

Summer 2008



# INDIANA'S CORE STANDARDS:

**Core Academic Concepts Across the K–12 Continuum**  
A Companion to Indiana's Academic Standards

## SOCIAL STUDIES

Kindergarten – Grade 12

Effective curriculum, instruction and assessment do not happen by accident. They are the result of many people planning together, working together and sharing responsibility for the success of all students.

A great deal of work has gone into developing resources to help educators plan curriculum, instruction and assessment. What has made the development process so successful is the grassroots involvement of people statewide. The collaborative efforts and dedication of teachers, administrators, state educational organizations, parents, business leaders, higher education faculty, Indiana Department of Education staff, Board of Education members, Indiana's Education Roundtable and the public have contributed to the creation of quality resources for our teachers.

To continue this work, Indiana has adopted *Core Standards: Core Academic Concepts Across the K-12 Continuum*. The *Core Standards*, a complement to *Indiana's Academic Standards*, explicitly highlight the “big ideas” for each grade level and content area, give proper weight to concepts central to advancement across subsequent grade levels, allow for instructionally-supportive assessments, and encourage the integration of curricula across content areas. The *Core Standards* build upon *Indiana's Academic Standards* by integrating multiple Standard Indicators into a small number of instructionally-coherent targets that reflect priorities for each school year or course.

It is our sincerest hope that the *Core Standards* help teachers' efforts in defining and developing curriculum, selecting instruction, assessing student outcomes and integrating content areas when appropriate to support the success of Indiana's students.

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## Purpose of the Core Standards

The Core Standards invite new ways of aligning K-12 curriculum and assessment to *Indiana's Academic Standards*.

### Core Standards in the Classroom

The teachers can use the Core Standards to:

- help students focus on the key concepts (the most important Standard Indicators necessary for understanding the “big ideas”) of each grade level and content area;
- help parents understand the most important concepts to be learned at each grade level;
- inform decision-making when planning and delivering instruction and designing assessment;
- create more focused goals for student performance at the end of each school year; and
- communicate to administrators, school officials and the public that Indiana continues to strive for high standards in education.

### Core Standards in the Education Community

The public can use the Core Standards to:

- gain a clearer understanding of what is expected of Indiana students and teachers;
- enhance discussions of ways to integrate curriculum, instruction and assessment;
- engage in conversations regarding professional development within the K-12 environment;
- explore collaborative opportunities between K-12 teachers and higher education faculty; and
- discuss conceptual learning across and outside the education community.

### THE CORE STANDARDS:

- Highlight the most important concepts presented in each grade level and content area by integrating multiple Standard Indicators from *Indiana's Academic Standards*;
- outline a manageable number of concepts that all students must understand and be able to do at the end of the year;
- emphasize the concepts that are central to each grade and are connected to subsequent grade levels;
- set challenging and explicit goals that delineate which Standard Indicators should receive the most instructional time;
- support the development of assessment that is focused on concepts that are central to a grade level or content area;
- enable teachers to assess critical skills in greater depth and use student responses to guide further instruction; and
- provide the opportunity to integrate multiple content areas in the classroom by analyzing the connections among the manageable lists of concepts in each grade level and content area.



# CORE STANDARDS

The *Core Standards* represent ideas that are broad in scope and encompass multiple Standard Indicators. Students should be proficient in these *Core Standards* in order to successfully move on to the next levels of Social Studies.

## Core Standards for Kindergarten Social Studies

CORE STANDARD	<b>1</b>
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### History

#### *Past and Present*

Explore differences and similarities in the lives of children and families of long ago and today. Identify famous Americans from the past who have shown courageous leadership, and sequentially order events of the past.

[Standard Indicators: K.1.1, K.1.2, K.1.3, K.1.4, K.1.5]

CORE STANDARD	<b>2</b>
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### Civics and Government

#### *Citizenship*

Give examples of leaders in our country and communities. Describe some qualities of good leaders. Explain why we have rules.

[Standard Indicators: K.2.1, K.2.2, K.2.3, K.2.5]

CORE STANDARD	<b>3</b>
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### Geography

#### *Maps and Globes*

Locate, identify and describe places in the school and community using terms related to distance and direction. Identify the addresses of home and school. Identify and compare maps and globes and explain that they show places in the world.

[Standard Indicators: K.3.1, K.3.2, K.3.3, K.3.4, K.3.6]

#### *Human and Physical Systems*

Describe how different groups of people have different ways of living, and explain how people can improve the environment.

[Standard Indicators: K.3.6, K.3.7]

#### *Seasonal Changes*

Give examples of what happens when the seasons change.

[Standard Indicator: K.3.5]

CORE STANDARD	<b>4</b>
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### Economics

#### *Work*

Give examples of different jobs that people have and the tools they use in these jobs (in the home and outside of the home). Explain why people work.

[Standard Indicators: K.4.1, K.4.2, K.4.3, K.4.4]

## Core Standards for Grade 1 Social Studies

CORE STANDARD	<b>1</b>
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### History

#### *Comparing Past and Present*

Compare the daily life of individuals in the community with life in the past. Describe local people whose actions showed courage, honesty and responsibility. Use narratives, oral histories, folklore, video images and biographies to share the information.

[Standard Indicators: 1.1.1, 1.1.2, 1.1.4]

#### *Chronology and Analysis*

Measure time using clocks and calendars. Order events sequentially on a timeline. Distinguish between fact and opinion.

[Standard Indicators: 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.1.10]

#### *National Symbols*

Discuss the origins and significance of American songs, symbols, people and events associated with national celebrations and holidays.

[Standard Indicators: 1.1.3, 1.1.5]

CORE STANDARD	<b>2</b>
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### Civics and Government

#### *Citizenship and Civic Responsibility*

Provide examples of good citizenship in the school and community. Identify rights and responsibilities of citizens and know the Pledge of Allegiance. Give examples of rules and laws in the school and community.

[Standard Indicators: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6]

**Core Standards for Grade 1 Social Studies** (cont.)

CORE STANDARD	3
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**Geography**

*Maps and Globes*

Identify and map human and physical features of the school and neighborhood. Understand the use of cardinal directions. Identify continents, oceans, cities and roads on maps and globes.

[Standard Indicators: 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.7]

*Human and Physical Systems*

Compare cultural similarities and differences found in the local community. Give examples of natural resources found locally. Describe how people use these resources and how they interact with their environment.

[Standard Indicators: 1.3.7, 1.3.8, 1.3.9]

*Environment and Seasonal Changes*

Observe and record daily and seasonal weather changes, and explain how these changes influence activities in the school and community.

[Standard Indicators: 1.3.5, 1.3.6]

CORE STANDARD	4
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**Economics**

*Goods and Services*

Identify and compare goods, services and jobs in the school and community. Explain how and why people exchange goods and services.

[Standard Indicators: 1.4.1, 1.4.2, 1.4.3, 1.4.6]

## Core Standards for Grade 2 Social Studies

CORE STANDARD	<b>1</b>
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### History

#### *Local History Past to Present*

Identify when the local community was established. Identify its founders, early settlers, and other individuals who had a positive influence on the community. Explain changes in daily life from past to present.

[Standard Indicators: 2.1.1, 2.1.2, 2.1.3]

#### *Chronology and Analysis*

Use calendars and timelines to understand the development of important community traditions and events.

[Standard Indicators: 2.1.4, 2.1.5, 2.1.6, 2.1.7]

CORE STANDARD	<b>2</b>
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### Civics and Government

#### *Citizenship and Civic Responsibility*

Define what a citizen is and describe the rights and responsibilities of citizens. Explain how people must work together to resolve conflict and the importance of respecting differences. Explain how laws are used to resolve conflicts appropriately and discuss the consequences for disobeying laws.

[Standard Indicators: 2.2.4, 2.2.5, 2.2.6, 2.2.7]

#### *Foundations of Government*

Explain that the United States government is founded on the belief of equal rights for all of its citizens. Explain why it is important for a community to have a responsible government. Identify some of the leaders of community governments.

[Standard Indicators: 2.2.1, 2.2.2, 2.2.3]

Core Standards for Grade 2 Social Studies (cont.)

CORE STANDARD	3
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**Geography**

*Maps and Globes*

Use basic information on maps, globes and other geographic tools to locate and identify physical and human features of one’s community, state and nation.

[Standard Indicators: 2.3.1, 2.3.2, 2.3.4, 2.3.5]

*Human and Physical Systems*

Describe the simple demographics of the school. Give examples of how different physical features in different neighborhoods and communities can influence the activities available there.

[Standard Indicators: 2.3.3, 2.3.6, 2.3.7, 2.4.1]

CORE STANDARD	4
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**Economics**

*Goods and Services*

Give examples of resources that communities use to produce goods and services. Identify specialized jobs within the community. Explain how the scarcity of resources affects the choices people make.

[Standard Indicators: 2.4.1, 2.4.2, 2.4.4, 2.4.5, 2.4.6]

*Trade and Money*

Explain that individuals and communities obtain what they want through exchange/trade with others. Explain how money makes buying and selling goods and services easier. Explain that a price is what people pay or receive when they buy or sell a good or service. Define savings.

[Standard Indicators: 2.4.3, 2.4.4, 2.4.7, 2.4.8]

## Core Standards for Grade 3 Social Studies

CORE STANDARD	1
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### History

#### *Early Regional Culture and Settlement*

Describe how groups of people in the state and region (from prior to European settlement to the present) have influenced the development of different communities. Describe regional founders and leaders and explain why these people qualified as leaders.

[Standard Indicators: 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8, 3.2.7]

#### *Chronology, Analysis and Interpretation*

Identify important events in the region by creating and using timelines. Distinguish fact and fiction in historical accounts and use a variety of resources to learn about regional communities.

[Standard Indicators: 3.1.5, 3.1.6, 3.1.8, 3.2.7]

CORE STANDARD	2
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### Civics and Government

#### *Foundations of Democratic Government*

Identify fundamental democratic principles and the role of citizens in a democratic society. Describe the duties and responsibilities of different levels of government that make laws and provide goods and services in the United States.

[Standard Indicators: 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.6]

**Core Standards for Grade 3 Social Studies** (cont.)

CORE STANDARD	3
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**Geography**

*Maps and Globes*

Identify the hemispheres and use cardinal and intermediate directions to determine the direction from one place to another. Use simple grid systems, symbols and other information to locate the physical and political features of places in the Midwest on maps and globes.

[Standard Indicators: 3.3.1, 3.3.2, 3.3.3]

*Human and Physical Systems*

Identify the human and physical features of Indiana and other states in the region and explain the influence human and physical systems have on each other.

[Standard Indicators: 3.3.4, 3.3.5, 3.3.7, 3.3.9, 3.3.11]

CORE STANDARD	4
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**Economics**

*Trade and Money*

Give examples of how trade benefits individuals and communities and how trade increases interdependency. Explain how money makes trade easier and how prices are determined in markets. Compare costs and benefits when making decisions as a consumer or a producer.

[Standard Indicators: 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7, 3.4.8]

## Core Standards for Grade 4 Social Studies

CORE STANDARD	<b>1</b>
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### Indiana History

#### *Early Cultures*

Describe prehistoric and historic Native American Indian cultures in Indiana and explain the effects of European contact and settlement upon these cultures.

[Standard Indicators: 4.1.2, 4.1.3]

#### *Statehood*

Describe Indiana’s development as a state and explain its role in the growth of the United States.

[Standard Indicators: 4.1.3, 4.1.4, 4.1.5, 4.1.6]

#### *Civil War and Post Civil War*

Explain Indiana’s role in events and movements leading up to the Civil War and describe Indiana’s participation in the war. Give examples of agricultural, industrial and political growth in the period following the Civil War.

[Standard Indicators: 4.1.7, 4.1.8, 4.1.9]

#### *20th Century to the Present*

Describe Indiana’s participation in World I and World War II. Describe changes in 20th century Indiana brought about by people, movements and events. Explain the effects of industry, technology and globalization on life in Indiana.

[Standard Indicators: 4.1.10, 4.1.11, 4.1.12, 4.1.13, 4.1.14]

CORE STANDARD	<b>1</b> cont.
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### Indiana History

#### *Chronology, Analysis and Interpretation*

Interpret timelines to show the relationship of people and events. Distinguish historical fact from opinion. Describe the importance of artists and writers to state history and culture.

[Standard Indicators: 4.1.15, 4.1.16, 4.1.18]

CORE STANDARD	<b>2</b>
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### Indiana Government

#### *Foundations and Functions of Indiana Government*

Identify the three branches of state government. Describe the duties of each branch, and identify the major state offices associated with it. Explain how citizens participate in state government.

[Standard Indicators: 4.2.3, 4.2.4, 4.2.5, 4.4.9]

Core Standards for Grade 4 Social Studies (cont.)

CORE STANDARD	3
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**Geography**

*Maps and Globes*

Use features of geographic tools (e.g., maps, globes) to identify locations and physical characteristics of different places in Indiana. Estimate distances between two places on a map or globe.

[Standard Indicators: 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.11, 4.3.12]

*Human and Physical Systems*

Explain how people in Indiana have modified their environments. Describe the impact cultural groups have had on the state.

[Standard Indicators: 4.1.2, 4.3.5, 4.3.6, 4.3.7, 4.3.8, 4.3.9, 4.3.10]

CORE STANDARD	4
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**Economics**

*Basic Principles of a Market Economy*

Define productivity, profit and money. Describe the role of savings, investment and trade in the development of an economic system. Indicate the role of supply and demand in a market economy.

[Standard Indicators: 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.6, 4.4.8]

*Indiana’s Economic History*

Identify and explain how Indiana’s economy has changed over time in types of goods produced and levels of productivity. Explain the benefits of voluntary trade in Indiana’s economic development. Describe Indiana entrepreneurs’ motivations and their influences on history.

[Standard Indicators: 4.4.1, 4.4.2, 4.4.3, 4.4.5, 4.4.7]

## Core Standards for Grade 5 Social Studies

CORE STANDARD	<b>1</b>
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### History

#### *North America to 1610*

Describe early cultures and settlements in North America prior to contact with Europeans. Describe the interactions and conflicts resulting from the European exploration and settlement of North America.

[Standard Indicators: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.6]

#### *Foundation of the United States to 1800*

Explain why different groups came to the Americas and describe the impact of key people and events on the founding of the United States through the end of the 18th century.

[Standard Indicators: 5.1.5, 5.1.7, 5.1.8, 5.1.9, 5.1.10, 5.1.11, 5.1.12, 5.1.13, 5.1.14, 5.1.15, 5.1.16]

#### *Chronology, Analysis and Interpretation*

Create and interpret timelines showing significant people and events in early United States history. Read primary and secondary sources to interpret historical events. Use primary sources to ask questions and interpret early United States culture.

[Standard Indicators: 5.1.17, 5.1.20, 5.1.21]

CORE STANDARD	<b>2</b>
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### Civics and Government

#### *Foundations of United States Government*

Identify the principles and purposes of a democratic government. Explain ideas about limited government, rule of law, and individual rights.

[Standard Indicators: 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5]

#### *Structure and Function*

Describe the structures of government and how it functions (e.g., limited government, checks and balances, the three branches of government). Explain the role that citizens have in government (e.g., voicing opinions, monitoring governmental actions, voting).

[Standard Indicators: 5.2.6, 5.2.7, 5.2.9, 5.2.10]

**Core Standards for Grade 5 Social Studies** (cont.)

CORE STANDARD	<b>3</b>
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**Geography**

*Maps and Globes*

Demonstrate the use of latitude and longitude. Identify regions, states, cities and natural features on maps and describe climate regions.

[Standard Indicators: 5.3.1, 5.3.2, 5.3.3, 5.3.6, 5.3.7]

*Human and Physical Systems*

Explain how land features, climate and the location of resources affected the settlement patterns of the United States. Describe how early settlers and Native American Indians adapted to and altered the physical environment.

[Standard Indicators: 5.3.4, 5.3.8, 5.3.9, 5.3.11, 5.3.12]

CORE STANDARD	<b>4</b>
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**Economy**

*Elements of a Market Economy*

Explain basic characteristics of a market economy including the effects of changes in supply and demand on prices.

[Standard Indicators: 5.4.2, 5.4.5, 5.4.6, 5.4.7, 5.4.8]

*History of Early United States Economy*

Describe economic activities in early America (e.g., Native American Indian exchange prior to contact with Europeans, explorers and settlers' response to economic incentives, people's use of technology and inventions to improve productivity).

[Standard Indicators: 5.4.1, 5.4.2, 5.4.4, 5.4.8]

## Core Standards for Grade 6 Social Studies

CORE STANDARD	<b>1</b>
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### History

#### *Early Civilizations and Societies in Europe and the Americas to 700 A.D/C.E.*

Describe the cultural achievements, governing systems, religious beliefs, influences and interactions of different ancient civilizations in Europe, Mesoamerica and the Eastern Roman Empire.

[Standard Indicators: 6.1.1, 6.1.2, 6.1.3]

#### *Medieval History Period and the Renaissance to the 16th Century*

Describe the feudal system and explain the influence of religion on medieval society. Describe the developments in science, the arts and literature that occurred during the European Renaissance.

[Standard Indicators: 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.1.9, 6.4.1]

#### *Exploration, Colonization and Post-Colonialism to the 19th Century*

Explain the outcomes of European colonization on the Americas. Describe the impact of the Age of Enlightenment on political, economic and scientific thought in Europe and the Americas.

[Standard Indicators: 6.1.10, 6.1.12, 6.1.13, 6.1.14, 6.2.4, 6.4.1, 6.4.2]

CORE STANDARD	<b>1</b> cont.
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### History

#### *Europe and the Americas in the 19th to the 21st Century*

Describe the impact of industrialization on the lives of individuals, nations, and on the relations between countries of Europe and the Americas. Explain the influence of competing political and social ideologies on the governments of Europe and the Americas. Describe the effect of independence movements in Eastern Europe.

[Standard Indicators: 6.1.14, 6.1.15, 6.1.16]

#### *Chronology, Analysis and Interpretation*

Identify people and events in history by comparing and creating timelines. Analyze historical events, including analyzing causes and effects, differentiating between fact and interpretation, and explaining the meaning of historical passages.

[Standard Indicators: 6.1.18, 6.1.21, 6.1.23, 6.1.24]

Core Standards for Grade 6 Social Studies (cont.)

CORE STANDARD	2
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**Civics and Government**

*Foundations of Government in Europe and the Americas*

Compare the early Greek and Roman forms of representative government. Identify early nation-states headed by monarchs. Describe the impact Enlightenment ideas had on government.

[Standard Indicators: 6.1.1, 6.1.13, 6.2.1, 6.2.3, 6.2.4]

*Functions of Government in Europe and the Americas*

Describe and give examples of socialist, communist and democratic governments in Europe and the Americas and compare the roles of citizens in these governments. Identify international organizations and describe their functions.

[Standard Indicators: 6.1.4, 6.2.1, 6.2.5, 6.2.6, 6.2.7]

CORE STANDARD	3
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**Geography**

*Maps and Globes*

Identify countries and use latitude and longitude to locate capital cities. Locate major mountain regions, bodies of water, deserts, and climate regions of Europe and the Americas.

[Standard Indicators: 6.3.1, 6.3.2, 6.3.3, 6.3.7]

CORE STANDARD	3 cont.
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**Geography**

*Human and Physical Systems*

Describe the distribution of natural resources, people, languages and major religions in Europe and the Americas. Explain how cultures change.

[Standard Indicators: 6.3.4, 6.3.9, 6.3.10, 6.3.12]

CORE STANDARD	4
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**Economics**

*International Trade*

Explain how trade has affected the history and development of countries in Europe and the Americas. Identify Indiana’s global economic connections.

[Standard Indicators: 6.4.1, 6.4.2, 6.4.7, 6.4.8]

*Standard of Living*

Compare the standards of living of countries in Europe and the Americas using a variety of data including Gross Domestic Product. Describe the methods of channeling funds from savers, borrowers and investors.

[Standard Indicators: 6.4.6, 6.4.7, 6.4.9]

## Core Standards for Grade 7 Social Studies

CORE STANDARD	1
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### History

#### *Early Civilizations and Societies in Africa and Asia to 650 A.D./C.E.*

Describe the cultural achievements, governing systems, religious beliefs, and influences of early cultural hearths in Africa and Asia.

[Standard Indicators: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.3.11]

#### *Major Civilizations in Africa, Asia, and the Southwest Pacific to the 18th Century*

Describe the development and achievements of the kingdoms of Ghana and Mali, the Mongol Empire, and Ming Dynasty. Describe early Japanese feudalism.

[Standard Indicators: 7.1.4, 7.1.5, 7.1.9, 7.1.10, 7.1.11]

#### *Colonization and Imperialism in the 19th and 20th Centuries*

Describe the impact of colonization and imperialism on Africa, Asia and the Southwest Pacific. Describe the impact of Confucianism on political and social thought in Asia.

[Standard Indicators: 7.1.5, 7.1.6, 7.1.12, 7.1.13, 7.1.14]

CORE STANDARD	1 cont.
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### History

#### *Africa, Asia and the Southwest Pacific in the 19th to the 21st Century*

Describe the independence movements in Asia, Africa and the Southwest Pacific. Explain the influence of industrialization on the lives of individuals and the countries of Africa, Asia and the Southwest Pacific. Explain the influence of competing ideologies on governments in these regions of the world.

[Standard Indicators: 7.1.14, 7.1.15, 7.1.16, 7.1.17, 7.1.18, 7.2.1]

#### *Chronology, Analysis and Interpretation*

Identify people and events in history by comparing and creating timelines. Analyze historical events, including analyzing causes and effects, differentiating between fact and interpretation, and explaining the meaning of historical passages.

[Standard Indicators: 7.1.19, 7.1.20, 7.1.24]

Core Standards for Grade 7 Social Studies (cont.)

CORE STANDARD	<b>2</b>
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**Civics and Government**

*Foundations of Governments in Africa, Asia and the Southwest Pacific*

Compare the Egyptian and Sumerian forms of government. Describe the early government of the Zhou Dynasty and the influence of Confucianism on the governments of China and Korea.

[Standard Indicators: 7.1.1, 7.1.2, 7.1.4, 7.1.7, 7.1.10]

*Functions of Government in Africa, Asia and the Southwest Pacific*

Compare the various routes to independence and colonial rule in Africa, Asia and the Southwest Pacific. Describe the role of citizens in these countries. Identify regional international organizations and explain their functions.

[Standard Indicators: 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5]

CORE STANDARD	<b>3</b>
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**Geography**

*Maps and Globes*

Identify countries and use latitude and longitude to locate capital cities in Africa, Asia and the Southwest Pacific. Locate major mountain regions, bodies of water, deserts, and climate regions of Africa, Asia and the Southwest Pacific.

[Standard Indicators: 7.3.1, 7.3.2, 7.3.4, 7.3.6]

CORE STANDARD	<b>3</b> cont.
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**Geography**

*Human and Physical Systems*

Describe the distribution of natural resources, people, languages and major religions in Africa, Asia and the Southwest Pacific. Explain the impact of ethnocentrism on cultural change.

[Standard Indicators: 7.3.9, 7.3.10, 7.3.12, 7.3.13]

CORE STANDARD	<b>4</b>
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**Economics**

*International Trade*

Explain how trade has affected the history and development of countries in Africa, Asia and the Southwest Pacific. Identify Indiana's global economic connections.

[Standard Indicators: 7.4.1, 7.4.2]

*Standards of Living*

Compare the standards of living of countries in Africa, Asia and the Southwest Pacific using a variety of data including Gross Domestic Product. Explain how voluntary trade, savings and investment benefit countries and result in higher standards of living.

[Standard Indicators: 7.4.1, 7.4.5, 7.4.6, 7.4.8]

## Core Standards for Grade 8 Social Studies

CORE STANDARD	<b>1</b>
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### History

#### *The Foundations of the United States to 1800*

Explain specific causes and effects of the American Revolution. Describe the roles the Founding Fathers played in the establishment of the Republic. Identify the conflicting ideas and the compromises that shaped the new nation.

[Standard Indicators: 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.1.8, 8.1.9]

#### *Westward Expansion to 1861*

Define Manifest Destiny and explain how the United States grew through westward expansion. Describe the interactions between settlers and Native American Indian groups and identify the consequences of western expansion.

[Standard Indicators: 8.1.11, 8.1.13, 8.1.14, 8.1.15, 8.1.18, 8.1.23]

#### *Civil War and Reconstruction to 1877*

Describe the impact of slavery on the United States. Explain the causes of sectionalism and the Civil War, including key events, individuals and movements. Describe the policies, practices and consequences of Reconstruction.

[Standard Indicators: 8.1.10, 8.1.16, 8.1.18, 8.1.20, 8.1.21, 8.1.22, 8.1.24]

CORE STANDARD	<b>1</b> cont.
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### History

#### *Chronology, Analysis and Interpretation*

Recognize historical perspective. Formulate questions about issues confronting the United States and use a variety of sources to compare and contrast American culture.

[Standard Indicators: 8.1.28, 8.1.30, 8.1.31]

CORE STANDARD	<b>2</b>
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### Civics and Government

#### *Foundations of United States Government*

Explain the essential ideas of constitutional government including limited government, checks and balances, rule of law, due process of law, and representative government as they appear in founding documents.

[Standard Indicators: 8.2.1, 8.2.3]

#### *Functions of United States Government*

Identify the three branches of government and describe their powers. Explain the function of government in people's lives. Compare the powers reserved to federal and to state governments.

[Standard Indicators: 8.2.3, 8.2.4, 8.2.5, 8.2.6]

Core Standards for Grade 8 Social Studies (cont.)

CORE STANDARD	3
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**Geography**

*Maps and Globes*

Map and describe the major climate regions and physical regions in the United States. Create maps that identify physical growth and development of the United States.

[Standard Indicators: 8.3.2, 8.3.3, 8.3.7, 8.3.10]

*Human and Physical Systems*

Describe the role of major mountain ranges and river systems in the development of the United States. Identify agricultural regions and explain land development and land modification. Explain factors influencing migration and settlement.

[Standard Indicators 8.3.5, 8.3.6, 8.3.9, 8.3.11]

CORE STANDARD	4
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**Economics**

*Development of the Nation and the Economy*

Explain how the characteristics of a market economy have affected the development and history of the United States from colonial exploration through reconstruction. Analyze the effects of urbanization and immigration on labor productivity and the development of the United States economy.

[Standard Indicators: 8.4.1, 8.4.3, 8.4.6]

*Role of Government*

Explain the basic functions of the government in the economy of the United States (e.g., taxation, providing goods and services, promoting competition).

[Standard Indicators: 8.2.4, 8.4.4]

## Core Standards for United States History

CORE STANDARD	<b>1</b>
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### Industrialization, Individuals and the Economy

Explain the factors that were necessary for industrialization in the United States. Explain the effects that industrialization had on immigration, urbanization, labor and government regulation.

[Standard Indicators: USH.2.1, USH.2.2, USH.2.3, USH.2.4, USH.2.5, USH.3.7, USH.3.8]

CORE STANDARD	<b>2</b>
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### Reform Movements

Describe the conditions that led to the reform movements. Identify important reform leaders and the principles for which they fought. Compare the reform policies of Theodore Roosevelt, William Howard Taft and Woodrow Wilson. Give examples of legislation and Supreme Court cases that addressed issues of the reform movements.

[Standard Indicators: USH.3.5, USH.3.6, USH.3.8, USH.3.9]

CORE STANDARD	<b>3</b>
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### Expanding Global Influence and World War I

Explain how the United States increased its role in global affairs, culminating with its emergence as a major global power at the end of World War I.

[Standard Indicators: USH.3.1, USH.3.2, USH.3.3, USH.3.4]

CORE STANDARD	<b>4</b>
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### The 1920s

Describe changes in United States domestic and foreign policy in reaction to Wilson's idealistic approach to policy and the progressivism of the previous decade. Describe technological and urban developments and cultural and economic changes during the period of prosperity before the Great Depression.

[Standard Indicators: USH.4.1, USH.4.2, USH.4.3, USH.4.7]

## Core Standards for United States History (cont.)

CORE STANDARD	<b>5</b>
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### The Great Depression

Describe the causes and effects of the Great Depression and give examples of the government's response to conditions and events. Analyze the impact of New Deal programs and explain how the role of government changed during the 1930s.

[Standard Indicators: USH.4.4, USH.4.5, USH.4.6, USH.4.8]

CORE STANDARD	<b>6</b>
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### World War II

Analyze the political and military issues that led to the United States' involvement in World War II. Describe key events, places and leaders involved. Describe the resulting government policies regarding individual rights and national security. Give examples of how American society changed as a result of the war.

[Standard Indicators: USH.5.1, USH.5.2, USH.5.3, USH.5.4, USH.5.5, USH.5.6]

CORE STANDARD	<b>7</b>
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### Containment and The Cold War

Define containment. Provide examples of how the United States implemented the policy of containment in international events and conflicts and explain the consequences of these actions.

[Standard Indicators: USH.6.1, USH.7.5, USH.7.6, USH.7.7, USH.8.2]

CORE STANDARD	<b>8</b>
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### Civil Rights

Describe political, economic and social conditions that led to the civil rights movement. Identify federal, state and civil rights leaders who played a central role in the movement and describe their methods. Give examples of actions and events that characterized the movement as well as the legislative and judicial responses.

[Standard Indicators: USH.6.2, USH.6.3, USH.7.1, USH.7.2, USH.7.3, USH.7.4, USH.8.5]

## Core Standards for United States History (cont.)

CORE STANDARD	<b>9</b>
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### Contemporary Foreign Policy Issues

Provide and describe recent examples of economic, environmental, political and security-related issues facing the United States. Explain the historical background of those issues and describe the United States government's response.

[Standard Indicators: USH.7.5, USH.8.2, USH.8.6]

CORE STANDARD	<b>10</b>
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### Contemporary Domestic Issues

Give examples of recent domestic issues facing the United States from 1980 to the present. Explain the historical background of these issues and describe the United States government's response.

[Standard Indicators: USH.8.1, USH.8.3, USH.8.4, USH.8.5, USH.8.6]

CORE STANDARD	<b>11</b>
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### Chronology, Analysis and Interpretation

Interpret, synthesize and use information from primary and secondary sources to identify historical trends and the interrelationships between and among ideas and issues. Identify cause and effect relationships, including those of multiple causation. Compare and contrast multiple perspectives on issues and events.

[Standard Indicators: USH.9.1, USH.9.2, USH.9.3, USH.9.4]

## Core Standards for United States Government

CORE STANDARD	<b>1</b>
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### The Nature of Politics and Government

Compare and contrast the various types of governments (e.g., monarchy, oligarchy, representative democracy, dictatorship, autocracy). Describe the sources of authority that each has used to legitimize government power.

[Standard Indicators: USG.1.4, USG.1.5, USG.1.6, USG.1.7, USG.1.8, USG.1.10]

CORE STANDARD	<b>2</b>
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### Democratic Principles of American Civic Life

Discuss the ways in which founding era ideas and documents relate to contemporary society. Explain past and present efforts to narrow discrepancies between fundamental democratic principles and the realities of American political and civic life. Explain the importance of a civil society for the preservation and improvement of our form of government.

[Standard Indicators: USG.1.7, USG.1.9, USG.1.10, USG.1.11, USG.2.1, USG.2.2, USG.2.3, USG.2.5, USG.2.6, USG.2.7, USG.5.10, USG.5.12]

CORE STANDARD	<b>3</b>
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### Principles of United States Government

Describe the fundamental principles upon which the United States Constitution is based (e.g., limited government, constitutionalism, rule of law, popular sovereignty). Explain how the limited government described in the United States Constitution is related to the development of a market economy.

[Standard Indicators: USG.1.3, USG.1.8, USG.1.11, USG.2.4, USG.3.1, USG.3.2, USG.3.3, USG.3.4]

CORE STANDARD	<b>4</b>
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### Defining our Government

Explain why the government of the United States is defined as federal, presidential, constitutional, and a representative democracy.

[Standard Indicators: USG.1.3, USG.1.7, USG.3.1, USG.3.2]

## Core Standards for United States Government (cont.)

CORE STANDARD	<b>5</b>
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### Federal Authority and Separation of Powers

Compare and contrast characteristics of all branches of United States government as they appear in the Constitution of the United States, including authority; structures; and enumerated, implied, and denied powers.

[Standard Indicators: USG.3.2, USG.3.3, USG.3.6, USG.3.7]

CORE STANDARD	<b>6</b>
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### State and Local Authority and Separation of Powers

Compare and contrast all branches of state government as they appear in the Constitution of Indiana, including authority; structures; and enumerated, implied, and denied powers.

[Standard Indicators: USG.3.2, USG.3.3, USG.3.6, USG.3.7, USG.3.8]

CORE STANDARD	<b>7</b>
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### Federal Government and State Government Processes

Analyze processes essential to the functioning of our federal and state governments (e.g., the process of how a bill becomes a law; how to amend the Constitution and why it is such a difficult task; how the executive branch forms and implements policy; how the judicial branch utilizes concepts of judicial review, due process).

[Standard Indicators: USG.3.9, USG.3.10, USG.3.11, USG.3.12, USG.3.18, USG.3.19]

CORE STANDARD	<b>8</b>
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### Voting and Elections

Explain the electoral process at the national, state and local levels. Explain how citizens participate in elections. Explain various points of view associated with different political parties and contemporary public issues.

[Standard Indicators: USG.3.13, USG.3.14, USG.3.15, USG.3.20, USG.5.7, USG.5.8, USG.5.12]

## Core Standards for United States Government (cont.)

CORE STANDARD	<b>9</b>
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### Public Policy

Discuss the influence of the media on public opinion and public policy. Analyze the relationship between special interest groups and national, state and local governments and describe the effect this has on public policy.

[Standard Indicators: USG.3.17, USG.3.20]

CORE STANDARD	<b>10</b>
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### Foreign Policy and Global Affairs

Discuss the effects of United States trade, diplomacy, treaties and military action on relationships among various nations. Explain the ways in which United States foreign policy is formulated, influenced and used to address global challenges.

[Standard Indicators: USG.4.1, USG.4.2, USG.4.3, USG.4.4, USG.4.5, USG.4.6, USG.4.7, USG.4.9]

CORE STANDARD	<b>11</b>
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### Citizenship

Define the legal meaning of, requirements for, responsibilities of, and benefits of citizenship in the United States.

[Standard Indicators: USG.5.1, USG.5.2, USG.5.3, USG.5.4, USG.5.5, USG.5.7, USG.5.9]

## Core Standards for Economics

CORE STANDARD	<b>1</b>
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### Scarcity and Economic Reasoning

Use models (e.g., production possibilities curve, decision-making grid) to illustrate the concepts of scarcity, choice, opportunity costs/tradeoffs, and economic growth. Identify and define each type of productive resource and explain the economic problem of limited resources.

[Standard Indicators: E.1.1, E.1.2, E.1.3, E.1.8]

CORE STANDARD	<b>2</b>
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### Incentives and Economic Activity

Give examples of ways in which people respond predictably to positive and negative incentives. Use a circular flow model to illustrate that voluntary exchange occurs in markets and that all participating parties expect to gain.

[Standard Indicators: E.1.4, E.1.5, E.1.9, E.2.5, E.3.3]

CORE STANDARD	<b>3</b>
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### Economic Systems

Compare and contrast fundamental characteristics of different types of economies, including how each type of system answers the questions: *What to produce? How to produce? and For whom to produce?*

[Standard Indicators: E.1.6, E.1.7]

CORE STANDARD	<b>4</b>
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### Supply and Demand

Explain how supply, demand, price and profits guide production and distribution in a market economy. Define the concepts of equilibrium price and price elasticity. Describe factors that change supply and demand (e.g., changing tastes and preferences, income level, prices of related goods, input costs, changes in technology). Explain the effects of government price controls on markets (e.g., shortages and surpluses).

[Standard Indicators: E.2.1, E.2.2, E.2.3, E.2.4, E.2.6, E.2.7, E.2.8, E.2.9, E.2.10, E.2.11]

## Core Standards for Economics (cont.)

CORE STANDARD	<b>5</b>
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### Market Structures

Compare and contrast types of business organizations (i.e., sole proprietorship, partnership, and corporation). Use marginal analysis to determine how firms make decisions about production and cost. Compare and contrast market structures (e.g., competitive, monopoly, oligopoly, monopolistic competition, pure price competition). Describe how the government regulates and protects competition.

[Standard Indicators: E.1.1, E.3.4, E.3.5, E.3.6, E.3.7, E.3.8, E.3.9, E.3.10]

CORE STANDARD	<b>6</b>
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### Functions of Government in the Economy

Explain the basic functions of government in a market economy and describe how government responds to market failures (e.g., by providing public goods and services, by dealing with positive and negative spillovers, promoting competition). Describe how costs of government policies may exceed the benefits of those policies.

[Standard Indicators: E.3.8, E.4.1, E.4.2, E.4.3, E.4.9]

CORE STANDARD	<b>7</b>
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### Government Income and Expenditures

Illustrate progressive, proportional and regressive taxation by analyzing specific types of taxes (e.g., federal income, sales, FICA) and connecting them to major expenditure categories for all levels of government. Predict how future changes in government spending and taxation could affect individuals and the economy at large.

[Standard Indicators: E.4.4, E.4.5, E.4.6, E.4.7, E.4.8, E.4.9]

CORE STANDARD	<b>8</b>
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### Measuring Economic Performance

Explain how Gross Domestic Product, unemployment and inflation are calculated and discuss their limitations as indicators. Describe causes of inflation and unemployment and how they are influenced by aggregate supply and aggregate demand. Describe how inflation affects people, businesses and institutions.

[Standard Indicators: E.5.1, E.5.2, E.5.3, E.5.4, E.5.6, E.5.7, E.5.8, E.5.9, E.5.10, E.5.11, E.7.3, E.7.4]

## Core Standards for Economics (cont.)

CORE STANDARD	<b>9</b>
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### Money and Financial Institutions

Explain the basic functions and characteristics of money. Explain the role of banks and other financial institutions (including the Federal Reserve) in the economy and explain how banks create money through fractional reserve banking. Compare and contrast saving and investment and monitor financial investments.

[Standard Indicators: E.6.1, E.6.2, E.6.3, E.6.4, E.6.5, E.6.6, E.6.7]

CORE STANDARD	<b>10</b>
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### Stabilization Policies

Compare and contrast monetary and fiscal policies of the United States government, including how each affects purchasing decisions of producers and consumers. Discuss how these policies can be used to address inflation and unemployment.

[Standard Indicators: E.7.1, E.7.2, E.7.4, E.7.5, E.7.6, E.7.7, E.7.8]

CORE STANDARD	<b>11</b>
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### International Trade and Investment

Evaluate the arguments for and against free trade, “fair trade,” and protectionism including the influence of comparative advantage. Discuss how and why countries sometimes erect barriers to trade. Describe incentives, including the impact of exchange rates, for American and foreign individuals, companies and governments to invest in other countries.

[Standard Indicators: E.8.1, E.8.2, E.8.3, E.8.4, E.8.5, E.8.6, E.8.7, E.8.8, E.8.9]