



**AERO**  
**SOCIAL STUDIES CURRICULUM FRAMEWORK**  
**K-12 STANDARDS AND PERFORMANCE INDICATORS**



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## TEACHING SOCIAL STUDIES FOR THE 21<sup>ST</sup> CENTURY

### **Introduction**

When Project AERO Social Studies Standards and Benchmarks were first developed, they were organized into grade spans (“by the end of grade 2 . . . “ , “by the end of grade 5 . . .”, etc.), as was common practice by many developers of standards and benchmarks working for states or other organizations. The goal was to allow flexibility within a curriculum framework. Standards were used by educators to develop aligned curricula, but there was considerable flexibility on the sequential order of benchmarks. More recently, curriculum developers have focused on tighter sequential alignment of skills and related content, as cognitive research has demonstrated that with such an approach students’ ideas deepen and become more sophisticated. Such was the guiding principle in the revision of the original version of Project AERO Social Studies Standards and Benchmarks. The revised (2011) Project AERO Standards and Benchmarks are now available, both in their original format (as Standards and Benchmarks), and as a Learning Progression.

### **Standards and Benchmarks**

Though not the first organization to produce social studies standards and benchmarks, Project AERO reflects its special mission: supporting schools around the world that are (1) independent and (2) international while, simultaneously, serving (typically) a largely American student population. Because the schools AERO seeks to serve are independent, their practices vary widely. Any set of standards and benchmarks that would be meaningful to these schools have to be sufficiently flexible to appeal to a diverse group of schools with widely different histories, geographic locations, cultural traditions, and student bodies. As a result, the original Project AERO Social Studies authors believed that the benchmarks had to be largely free of historically specific information.

A comparison between a “typical” state benchmark and an AERO can illustrate the difference. Typically, in most states’ social studies curricula, a standard will articulate a broad learning target, followed by specific benchmarks that teachers use for assessment. Presumably, if students perform favorably on each assessment for benchmarks, they will have fully learned and understood the standard. A sample of a state standard and benchmarks are below:

■ **Standard: 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. [California social studies standards].**

<b>Benchmark Command Word</b>	<b>Benchmark Content</b>	
	<b>First-tier</b>	<b>Second-tier</b>
1. Analyze . . .		1. . . . why England was the first country to industrialize.
2. Examine . . .	2. . . . how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change	2. . . . (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

In most state curricula, second-tier content dominates the benchmarks – often there is no first-tier content, as in the first example above. With AERO, in almost all cases, the authors refrained from specific second-tier content (which, by default, required them to articulate clearly the first-tier content). This way, for second-tier content, a school in China can use specific, historically rich examples from China (or elsewhere), while a school in Africa may use specific, historically rich examples from Africa (or elsewhere). At the same time, schools could have a common curriculum at the level of first-tier (conceptual) content.

**AERO Standard 8.** (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

<b>Benchmark Command Word</b>	<b>Benchmark Content</b>	
	<b>First-tier</b>	<b>Second-tier</b>
12.i Describe . .	. . . how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.	[Teachers would select second-tier content according to the requirements of their school]

If schools chose to follow AERO, their students will have learned the first-tier (conceptual) content regardless of their location around the world. Such an approach fosters some consistency across these many diverse schools, allowing students to have the benefit of standards-based education and to have some consistency of experience as they changed from school to school (common among students at international schools).

By largely eliminating second-tier content, the composers of the original AERO standards and benchmarks were free to imagine what a social studies education should look like from a global perspective. That is, “what are the concepts and skills [first-tier content] that future global citizens should have for the twenty-first century?”

### **Learning Progression**

A decade after their original composition, the AERO Social Studies Standards and Benchmarks were revised. One dimension of that revision was to consider the standards and benchmarks anew, with the idea that with the passage of time some of the original benchmarks may have been unnecessary and that additional benchmarks should be added. A second dimension was to revise the command words of the benchmarks to delineate better an appropriate sequence of learning. Drawing heavily upon Norman Webb’s Depth of Knowledge framework, the command word of every benchmark was evaluated for age-appropriateness and a proper sequence of learning.<sup>1</sup> Webb’s Depth of Knowledge places command words into four tiers, corresponding to (1) recall, (2) skills and concepts, (3) strategic thinking, and (4) extended thinking. One area where AERO Social Studies differs from Webb’s thinking is analysis versus evaluation. Whereas Webb places analysis at level 4, we consider it more a level-3 term (analysis and examination do not, for example, require the same level of thinking that evaluative processes do). One can analyze without making an evaluative decision (though to evaluate properly, skillful examination and analysis are necessary). In the AERO Social Studies Learning Progression, evaluation is left largely for upper-level secondary students. In revising the command words, Project AERO now has transformed benchmarks into “performance indicators,” the term used in the Learning Progression.

Essential to understanding the **command words** in each benchmark is that they point to a cognitive level and not a learning activity nor an assessment. For example, the command word “discuss” is a level-4 (evaluative) process that does not require fully developed conclusions. Nevertheless, to discuss means to consider multiple perspectives to an issue. The context in which students might discuss (and which teachers could assess) could vary: they could have an actual graded discussion, or they might write an essay in which multiple perspectives are considered. Similarly, whether a student can “identify” (a level-1 command term) could be accomplished formatively in a class discussion or learning activity or, more formally, could be done on a test.

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<sup>1</sup> Webb, Norman L. and others. “Web Alignment Tool” 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index>>

An additional feature of the Learning Progression – new to AERO Social Studies – is a suggested broad, grade-level content. With the original set of standards and benchmarks, Project AERO chose to prescribe little content to recognize the wide range of types of schools that would use these standards and benchmarks. Specific content was to be chosen by individual schools to meet the students at their social, ethnic, religious, and geographic station and broaden their horizons to other possibilities.

Though this approach gave schools a high level of flexibility in developing curriculum, many schools have begun to ask for more guidance on second-tier content. For that reason, in the development of the new AERO standards and benchmarks, grade-level recommended second-tier content was suggested in broad outline in the Learning Progression. This can be found in grade-level recommended content at the top of the Learning Progression: **The individual and their environments, Family as context, Local community (city or town), etc.** In recommending grade-level content, Project AERO examined a number of grade-by-grade course requirements by various states and developed, as much as we could, a model that most American states would not find too unfamiliar. This is especially true in lower elementary, but even in high school, many states follow a two-year World History sequence in grades 9 and 10, American History in grade 11, and Government in grade 12. Even if schools choose not actually to follow the sequence that AERO chose, the sequence of courses from k through grade 12 and the progression of the benchmarks therein should provide a model for each school's own social studies faculty to use for guidance.

**Project AERO and the International Baccalaureate Diploma Programme.** Many schools that have adopted Project AERO also offer the IB Diploma Programme. Project AERO and the IB Diploma Programme do not work at cross purposes. As the Learning Progression makes clear, most of the AERO benchmarks are met by the end of the tenth grade. Of those that remain, many could be comfortably taught within the framework of Group III (Individuals and Society) IB courses.

### **How to Use the AERO Social Studies Learning Progression, Standards and Benchmarks to Design Units.**

At each grade level, the recommended content would have to be broken up into units of instruction. The following guidance on unit development is intended to assist teachers in developing rich units that help students understand both the **concepts** in the AERO Social Studies standards and benchmarks and the specific cultural/anthropological, economic, geographic, historical, political, and sociological **content** from different historical periods and global regions. With respect to content, bear in mind that second-tier content cannot be separated from actual instruction. Specific instruction about people, places, and events remains meaningful. Teachers also need routinely to make connections between the second-tier content of a unit to other content, across time or region, in social studies.

We recommend four guiding principles.

### Guiding Principle #1: Make Connections

When constructing units, teachers should strive to make them “multi-dimensional” by developing connections to:

*Time* — How was the topic of study influenced by previous events in history and what was its impact on later events?

*Place* — How does the topic of study or variations of it appear in other places around the globe?

*Strands or disciplines* — What are the cultural/anthropological, economic, historical, sociological, political, and geographical conditions that influenced or were influenced by the selected topic or event?

*Contemporary situations* — How does the topic of study connect to current local or world events or issues?

### Guiding Principle #2: Create Powerful Learning Experiences

Exemplary social studies lessons are powerful when they are meaningful, integrative, value-based, challenging, and active. Excellent social studies instruction helps students become aware of and understand multiple perspectives and develop empathy for other viewpoints.

### Guiding Principle #3: Balance Concepts and Content

Effective social studies instruction balances content (as traditionally understood) and concepts (in AERO, these are the standards and benchmarks). In part, this is effective simply because a balance provides for a richer understanding of both content and concepts than traditional approaches that focus on one or the other, but not both. But it is effective also because balanced instruction provides a better means of student learning: Students who tend to think in terms of concepts need a chance to approach content through their strengths — conceptual thinking — but they also must be stretched through opportunities that start with specific content (from which concepts are then derived). Students who are better characterized as “part-to-whole” learners likewise need to be met at their strengths — in this case, grasp of specific content — and guided to an understanding of bigger concepts. Thinking in terms of first-tier and second-tier content in AERO is intended to help teachers reach a balance between concepts (first-tier) and content (second-tier), as it is traditionally understood (people, places, events, “facts”).

### Guiding Principle #4: Design Units with the End in Mind

The most effective curriculum design process begins by asking, “What should the learners take away from the experience (activity, lesson, unit)?” In practical terms, this approach means teachers decide first which standards and benchmarks are to be the focus of the unit and then, *before* designing instructional activities, they design a culminating assessment that would tell them to what degree their students understood the content and concepts in the standards. Planning of instructional activities, intermediate assessments, and resources — that is, lesson planning — for the unit follows.

## Organizing Instructional Units

**1. Select standards and benchmarks** Designing social studies units should be a fluid, flexible, and reflective process. It should not, however, be a “forward-designed” process — taking current units or lesson plans and seeing which standards and benchmarks they might meet. Following on Guiding Principle #4: Design with the End in Mind, it is important *first* to identify the standards and benchmarks you wish to cluster together in a unit and *then* select content and events that will illustrate the concept “in action.” For teachers using the Learning Progression fully, the benchmarks for each year are already selected. For teachers, in a more fluid situation, they might find it beneficial to select a single standard as a starting point and build a unit from this foundation. In that case, it is recommended that teachers rotate through the standards when planning units for the year.

**2. Select a content topic or theme** Teachers will find that, when properly approached, certain time-tested topics — Westward Expansion, Magna Carta, or Manchu Conquest, for example — lend themselves to powerful illumination of social studies concepts. If schools follow the recommended grade-level content, many of these time-tested topics will naturally fall into place. What is crucial for teachers, though, is to re-think their instruction, making sure that they are following a backwards-design process in unit design. For other teachers, they should select standards and benchmarks, and use the topics (second-tier content) that fit their requirements. Another approach would be to begin with a theme (for example, justice, migration, agriculture, or inventions), and many time-tested themes have a high potential for developing students’ understanding of the standards’ underlying benchmarks.

**3. Decide on the length of the unit** Teachers should allow enough weeks of study that students have a chance to develop real understanding of the benchmarks. It is critical that teachers determine how many lessons they can devote to a unit, as this will influence the scope and depth of coverage and the number of benchmarks that can be satisfactorily taught and assessed. Experience has shown that 3 to 6 weeks, and about 3 to 5 benchmarks, are manageable limits. Developing an annual calendar map that lays out the standards and benchmarks teachers will need to work on with their students can help pace instruction and suggest a realistic length for any given unit.

**4. Consider connections** Several kinds of connections are possible – across time (to the past, to another historical period, or to the present) or across the world (“This is happening in Japan; do you recall something familiar in Europe at the same time?”).

**5. Create driving questions** Teachers can think of driving questions as a mechanism to assist students in focusing on the central points of the unit. These questions can help “drive” the entire unit toward your culminating assessment. Driving questions (known also as essential questions or guiding questions) require students to think deeply and



independently about content, use subject-specific skills, and are interesting enough that students will want to discover answers to them.

**6. Design a culminating task** With the end in mind, teachers can determine a culminating task that students will complete to demonstrate whether they have gained understanding of the standards and benchmarks that were the focus of the unit. The task should be substantial, interesting, open-ended, and, if possible, provide a range of ways that students can give evidence of understanding. Ideally, it should provide the teacher with enough information about student learning to tell whether or not a student has appropriately mastered the key concepts and, if they have not, where the gaps in learning lie.

**7. Outline lesson plans** The instructional outline should be sequential and provide specific guidance for teaching the unit, including what both the students and the teacher will do. It should include interim assessments that provide information for both the teacher and the student about student progress towards the benchmarks. It should also include the resources (books, articles, artifacts, statistics, videos, internet sites, etc.) used in the unit. The creation and organization of the daily lessons and assessments are the largest component of the unit development process. Unlike in traditional unit development, this component comes last, not first.

**8. Reflect on the unit** After completing the unit, teachers can identify the strengths and weaknesses of the unit and revise it for further use. Gathering student feedback on what activities assisted them in learning can help a teacher determine which elements were effective. At this time, teachers should collect samples of student work from the interim and culminating assessments — the samples can be used in subsequent years to help students understand what constitutes satisfactory or superior work.

### **A Final Thought on Social Studies for the Twenty-first Century**

For well over a century, social studies education has arguably been the most contested academic discipline taught in American schools. According to Ronald W. Evans, Professor in the School of Teacher Education at San Diego State University, “the history of social studies is a story of turf wars among competing camps, each with its own leaders, philosophies, beliefs, and pedagogical practices” (2004). These controversies, which have occurred at the highest levels of the Academy and, indeed, at the highest level of the United States government, play out every day in schools, public as well as independent, within the United States and at American schools overseas. In developing a curriculum framework for social studies education for use in American international and overseas schools, Project AERO was neither immune to these controversies, nor did Project AERO treat dismissively any particular “side,” each of which reflects the genuine and well-intentioned concerns of some group or some stakeholder in American education. The curriculum developers for Project AERO – all teachers in international and American overseas schools – came to the view that the debates are not a

cause for hand wringing but as a means to engage themselves and their students at the heart of the matter: what is social studies? Why do students study the various disciplines that fall under it? What are the intended outcomes of a social studies education? When teachers passionately seek to answer these questions, their understanding of and passion for the discipline increase, which translates into enhanced student learning. Thus, rather than despair over the troubled battle ground that has been social studies education, for the twenty-first century Project AERO encourages active discussion of the very terrain of the debates.

According to Barr, Barth, and Shermis (1977), social studies education has traditionally had three different approaches: a social science tradition, a citizen transmission approach, and a reflective inquiry model. Each of these three approaches bears consideration and in some degree should be incorporated into a social studies curriculum. The social science tradition emphasizes that students should be taught traditional academic disciplines (history, geography, sociology, economics, etc.), including both content and methodological approaches and, at the higher grade levels, epistemological assumptions. The goal here is to develop students' intellectual skills based on traditional, time-tested academic disciplines. Upon completion of secondary school, students will have some understanding of the academic fields of history, geography, sociology, etc., both ways of knowing and subject-specific content.

A citizen transmission approach emphasizes that the purpose of social studies is to prepare students to be effective, contributing members of their local community and their state and to be informed, active citizens of the United States. Thus, a major emphasis of citizen transmission is American history and government and civics. Today, many conservatives favor this approach and see it as a way to preserve an imagined Anglo-Germanic (Protestant) Christian identity. To these conservatives, a major goal of social studies education should be the transmission of knowledge from school and teacher to student: the kinds of knowledge about the American past that will reinforce traditional notions of American identity, American liberties, and free markets. However, it would be wrong to imagine that the citizen transmission model is strictly the preserve of conservatives. Many Progressives, hewing to the social reconstruction dimension of John Dewey's philosophy, also see a purpose of social studies education as citizenship. However, for them, the purpose of social studies education is, at a minimum, to foster an active disposition toward citizenship and, in its extreme, to develop commitments to particular political agendas (which some would argue are rather radical agendas).

Directly stemming from Dewey's Progressive philosophy of education is the view that the primary purpose of social studies education is reflective inquiry, that is, students will develop critical-thinking and problem-solving skills in the context of relevant, "real world," engaging issues. By acquiring these skills, students can then enter their working and adult lives equipped to resolve problems of their own and of their communities and their nation. To some degree, the reflective inquiry tradition has a practical orientation: solving problems facing students and communities right now. However, like the citizen transmission approach, the reflective inquiry model is not easily pigeon-holed. Reflective inquiry also encourages students to examine the deeper issues of human existence, from the purpose of the good life to the meaning of death. It begs students to consider whether there are eternal (perennial) truths, or whether all human existence is bounded by time, place, and culture. This tradition views the study of history more as a humanity than a social science.

From the perspective of Barr, Barth, and Shermis (1977), a social studies education should combine all three of these approaches, which in some degree overlap. Some element of social studies education should be to teach students traditional academic disciplines. In the United States, the academic field of history has typically held pride of place as the organizing discipline of social studies curricula. However, it is by no means self-evident that history should be. In British schools, for which (traditionally) the development of some understanding of the greater British world – its empire – was of prime importance, the field of geography is often the central discipline. A second element of social studies education should be to develop citizens. Whereas part of this is by default (where else in a K-12 education would issues of civics and government be taught?), part of this rests on more active principles: to be an effective citizen, individuals require knowledge – at a basic level citizens need to know how old you have to be to vote, how many senators a state has, how a bill gets through congress, etc. At a subtler level, students need to understand that how citizens understand the present and plan for the future is often based upon how they imagine the past. A third element of a social studies education needs to foster reflection and to develop critical-thinking and problem-solving skills. Out of reflection emerges a will for social action (for example, to end the injustice of segregation); with critical thinking and problem-solving skills, students will have the courage and means to translate their will into action. And, in their own lives now and in their adult lives, students will face problems that they need to solve.

Not all scholars and social studies educators have characterized the contested field of social studies education as Barr, Barth, and Shermis did. Some have argued for different constellations of skills and dispositions, others according to traditional philosophies of education, others still according to content (Zevin, 1999). Regardless, transcending all of these organizing approaches is a constant set of questions that all social studies educators need to ask themselves as they design curriculum and instruction, whether for an entire K-12 program, for a division, or for a class or unit:

1. To what degree is the purpose to transmit knowledge and to what degree is it to develop critical-thinking skills?
2. To what degree is learning to prepare students for the future and to what degree is it for the present (for the enhancement and satisfaction of their lives right now)?
3. To what degree is the purpose to transmit and reproduce the existing social order and to what degree is it to have students to question and challenge the existing social order?

Alas, no simple answer exists to any of these questions except, perhaps, to say that everything falls in the grey area. Some portions of a curriculum should be to transmit knowledge, some to develop critical-thinking skills. Though a dimension of schooling is preparation for the future, an education should also be about the present: leading students to better thinking and clearer understanding and leading them to richer lives *right now*, at this moment, in this lesson, during this day. And, finally, though one element of an education is to reproduce the existing social order (for example, to be an American), it is also, especially in an international context, to challenge the existing social order (for example, to imagine that there are characteristics of “global citizenship” and that those characteristics are laudable).

Another simple way to answer partially these questions is to stress what a social studies education should not be: a totally one-sided approach. A social studies education should not simply be about the transmission of knowledge, or

solely about preparation for the future, nor solely about reinforcing the existing social order – that would arguably be no more than a program of indoctrination. At the same time, a social studies education should not be solely skills-based, with no consideration about what students may need in the future, or which seeks solely to reconstruct radically the existing social order. In sum, though there can certainly be arguments about degree, a social studies education should find a balance between content and skills, between preparation for the future and relevance to and enhancement for today, and between reproducing the social order but doing so with a critical eye and, for some, a willingness to challenge it. In finding the right balance on these issues, schools must take into account the biases and skills of the teachers they have, as well as the needs of other stakeholders in the community. That said, considerable contemporary research into student achievement suggests that optimal learning for most students will occur in a context where a greater proportion of Progressive approaches and assumptions are followed: curriculum and instruction should focus more on (1) skills and concepts than content (as traditionally understood, such as names, dates, battles, etc.), (2) issues and questions of contemporary relevance to students, and (3) approaches that get students to understand and question how the traditional construction of knowledge reinforces the existing social order. “Extreme” Progressivism (typically referred to today as “radical constructivism”) appears not to maximize student achievement. There are appropriate times and places for more traditional approaches and assumptions.

Project AERO has taken the position that the above-described ends can be achieved in a k-12 program by focusing on eight standards (big ideas) for learning:

**Standard 1 (Time, Continuity, and Change)** Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

**Standard 2 (Connections and Conflict)** Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

**Standard 3 (Geography)** Students will understand the interactions and relationship between human societies and their physical environment.

**Standard 4 (Culture)** Students will understand cultural and intellectual developments and interactions among societies.

**Standard 5 (Society and Identity)** Students will understand social systems and structures and how these influence individual.

**Standard 6 (Government)** Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

**Standard 7 (Production, Distribution, and Consumption)** Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

**Standard 8 (Science, Technology, and Society)** Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

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**AERO**  
**SOCIAL STUDIES**  
**CURRICULUM FRAMEWORK**

**K-5 STANDARDS AND**  
**PERFORMANCE INDICATORS**

## LEARNING PROGRESSION

	K The individual and their environments	1 Family as context	2 Local community (city or town)
<b>Standard 1</b>	<b>(Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• The past is a broad term referring to events that happened or people who lived before now.</li> <li>• The past cannot be changed.</li> <li>• Knowing about the past helps us to understand the present better.</li> <li>• The past is preserved in many ways, including in stories and in tales of folk heroes.</li> </ul>			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• What is meant by “the past?”</li> <li>• How is the past different from the present?</li> <li>• Why is knowing about the past important?</li> <li>• How is knowledge about the past preserved?</li> </ul>			
	1.2.a Identify stories about past events, people, places or situations	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.
<b>Standard 2</b>	<b>(Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• Conflict is when people disagree and they become angry or aggressive.</li> <li>• Cooperation is when people work together.</li> <li>• Conflict occurs for many reasons, but essentially because people have different wants and needs.</li> <li>• Cooperation is when people agree that they have a common goal and they work together toward that goal.</li> <li>• People can work together in many ways</li> </ul>			

	<b>K</b> <b>The individual and their environments</b>	<b>1</b> <b>Family as context</b>	<b>2</b> <b>Local community (city or town)</b>
<i>Essential Questions</i> <ul style="list-style-type: none"> <li>• What is conflict?</li> <li>• What is cooperation?</li> <li>• Why do groups of people have conflict?</li> <li>• Why do groups of people cooperate?</li> <li>• How can people work together?</li> </ul>			
PERFORMANCE INDICATORS	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.
<b>Standard 3</b>	<b>(Geography) Students will understand the interactions and relationship between human societies and their physical environment.</b>		
<i>Enduring Understandings</i> <ul style="list-style-type: none"> <li>• People depend on their physical environment.</li> <li>• Different physical environments influence different cultures in distinct ways.</li> <li>• People adapt their physical environments in different ways.</li> <li>• Maps and globes and geographical techniques help people to understand better their physical environment.</li> <li>• Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity.</li> </ul>			
<i>Essential Questions</i> <ul style="list-style-type: none"> <li>• How can location be explained?</li> <li>• What makes one place different from another place?</li> <li>• Why does someone's physical environment matter?</li> <li>• How can you explain where a place is located?</li> </ul>			



	<b>K</b> <b>The individual and their environments</b>	<b>1</b> <b>Family as context</b>	<b>2</b> <b>Local community (city or town)</b>
<b>PERFORMANCE INDICATORS</b>		3.2.a Describe ways in which people depend on the physical environment.	3.2.b Explain the concept of location.  3.2.c Use maps and graphs, tables, and diagrams to read and display geographic information.  3.2.d Locate and distinguish between landforms.  3.2.e Describe the influence of landforms and geographic features on human population and cultures.  3.2.f Differentiate between ways in which people from different cultures think about and adapt to the physical environment.
<b>Standard 4</b>	<b>(Culture) Students will understand cultural and intellectual developments and interactions among societies.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.</li> <li>• Culture and a belief system (religion) are closely related.</li> <li>• Culture satisfies basic human needs, such as a sense of belonging.</li> <li>• Peoples' actions influence their culture; someone's culture influences their actions.</li> </ul>			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• How is it possible to distinguish between two cultures?</li> <li>• How does someone know how to behave, even when that person is not told how to?</li> <li>• How do different groups of people living in one place influence a culture?</li> </ul>			
<b>PERFORMANCE INDICATORS</b>	4.2.a Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.	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.  4.2.c Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.	4.2.d Compare and contrast social environments in different cultures.  4.2.e Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.
<b>Standard 5</b>	<b>(Society and Identity) Students will understand social systems and structures and how these influence individuals.</b>		

	<b>K</b> <b>The individual and their environments</b>	<b>1</b> <b>Family as context</b>	<b>2</b> <b>Local community (city or town)</b>
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• Every person can be described in terms of different categories such as ethnicity, gender, and class.</li> <li>• Race, ethnicity, gender, and class influence someone’s perceptions of and reactions to the world.</li> <li>• In a society, various institutions shape and reinforce social structures and patterns.</li> <li>• “Socialization” is a process that teaches people how their society is structured.</li> </ul>			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• How are individuals affected by different social systems?</li> <li>• How do different cultures affect people differently?</li> <li>• What institutions have the greatest impact on people?</li> <li>• Why do people from different cultures sometimes seem different?</li> <li>• What is the difference between “tolerance” and “acceptance”?</li> </ul>			
PERFORMANCE INDICATORS	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.d Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.  5.2.e Explain why people live in social groups (e.g. families, communities, and nation).	5.2.f Identify roles and behaviors that people demonstrate when in group situations.  5.2.g Identify opportunities for choice in personal identity.
<b>Standard 6</b>	<b>(Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• Every person has certain rights within and responsibilities to broader society.</li> <li>• Governments are major sources of power within a society.</li> <li>• Governments have different forms; all have leaders and judicial systems and most have legislatures.</li> <li>• Governments help provide stability within a country by establishing laws and by resolving conflicts.</li> </ul>			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• What is power? How is power gained, justified, and used?</li> <li>• How do competing interests influence how power is distributed?</li> <li>• How does government affect people’s lives?</li> <li>• What are the more important responsibilities that people have toward their government?</li> </ul>			

	<b>K</b> <b>The individual and their environments</b>	<b>1</b> <b>Family as context</b>	<b>2</b> <b>Local community (city or town)</b>
<b>PERFORMANCE INDICATORS</b>	<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.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>6.2.i Describe the impact of religious institutions, government agencies, and civic groups on their lives.</p>
<b>Standard 7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.</b>			
<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> <li>• People have wants and needs, which differ.</li> <li>• People have limited resources and must make decisions about what to produce or buy.</li> <li>• People engage in different economic activities and trade to acquire goods and services they do not produce themselves.</li> <li>• Trade can be local or extend around the world.</li> </ul>			
<p><i>Essential Questions</i></p> <ul style="list-style-type: none"> <li>• Why do people buy what they do?</li> <li>• Why cannot people buy whatever they want?</li> <li>• What kinds of products are made locally? What kinds are made in other places? How does trade work?</li> </ul>			
<b>PERFORMANCE INDICATORS</b>	<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>
<b>Standard 8 (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.</b>			
<p><i>Enduring understandings</i></p> <ul style="list-style-type: none"> <li>• A tool is a material object used to make a job easier whereas a technique is a process to make a job easier.</li> <li>• Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences.</li> <li>• Science is a field of knowledge that allows humans to understand the physical world.</li> </ul>			

	<b>K</b> <b>The individual and their environments</b>	<b>1</b> <b>Family as context</b>	<b>2</b> <b>Local community (city or town)</b>
Changes in scientific knowledge and in technology can influence or change the values, beliefs, and attitudes of a society.			
<i>Essential Questions</i> <ul style="list-style-type: none"> <li>• What is the difference between a tool and a technique?</li> <li>• What does the word technology mean?</li> <li>• Does technology help people? Is technology always good?</li> <li>• How do new technologies change the way people live? How they think?</li> </ul>			
<b>PERFORMANCE INDICATORS</b>	8.2.a Distinguish between "tool" and "technique."	8.2.b Describe examples in which tools and techniques have changed the lives of people.	8.2.c Identify reasons and requirements for making tools and developing techniques.

	<b>3</b> <b>Local community (city and town) plus one other community</b>	<b>4</b> <b>Host Country</b>	<b>5</b> <b>Early Modern History ( 1500-1800 CE)</b>
<b>Standard 1</b>	<b>(Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.</b>		
PERFORMANCE INDICATORS	1.5.a Explain why people in different times and places view the world differently.	1.5.b Describe changes in society (e.g., political, social, cultural).  1.5.c Identify cause and effect relationships in history.	1.5.d Identify and use primary and secondary sources to examine the past and present.
<b>Standard 2</b>	<b>(Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.</b>		
PERFORMANCE INDICATORS	2.5.a Describe how wants and needs have implications beyond the self.	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.	2.5.c Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).
<b>Standard 3</b>	<b>(Geography) Students will understand the interactions and relationship between human societies and their physical environment.</b>		

	<b>3</b> <b>Local community (city and town) plus one other community</b>	<b>4</b> <b>Host Country</b>	<b>5</b> <b>Early Modern History ( 1500-1800 CE)</b>
PERFORMANCE INDICATORS	<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>
<b>Standard 4</b>	<b><i>(Culture) Students will understand cultural and intellectual developments and interactions among societies.</i></b>		
PERFORMANCE INDICATORS	<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.f Define the elements of a belief system (creed, code of behavior, rituals, community).</p> <p>4.5.g Examine the principle tenets of one major world religion.</p> <p>4.5.h Describe advantages and disadvantages associated with cultural diversity.</p> <p>4.5.i Examine cultural diffusion.</p>

	<b>3</b> <b>Local community (city and town) plus one other community</b>	<b>4</b> <b>Host Country</b>	<b>5</b> <b>Early Modern History ( 1500-1800 CE)</b>
<b>Standard 5</b>	<b>(Society and Identity) Students will understand social systems and structures and how these influence individuals.</b>		
<b>PERFORMANCE INDICATORS</b>	<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>5.5.h Examine the difference between “acceptance” and “tolerance”.</p>
<b>Standard 6</b>	<b>(Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.</b>		

	<b>3</b> <b>Local community (city and town) plus one other community</b>	<b>4</b> <b>Host Country</b>	<b>5</b> <b>Early Modern History ( 1500-1800 CE)</b>
<b>PERFORMANCE INDICATORS</b>	<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>6.5.j Explain different strategies to resolve conflict.</p>
<b>Standard 7</b>	<b>(Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.</b>		



	<b>3</b> <b>Local community (city and town) plus one other community</b>	<b>4</b> <b>Host Country</b>	<b>5</b> <b>Early Modern History ( 1500-1800 CE)</b>
PERFORMANCE INDICATORS	<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>
<b>Standard 8</b>	<b>(Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.</b>		
PERFORMANCE INDICATORS	<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.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>

	6 World Regions	7 World Regions	8 Nineteenth-century
<b>Standard 1</b>	<b>(Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• Chronology refers to a sequence of events; causality explains why events happened as they did.</li> <li>• Knowledge of the past helps to explain the present.</li> <li>• Understanding the past requires knowing the difference between fact and opinion and the ability to discern bias and point of view in historical sources, both primary and secondary.</li> </ul>			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• To what degree are there patterns in historical change?</li> <li>• What is the value in examining different kinds of historical sources?</li> <li>• How can you distinguish between historical fact and historical opinion?</li> <li>• How can knowing the past help explain the present?</li> </ul>			
PERFORMANCE INDICATORS	<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.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>
<b>Standard 2</b>	<b>(Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• There are several recurring issues, such as the environment, belief systems, resource distribution, ethnicity, etc. that cause conflict between people but which can lead to cooperation.</li> <li>• A people's past shapes their perceptions of and reactions to events in the present.</li> <li>• Often, tension exists between national sovereignty and global interest.</li> </ul>			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• How can historical legacies help or hinder understanding today?</li> <li>• What is national sovereignty?</li> <li>• Are human rights genuinely universal?</li> </ul>			

	6 World Regions	7 World Regions	8 Nineteenth-century
Are human rights “real”?			
PERFORMANCE INDICATORS	<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.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>
<b>Standard 3</b>	<b>(Geography) Students will understand the interactions and relationship between human societies and their physical environment.</b>		
<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> <li>• Humans change environments, which can be beneficial but can also lead to many problems.</li> <li>• Populations vary in structure for both material and social reasons.</li> <li>• Environmental change in one location can affect different parts of the globe, not just the local environment.</li> </ul>			
<p><i>Essential Questions</i></p> <ul style="list-style-type: none"> <li>• Why do people change their environment?</li> <li>• Why do populations have different structures?</li> <li>• What is the difference between a material factor and a social factor when analyzing social structure?</li> <li>• Why is changing a local environment not just a local issue?</li> </ul>			

	<b>6</b> <b>World Regions</b>	<b>7</b> <b>World Regions</b>	<b>8</b> <b>Nineteenth-century</b>
PERFORMANCE INDICATORS	<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.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>

	6 World Regions	7 World Regions	8 Nineteenth-century
<b>Standard 4</b>	<b>(Culture) Students will understand cultural and intellectual developments and interactions among societies.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• All cultures have norms and taboos.</li> <li>• Cultures are pressured to change and have mechanisms to resist change.</li> <li>• Cultures often have internal differences (sub-cultures).</li> <li>• Globalization is changing cultures but also generating resistance to cultural change, thus strengthening cultures.</li> </ul>			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• How do taboos originate?</li> <li>• What are the consequences of violating a taboo?</li> <li>• What forces pressure a culture to change?</li> <li>• How do societies preserve their cultures?</li> <li>• Do artistic movements shape values or do social values determine artistic movements?</li> </ul>			

	<b>6</b> <b>World Regions</b>	<b>7</b> <b>World Regions</b>	<b>8</b> <b>Nineteenth-century</b>
PERFORMANCE INDICATORS	<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>4.8.f Examine the major religions of the world in terms of their beliefs, rituals and sacred texts.</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>4.8.f Examine the major religions of the world in terms of their beliefs, rituals and sacred texts.</p>	<p>4.8.g Analyze how a major movement in literature, music, and the visual arts influenced social values.</p>

	6 World Regions	7 World Regions	8 Nineteenth-century
<b>Standard 5</b>	<b>(Society and Identity) Students will understand social systems and structures and how these influence individuals.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• An individual's identity and behavior are shaped by many forces, especially their culture's attitudes, values, and beliefs.</li> <li>• Individuals conform to society and are pressured to conform, but they can also resist the pressure to some degree.</li> <li>• Stereotypes are psychologically necessary but are often misleading.</li> <li>• Socialization is a process that all individuals experience and which strongly influences someone's identity.</li> </ul>			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• What makes you who you are?</li> <li>• Why are people from the same culture so much alike in values, beliefs, and behaviors?</li> <li>• Why and how can someone be different from others in their culture? Are there consequences for being different? Are there rewards?</li> <li>• Why is it hard to shed your culture's values and beliefs?</li> </ul>			

	<b>6</b> <b>World Regions</b>	<b>7</b> <b>World Regions</b>	<b>8</b> <b>Nineteenth-century</b>
<b>PERFORMANCE INDICATORS</b>	<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>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>	



	6 World Regions	7 World Regions	8 Nineteenth-century
<b>Standard 6</b>	<b>(Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• Different types of governments have different strengths and weaknesses.</li> <li>• In all societies, a relationship exists between the individual and the general welfare; governments and different branches of government play a role in mediating between the individual and the general welfare.</li> <li>• Public agendas are sometimes set formally but equally powerful is the general will of the people.</li> <li>• Many people today believe that there are universal rights, even though societies do not fully agree on what they are.</li> <li>• The modern concept of universal rights originated in the European Enlightenment and in the Glorious Revolution of 1688, the American Revolution of 1776, and the French Revolution of 1789.</li> </ul>			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• What is the best form of government?</li> <li>• When is government best suited to resolving conflicts? What types of conflict is government poorly suited to resolve or should not try to resolve?</li> <li>• What responsibilities do people have to the general welfare? What rights do they have?</li> <li>• Are universal rights really “universal”?</li> <li>• What is citizenship?</li> </ul>			

	<b>6</b> <b>World Regions</b>	<b>7</b> <b>World Regions</b>	<b>8</b> <b>Nineteenth-century</b>
<b>PERFORMANCE INDICATORS</b>	<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.e Explain how public agendas are set and shaped.</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>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.e Explain how public agendas are set and shaped.</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>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>

	6 World Regions	7 World Regions	8 Nineteenth-century
<b>Standard 7</b>	<b>(Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• Environmental changes and natural phenomenon have economic influences.</li> <li>• People often migrate for economic reasons.</li> <li>• Today, many people are developing new ways to acquire and use resources that are less environmentally damaging than conventional methods.</li> <li>• Governments can allocate resources. Markets can as well. Most people today believe that markets are a more effective means than governments.</li> </ul>			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• What impact does environmental change or natural phenomena have on economic systems and economies?</li> <li>• Why are people seeking new “sustainable” means for acquiring and using resources?</li> <li>• What are the merits of governmental allocation of resources? What the merits of market-determined allocation of resources?</li> </ul>			
PERFORMANCE INDICATORS	<p>7.8.a Describe economic effects of environmental changes and crises resulting from natural phenomena.</p> <p>7.8.b 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>7.8.a Describe economic effects of environmental changes and crises resulting from natural phenomena.</p> <p>7.8.b 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>	
<b>Standard 8</b>	<b>(Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.</b>		
<i>Enduring Understandings</i>			
<ul style="list-style-type: none"> <li>• Social factors have a significant influence on the impact of a technology on a society.</li> <li>• Adoption of new technologies often has significant consequences on a society or societies, including on the balance of power within or between societies, and sometimes require changes in laws and role of government.</li> <li>• Technologies often have unintended consequences.</li> </ul>			

	6 World Regions	7 World Regions	8 Nineteenth-century
"Pace of change" refers to the frequency of changes within a society, often driven by technological forces.			
<i>Essential Questions</i>			
<ul style="list-style-type: none"> <li>• Why do new technologies produce different outcomes in different societies?</li> <li>• How can a new technology change the balance of power within a society or between societies?</li> <li>• Should societies outlaw certain new technologies?</li> <li>• How does adoption of a new technology often lead to other new technologies?</li> </ul>			
PERFORMANCE INDICATORS	8.8.a Explain prerequisites for the adoption of a particular technology (social need, social resources, cultural attitude, etc.).	8.8.a Explain prerequisites for the adoption of a particular technology (social need, social resources, cultural attitude, etc.).	
	8.8.b Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.	8.8.b Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.	
	8.8.c Evaluate the need for laws and policies to govern technological applications.	8.8.c Evaluate the need for laws and policies to govern technological applications.	
	8.8.d Describe how technologies might have effects and uses other than those intended.	8.8.d Describe how technologies might have effects and uses other than those intended.	
	8.8.e Explain the concept "pace of change."	8.8.e Explain the concept "pace of change."	

	9 World History (origins to 1500 CE)	10 World History (1500 CE to Present)	11 United States History	12 Government
<b>Standard 1</b>	<b>(Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.</b>			
<i>Enduring Understandings</i>				
<ul style="list-style-type: none"> <li>• Examination of peoples, places, and events in historical contexts enhances understanding of them, as the meaning and importance of events often shifts according to the chronological perspective through which they are considered.</li> <li>• Many societies, cultures, and places reveal enduring practices, patterns, and habits; often, apparent change is merely nominal or superficial.</li> <li>• Historical change, generally the key feature of the study of history, stems from causes that disrupt or modify patterns of continuity.</li> <li>• Individuals are both shaped by and shape patterns of continuity and of change.</li> </ul>				

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
<p><i>Essential Questions</i></p> <ul style="list-style-type: none"> <li>• To what degree does understanding of an event change when it is considered in different chronological contexts?</li> <li>• Why do civilizations and societies reveal long-term enduring patterns in culture, social structure, and governance?</li> <li>• Which types of forces or events bring about genuine historical change, that is, which genuinely disrupt patterns of continuity?</li> <li>• What roles do individuals play in historical change?</li> </ul>				

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
PERFORMANCE INDICATORS	<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.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>
<b>Standard 2</b>	<b>(Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.</b>			

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
<i>Essential Questions</i> <ul style="list-style-type: none"><li>• Why do societies trade?</li><li>• Why do they wage war?</li><li>• To what degree do formal protocols of trade, conflict, and conflict resolution control interactions between societies?</li><li>• Why, in modern society, is it ever harder to determine who a society's enemies or allies are?</li></ul>				

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
<b>PERFORMANCE INDICATORS</b>	<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>		



	9 World History (origins to 1500 CE)	10 World History (1500 CE to Present)	11 United States History	12 Government
<b>Standard 3</b>	<b>(Geography) Students will understand the interactions and relationship between human societies and their physical environment.</b>			
<i>Enduring Understandings</i>				
<ul style="list-style-type: none"> <li>• Location can be absolute or relative.</li> <li>• Places have characteristics that can take many forms, including physical or cultural features that make them different from other places.</li> <li>• Humans adapt and change the environment while depending upon it.</li> <li>• Humans divide the earth into regions, which are defined in many ways.</li> <li>• People, material goods, and ideas move and help shape the world.</li> </ul>				
<i>Essential Questions</i>				
<ul style="list-style-type: none"> <li>• Which is more powerful, humans' impact on an environment or an environment's impact on humans?</li> <li>• Are regions "real" or constructions made by humans to facilitate the study of geography?</li> <li>• How does the movement of people, material goods, and ideas influence geography?</li> <li>• How does geography influence lifestyle and point of view?</li> <li>• How do geography, climate, and natural resources affect the way people live and work?</li> </ul>				

	<b>9 World History (origins to 1500 CE)</b>	<b>10 World History (1500 CE to Present)</b>	<b>11 United States History</b>	<b>12 Government</b>
<b>PERFORMANCE INDICATORS</b>	<p>3.12.a Discuss how the physical environment contributes to the development of distinct cultures.</p> <p>3.12.b Use spatial models to investigate relationships between places and patterns of settlement and human interaction.</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>3.12.a Discuss how the physical environment contributes to the development of distinct cultures.</p> <p>3.12.b Use spatial models to investigate relationships between places and patterns of settlement and human interaction.</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>3.12.g Assess the impact of cultural diffusion (globalization) on societies in different parts of the world.</p>		

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
<b>Standard 4</b>	<b>(Culture) Students will understand cultural and intellectual developments and interactions among societies.</b>			
<i>Enduring Understandings</i>				
<ul style="list-style-type: none"> <li>• Culture is the shared patterns of behaviors and interactions (language, norms, values, beliefs, etc.), ways of thinking, and emotional patterns.</li> <li>• Different cultures vary in many respects, from the very obvious to many subtleties.</li> <li>• Culture can be both a unifying and divisive force in societies.</li> <li>• Culture helps people to make sense of the world.</li> <li>• Cultures change over time.</li> <li>• Belief systems and cultures dovetail and generally are mutually reinforcing.</li> </ul>				
<i>Essential Questions</i>				
<ul style="list-style-type: none"> <li>• Why do people live together and form societies?</li> <li>• Is culture “real?”</li> <li>• How does someone’s culture influence how they understand the world?</li> <li>• What happens when people, material goods, and ideas from different cultures come together?</li> <li>• To what degree does an individual have autonomy from their culture?</li> <li>• Why do cultures change?</li> </ul>				

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
PERFORMANCE INDICATORS	<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>4.12.c Compare the development of Greco-Roman philosophy and science to the development of ethical monotheism, transcendental religion, and ancient eastern philosophies.</p> <p>4.12.d Examine how certain texts came to be viewed as sacred.</p> <p>4.12.e Examine syncretism, acculturation, and assimilation in the context of belief systems and culture.</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>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.i Examine syncretism, acculturation, and assimilation in the context of belief systems and culture.</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>4.12.k. Examine the epistemological complexities of the post-modern age.</p>		<p>4.12.k Examine the epistemological complexities of the post-modern age.</p>

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
<b>Standard 5</b>	<b>(Society and Identity) Students will understand social systems and structures and how these influence individuals.</b>			
<i>Enduring Understandings</i>				
<ul style="list-style-type: none"> <li>• Different societies have different social structures and degrees of social stratification.</li> <li>• Social groups can be defined in a variety of ways, including race, ethnicity, class, and gender.</li> <li>• Individuals are socialized according to their society’s understandings of race, ethnicity, class, gender and other social groupings.</li> <li>• Individuals have some choice in the face of social expectations and norms.</li> </ul>				
<i>Essential questions</i>				
<ul style="list-style-type: none"> <li>• How does society organize itself?</li> <li>• What is a social group?</li> <li>• Why do people generally accept as “real” a society’s social groupings?</li> <li>• To what degree can individuals differ with social expectations? What are the rewards for doing so? What are the penalties?</li> </ul>				

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
PERFORMANCE INDICATORS	<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.d Examine how many cultures reflect and reinforce oppositional ideas of gender (e.g., hard and soft, strong and weak, "sun" and "moon").</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>5.12.f Discuss the limits of socialization and the power of choice in personal identity.</p>		
<b>Standard 6</b>	<b>(Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.</b>			

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> <li>• The scope, structure, and philosophy of governments vary considerably, some based upon constitutions, civic rights and responsibilities, and the rule of law; others on different principles.</li> <li>• National governments have major responsibilities for shaping domestic policy and for directing foreign policy.</li> <li>• Governments are financed through taxation and make decisions about how to allocate those resources.</li> <li>• The world is organized into nations, which interact with each other through trade, diplomacy, and war.</li> </ul>				
<p><i>Essential Questions</i></p> <ul style="list-style-type: none"> <li>• Are democratic governments and those based upon constitutions, civic rights and responsibilities, and the rule of law universally the “best” form of government?</li> <li>• What constrains national governments when shaping domestic policy and directing foreign policy?</li> <li>• What is the best way for governments to tax its citizens or subjects?</li> <li>• How are governments established, maintained, and changed? What happens in the absence of government?</li> <li>• Is the era of nation-states over?</li> </ul>				

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
<b>PERFORMANCE INDICATORS</b>		<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.h Examine the wide range of influences on policy makers.</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>



	9 World History (origins to 1500 CE)	10 World History (1500 CE to Present)	11 United States History	12 Government
				6.12.m Compare and contrast the role of citizens in various forms of governance.  6.12.n Evaluate various ways different societies provide the judiciary function.
<b>Standard 7</b>	<b>(Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.</b>			
<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> <li>• Scarcity of the factors of production plays a major role in economic decisions about what to produce and for whom.</li> <li>• The laws of supply and demand influence prices and production within an economy.</li> <li>• Market structures and business organizations vary, some encouraging and some restricting competition.</li> <li>• Since antiquity, many factors, including geography, transportation, communication, government policy and culture, have influenced patterns of trade.</li> </ul>				
<p><i>Essential questions</i></p> <ul style="list-style-type: none"> <li>• Why are all humans' economic needs not met or satisfied?</li> <li>• To what extent do the laws of supply and demand shape economic activity?</li> <li>• Can an economy be both highly productive and genuinely fair in the distribution of goods and services?</li> <li>• Why do people trade and how does trade influence peoples' lives?</li> </ul>				

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
PERFORMANCE INDICATORS	<p>7.12.a Explain examples of historical change by applying fundamental economic concepts (scarcity, opportunity cost, productivity, etc.).</p> <p>7.12.b Explain patterns of trade from ancient times to the present.</p> <p>7.12.c Analyze ways in which trade has contributed to change in selected societies or civilizations.</p>	<p>7.12.a Explain examples of historical change by applying fundamental economic concepts (scarcity, opportunity cost, productivity, etc.).</p> <p>7.12.b Explain patterns of trade from ancient times to the present.</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 communication and changes in trade and economic activities.</p>	<p>7.12.g Evaluate the major economic systems.</p>	<p>7.12.g Evaluate the major economic systems.</p>
<b>Standard 8</b>	<b>(Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.</b>			
<p><i>Enduring understandings</i></p> <ul style="list-style-type: none"> <li>• Science and technology are two distinct domains of human activity, which in the modern era have had an increasingly significant reciprocal relationship.</li> <li>• Modern scientific developments and modern technological developments have amplified the results of human activity, both enhancing human productivity and achievement but also enhancing humans' capacity for destruction and harm.</li> <li>• Social and other factors determine the efficacy of particular technologies in particular settings.</li> <li>• Scientific developments and technological developments raise social, ethical, moral, religious, and legal issues.</li> </ul>				

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
<p><i>Essential questions</i></p> <ul style="list-style-type: none"> <li>• Is contemporary human life better or worse off because of modern scientific developments and because of modern technological developments?</li> <li>• What role do social factors play in the impact of new technologies?</li> <li>• Do scientific developments and technological developments create new social, ethical, moral, religious, and legal issues or do they amplify existing social, ethical, moral, religious, and legal issues?</li> </ul>				

	<b>9</b> <b>World History</b> <b>(origins to 1500 CE)</b>	<b>10</b> <b>World History</b> <b>(1500 CE to Present)</b>	<b>11</b> <b>United States History</b>	<b>12</b> <b>Government</b>
<b>PERFORMANCE INDICATORS</b>	<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.h Explain causes and consequences of the diffusion of the autocatalytic process of technological innovation.</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.j Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.</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.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>

## STANDARDS AND PERFORMANCE INDICATORS (BENCHMARKS)

**Standard 1. (Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.**

***By the end of grade 2:***

- 1.2.a. Identify stories about past events, people, places or situations.
- 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.

***By the end of grade 5:***

- 1.5.a. Explain why people in different times and places view the world differently.
- 1.5.b. Describe changes in society (e.g., political, social, cultural).
- 1.5.c. Identify cause and effect relationships in history.
- 1.5.d. Identify and use primary and secondary sources to examine the past and present.

***By the end of grade 8:***

- 1.8.a. Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change.
- 1.8.b. Apply knowledge of the past to explain current events.
- 1.8.c. Explain the causes of significant historical and current political events and issues.
- 1.8.d. Utilize primary and secondary sources in historical research.
- 1.8.e. Examine historical resources for a point of view, context, bias (including gender and race), distortion, or propaganda.
- 1.8.f. Differentiate between historical facts and historical interpretations.

1.8.g. Analyze multiple interpretations of an historical or current event.

1.8.h. Analyze quantitative data to answer questions about history.

***By the end of grade 12:***

1.12.a. Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.

1.12.b. Compare models for organizing history into periods (periodization).

1.12.c. Interpret graphic presentation of quantitative data.

1.12.d. Analyze the impact of revolution on politics, economies, and societies.

1.12.e. Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.

1.12.f. Perform analyses of quantitative historical data.

1.12.g. Evaluate historians' interpretations of the past using a variety of sources.

**Standard 2. Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.**

***By the end of grade 2:***

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.

***By the end of grade 5:***

2.5.a. Describe how wants and needs have implications beyond the self.

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.

2.5.c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).

***By the end of grade 8:***

- 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).
- 2.8.b. Explain how historical legacies have facilitated understanding or caused misunderstanding (slavery in the United States, Nazi Germany, etc.).
- 2.8.c. Explain how international trade and resource distribution can influence cooperation or conflict.
- 2.8.d. Explain tensions between national sovereignty and global interest.
- 2.8.e. Identify issues and standards related to human rights.

***By the end of grade 12:***

- 2.12.a. Analyze the causes and effects of alliances and multinational organizations.
- 2.12.b. Analyze how cooperation and conflict influence political, economic, and social conditions.
- 2.12.c. Evaluate efforts to resolve conflict within and among nations.
- 2.12.d. Analyze how trade has contributed to cooperation and conflict.
- 2.12.e. Analyze the causes and effects of alliances and multinational organizations.
- 2.12.f. Evaluate the effectiveness of international organizations.
- 2.12.g. Analyze how cooperation and conflict influence political, economic, and social.
- 2.12.h. Evaluate efforts to resolve conflict within and among nations.
- 2.12.i. Analyze effects of differing national foreign policy positions on international competition and cooperation.
- 2.12.j. Analyze effects of conflict on national unity.
- 2.12.k. Analyze how trade has contributed to cooperation and conflict.



2.12.1. Explain how powerful entities, such as countries, corporations, and religious institutions, have influenced conflicts and cooperation in the world.

**Standard 3. (Geography) Students will understand the interactions and relationship between human societies and their physical environment.**

***By the end of grade 2:***

3.2.a. Describe ways in which people depend on the physical environment.

3.2.b. Explain the concept of location.

3.2.c. Use maps and graphs, tables, and diagrams to read and display geographic information.

3.2.d. Locate and distinguish between landforms.

3.2.e. Describe the influence of landforms and geographic features on human population and cultures.

3.2.f. Differentiate between ways in which people from different cultures think about and adapt to the physical environment.

***By the end of grade 5:***

3.5.a. Explain and use the elements of maps and globes.

3.5.b. Apply appropriate resources and geographic tools to generate and interpret information about the earth.

3.5.c. Apply concepts such as location, distance, direction, scale, movement and region.

3.5.d. Describe ways that the earth's physical and human-made features have changed over time.

3.5.e. Describe factors that influence locations of human populations and human migration.

3.5.f. Describe and explain various types and patterns of settlement and land use.

3.5.g. Identify why particular locations are used for certain activities.

3.5.h. Define regions by their human and physical characteristics.

***By the end of grade 8:***

- 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.
- 3.8.b. Describe social effects of environmental changes and crises resulting from natural phenomena.
- 3.8.c. Explain voluntary and involuntary migration and its effects on the physical and human characteristics of a place.
- 3.8.d. Evaluate conventional and alternative uses of land and water resources in the community, region and beyond.
- 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.
- 3.8.f. Analyze the structure and characteristics of different populations and population patterns.
- 3.8.g. Analyze the structure and characteristics of a population over time.
- 3.8.h. Identify and explain how changes people make in the physical environment in one place can cause changes in other places.

***By the end of grade 12:***

- 3.12.a. Discuss how the physical environment contributes to the development of distinct cultures.
- 3.12.b. Use spatial models to investigate relationships between places and patterns of settlement and human interaction.
- 3.12.c. Explain how social, cultural, political and economic factors shape and are shaped by the physical environment.
- 3.12.d. Evaluate the impact of migration on the structure of societies.
- 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.
- 3.12.f. Analyze geographical factors (such as natural resources, environment) that contribute to cooperation or conflict between human societies.

3.12.g. Assess the impact of cultural diffusion (globalization) on societies in different parts of the world.

**Standard 4. Culture) Students will understand cultural and intellectual developments and interactions among societies.**

***By the end of grade 2:***

4.2.a. Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.

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.

4.2.c. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.

4.2.d. Compare and contrast social environments in different cultures.

4.2.e. Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.

***By the end of grade 5:***

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.).

4.5.b. Compare and contrast the ways that different cultures meet human needs and concerns.

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.

4.5.d. Describe how cultural contributions from various groups have formed a national identity.

4.5.e. Explain the elements of culture (language, norms, values, beliefs, etc.).

4.5.f. Define the elements of a belief system (creed, code of behavior, rituals, community).

4.5.g. Examine the principle tenets of one major world religion.

4.5.h. Describe advantages and disadvantages associated with cultural diversity.

4.5.i. Examine cultural diffusion.

***By the end of grade 8:***

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.

4.8.b. Explain behavioral norms and taboos in different cultures.

4.8.c. Analyze ways that people have maintained their traditions and resisted external challenges (e.g. wars, generational gaps, migration patterns, or globalization).

4.8.d. Explain the influence different cultural or ethnic groups living in the same society have had on one another.

4.8.e. Evaluate the impact of globalization on different cultures and populations.

4.8.f. Examine the major religions of the world in terms of their beliefs, rituals and sacred texts.

4.8.g. Analyze how a major movement in literature, music, and the visual arts influenced social values.

***By the end of grade 12:***

4.12.a. Analyze sources and characteristics of cultural, religious, and social reform movements.

4.12.b. Analyze how art, literature, and traditional customs both shape and are shaped by society.

4.12.c. Compare the development of Greco-Roman philosophy and science to the development of ethical monotheism, transcendental religion, and ancient eastern philosophies.

4.12.d. Examine how certain texts came to be viewed as sacred.

4.12.e. Examine syncretism, acculturation, and assimilation in the context of belief systems and culture.

4.12.f. Examine the historic tension between science and religion.

4.12.g. Explain the origins and diffusion of modern science.

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.).

4.12.i. Examine syncretism, acculturation, and assimilation in the context of belief systems and culture.

4.12.j. Evaluate religious characteristics (creed, code of behavior, rituals, community) of non-religious belief systems (e.g. communalism, patriotism, activism, and consumerism).

4.12.k. Examine the epistemological complexities of the post-modern age.

**Standard 5. (Society and Identity) Students will understand social systems and structures and how these influence individuals.**

***By the end of grade 2:***

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.d. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.

5.2.e. Explain why people live in social groups (e.g. families, communities, and nation).

5.2.f. Identify roles and behaviors that people demonstrate when in group situations.

5.2.g. Identify opportunities for choice in personal identity.

***By the end of grade 5:***

5.5.a. Describe how families influence the individual.

5.5.b. Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.

- 5.5.c. Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.
- 5.5.d. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.
- 5.5.e. Identify and describe ways that ethnicity and cultures influence people's daily lives.
- 5.5.f. Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.
- 5.5.g. Describe socialization and opportunities for choice in personal identity.
- 5.5.h. Examine the difference between “acceptance” and “tolerance”.

***By the end of grade 8:***

- 5.8.a. Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.
- 5.8.b. Describe how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.
- 5.8.c. Recognize the foundations of one's own and others' viewpoints.
- 5.8.d. Understand the impact of conformity, and non-conformity on individuals and groups.
- 5.8.e. Analyze the accuracies and inaccuracies of stereotyping (race, ethnicity, gender, class, etc.).
- 5.8.f. Examine how socialization influences choice in personal identity.

***By the end of grade 12:***

- 5.12.a. Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.
- 5.12.b. Analyze the socialization of individuals by groups, organizations, and institutions.

5.12.c. Examine why cultural definitions of gender identity persist and are resistant to change.

5.12.d. Examine how many cultures reflect and reinforce oppositional ideas of gender (e.g., hard and soft, strong and weak, "sun" and "moon").

5.12.e. Evaluate circumstances and consequences that arise from differences between cultural norms and personal gender identity and/or sexual orientation.

5.12.f. Discuss the limits of socialization and the power of choice in personal identity.

**Standard 6. (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.**

***By the end of grade 2:***

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.c. Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.

6.2.d. Identify qualities that leaders need in order to meet their responsibilities.

6.2.e. Describe the impact of families and schools on their lives.

6.2.f. Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.

6.2.g. Explain reasons for the importance of leadership and service.

6.2.h. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).

6.2.i. Describe the impact of religious institutions, government agencies, and civic groups on their lives.



***By the end of grade 5:***

- 6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.
- 6.5.b. Describe how political institutions meet needs and wants of individuals and society.
- 6.5.c. Identify community leaders, local and national government officials, and world leaders.
- 6.5.d. Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).
- 6.5.e. Describe the organization and major responsibilities of the various levels of governments.
- 6.5.f. Explain what citizenship is.
- 6.5.g. Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.
- 6.5.h. Describe the roles of laws, courts of law, and judges.
- 6.5.i. Compare and contrast major political systems.
- 6.5.j. Explain different strategies to resolve conflict.

***By the end of grade 8:***

- 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.
- 6.8.b. Explain how different types of government acquire, use, and justify power.
- 6.8.c. Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.
- 6.8.d. Know functions and responsibilities of government leaders and public servants.
- 6.8.e. Explain how public agendas are set and shaped.
- 6.8.f. Define citizenship in terms of its legal and political status and criteria used to grant naturalized citizenship.

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.

6.8.h. Analyze effects of participation in civic and political life (boycotts, civil disobedience, etc.)

6.8.i. Explain the role of judicial systems in local, national, and international contexts.

6.8.j. Analyze examples of the use of various strategies to resolve conflict.

***By the end of grade 12:***

6.12.a. Explain the roots of and historical development of contemporary political systems.

6.12.b. Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies.

6.12.c. Evaluate issues regarding distribution of powers and responsibilities within political systems.

6.12.d. Evaluate the role of law and order in political systems.

6.12.e. Evaluate how groups and institutions work to meet individual needs and address necessary social changes.

6.12.f. Analyze how and why political institutions distribute benefits and burdens.

6.12.g. Describe major responsibilities of political institutions for domestic and foreign policy.

6.12.h. Examine the wide range of influences on policy makers.

6.12.i. Evaluate various means of achieving specific political objectives.

6.12.j. Discuss the significance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of political organization.

6.12.k. Examine the role of voluntary, community and non-governmental groups in society and their relationship to the functions of political organizations.

6.12.l. Evaluate functions and responsibilities of, and challenges to, leadership.

6.12.m. Compare and contrast the role of citizens in various forms of governance.

6.12.n. Evaluate various ways different societies provide the judiciary function.

**Standard 7. (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.**

***By the end of grade 2:***

7.2.a. Distinguish between needs and wants.

7.2.b. Describe roles resources play in our daily lives.

7.2.c. Describe how we depend upon people with specialized jobs.

7.2.d. Distinguish between goods and services.

7.2.e. Explain why people make choices about how to satisfy wants and needs.

7.2.f. Identify institutions that are part of economic systems.

7.2.g. Describe how goods and services can be exchanged.

***By the end of grade 5:***

7.5.a. Describe characteristics, locations, uses, and management of renewable and non-renewable resources.

7.5.b. Distinguish among human, natural, and capital resources.

7.5.c. Describe how changes in transportation and communication have affected trade and economic activities.

7.5.d. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.

7.5.e. Describe how trade affects the way people earn their living in regions of the world.

7.5.f. Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.

7.5.g. Describe primary causes of world trade.

***By the end of grade 8:***

7.8.a. Describe economic effects of environmental changes and crises resulting from natural phenomena.

7.8.b. Explain economic reasons for voluntary migration.

7.8.c. Evaluate conventional and alternative uses of resources.

7.8.d. Describe historical and contemporary economic systems.

7.8.e. Explain primary causes of world trade.

7.8.f. Describe global patterns of resource distribution and use.

7.8.g. Explain how governments and markets allocate limited resources among competing wants and needs.

***By the end of grade 12:***

7.12.a. Explain examples of historical change by applying fundamental economic concepts (scarcity, opportunity cost, productivity, etc.).

7.12.b. Explain patterns of trade from ancient times to the present.

7.12.c. Analyze ways in which trade has contributed to change in selected societies or civilizations.

7.12.d. Explain the major economic systems

7.12.e. Analyze and evaluate economic issues from a geographical point of view.

7.12.f. Describe reciprocal influences of changes in transportation and communication and changes in trade and economic activities.

7.12.g. Evaluate the major economic systems.

**Standard 8. (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.**

***By the end of grade 2:***

- 8.2.a. Distinguish between "tool" and "technique."
- 8.2.b. Describe examples in which tools and techniques have changed the lives of people.
- 8.2.c. Identify reasons and requirements for making tools and developing techniques.

***By the end of grade 5:***

- 8.5.a. Explain the difference between science and technology.
- 8.5.b. Examine ways in which tools and techniques make certain tasks easier.
- 8.5.c. Describe ways that tools and techniques can have both positive and negative effects.
- 8.5.d. Describe changes in scientific knowledge and technology that have affected your host country.
- 8.5.e. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.

***By the end of grade 8:***

- 8.8.a. Explain prerequisites for the adoption of a particular technology (social need, social resources, cultural attitude, etc.).
- 8.8.b. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power.
- 8.8.c. Evaluate the need for laws and policies to govern technological applications.
- 8.8.d. Describe how technologies might have effects and uses other than those intended.
- 8.8.e. Explain the concept "pace of change."

***By the end of grade 12:***

- 8.12.a. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity.
- 8.12.b. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.
- 8.12.c. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.
- 8.12.d. Explain how different socio-economic groups within a culture may react differently to technological innovation.
- 8.12.e. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity.
- 8.12.f. Examine historical and current influences of modern science on technological innovation.
- 8.12.g. Examine the principal contemporary contexts of technological innovation and scientific research (commercial and military) and the implications of these contexts.
- 8.12.h. Explain causes and consequences of the diffusion of the autocatalytic process of technological innovation.
- 8.12.i. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.
- 8.12.j. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.
- 8.12.k. Examine the meaning and ambiguity of the word "technology."
- 8.12.l. Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.
- 8.12.m. Discuss whether confidence in modern science is growing or decreasing.
- 8.12.n. Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.

