>8.12.m. Discuss whether confidence in modern science is growing or decreasing.</p> <p>8.12.n. Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.</p>