



Hangzhou International School
杭州国际学校

Social Studies Standards

6-12

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Introduction

HIS Social Studies Standards are based on Social Studies standards from the Project AERO. These standards are the base for what students should know and be able to do, at a minimum, by the end of each grade level.

The Social Studies Teaching and Learning Standards for grades 6-8 are organized into eight standards, which are the major areas of knowledge and skills in the content area. These are:

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.

Social Studies Overview

Grades 6-8 will focus on the big ideas of:

World Regions

Nineteenth Century

Grade 9-10 will focus on the big ideas of:

Geography

World History

Grades 11-12 students typically follow the International Baccalaureate curriculum courses for History, Psychology, Environmental Systems and Societies, and Economics. Students not completing classes in these subjects will be guided to other appropriate courses of study.

Grade 6-8 Time Continuity and Change

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.

Enduring Understandings:

- Chronology refers to a sequence of events; causality explains why events happened as they did.
- Knowledge of the past helps to explain the present.
- 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

Essential Questions:

- To what degree are there patterns in historical change?
- What is the value in examining different kinds of historical sources?
- How can you distinguish between historical fact and historical opinion?
- How can knowing the past help explain the present?

Performance Indicators

Grade 6:

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.

Grade 7:

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.

Grade 8

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.

Grade 6-8 Connections and Conflict

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

Enduring Understandings

- 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.
- A people's past shapes their perceptions of and reactions to events in the present.
- Often, tension exists between national sovereignty and global interest

Essential Questions

- How can historical legacies help or hinder understanding today?
- What is national sovereignty?
- Are human rights genuinely universal?

Performance Indicators

Grade 6

2.8a 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).

2.8b. Explain how historical legacies have facilitated understanding or caused misunderstanding (slavery in the United States, Nazi Germany, etc.)

2.8c. Explain how international trade and resource distribution can influence cooperation or conflict.

Grade 7

2.8a. Explain forces that result in world interaction (such as those related to environment, belief systems, economics, geography/land, ethnicity/race/gender, culture, and balance of power).

2.8b. Explain how historical legacies have facilitated understanding or caused misunderstanding (slavery in the United States, Nazi Germany, etc.)

2.8c. Explain how international trade and resource distribution can influence cooperation or conflict.

Grade 8

2.8d. Explain tensions between national sovereignty and global interest.

2.8e Identify issues and standards related to human rights.

Grade 6-8 Geography

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

Enduring Understandings

- Humans change environments, which can be beneficial but can also lead to many problems.
- Populations vary in structure for both material and social reasons.
- Environmental change in one location can affect different parts of the globe, not just the local environment.

Essential Questions

- Why do people change their environment?
- Why do populations have different structures?
- What is the difference between a material factor and a social factor when analyzing social structure?
- Why is changing a local environment not just a local issue?

Performance Indicators

Grade 6

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.

Grade 7

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.

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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.

Grade 8

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.

Grade 6-8 Culture

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

Enduring Understandings

- All cultures have norms and taboos.
- Cultures are pressured to change and have mechanisms to resist change.
- Cultures often have internal differences (sub-cultures).
- Globalization is changing cultures but also generating resistance to cultural change, thus strengthening cultures.

Essential Questions

- How do taboos originate?
- What are the consequences of violating a taboo?
- What forces pressure a culture to change?

- How do societies preserve their cultures?
- Do artistic movements shape values or do social values determine artistic movements?

Performance Indicators

Grade 6

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.

Grade 7

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.

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Grade 8

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

Grade 6-8 Society and Identity

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

Enduring Understandings

- An individual's identity and behavior are shaped by many forces, especially their culture's attitudes, values, and beliefs.
- Individuals conform to society and are pressured to conform, but they can also resist the pressure to some degree.
- Stereotypes are psychologically necessary but are often misleading.
- Socialization is a process that all individuals experience and which strongly influences someone's identity.

Essential Questions

- What makes you who you are?
- Why are people from the same culture so much alike in values, beliefs, and behaviors?
- Why and how can someone be different from others in their culture? Are there consequences for being different? Are there rewards?
- Why is it hard to shed your culture's values and beliefs?

Performance Indicators

Grade 6

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.

Grade 7

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development of personal identity.

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5.8.f Examine how socialization influences choice in personal identity.

Grade 6-8 Government

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

Enduring Understandings

- Different types of governments have different strengths and weaknesses.
- 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.
- Public agendas are sometimes set formally but equally powerful is the general will of the people.
- Many people today believe that there are universal rights, even though societies do not fully agree on what they are.
- 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.

Essential Questions

- What is the best form of government?
- When is government best suited to resolving conflicts? What types of conflict is government poorly suited to resolve or should not try to resolve?
- What responsibilities do people have to the general welfare? What rights do they have?
- Are universal rights really “universal”?

- What is citizenship?

Performance Indicators

Grade 6

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.

Grade 7

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Grade 8

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.

Grade 6-8 Production, Distribution and Consumption

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

Enduring Understandings

- Environmental changes and natural phenomenon have economic influences.
- People often migrate for economic reasons.
- Today, many people are developing new ways to acquire and use resources that are less environmentally damaging than conventional methods.
- Governments can allocate resources. Markets can as well. Most people today believe that markets are a more effective means than governments.

Essential Questions

- What impact does environmental change or natural phenomena have on economic systems and economies?
- Why are people seeking new “sustainable” means for acquiring and using resources?
- What are the merits of governmental allocation of resources? What the merits of market-determined allocation of resources?

Performance Indicators

Grade 6

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.

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Grade 6-8 Science, Technology and Society

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

Enduring Understandings

- Social factors have a significant influence on the impact of a technology on a society.

- 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. Technologies often have unintended consequences.

Essential Questions

- Why do new technologies produce different outcomes in different societies?
- How can a new technology change the balance of power within a society or between societies?
- Should societies outlaw certain new technologies?
- How does adoption of a new technology often lead to other new technologies?

Performance Indicators

Grade 6

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." "Pace of change" refers to the frequency of changes within a society, often driven by technological forces.

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Grade 9-10 Time, Continuity and Change

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.

Enduring Understandings:

- 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.
- Many societies, cultures, and places reveal enduring practices, patterns, and habits; often, apparent change is merely nominal or superficial.
- Historical change, generally the key feature of the study of history, stems from causes that disrupt or modify patterns of continuity.
- Individuals are both shaped by and shape patterns of continuity and of change.

Essential Questions

- To what degree does understanding of an event change when it is considered in different chronological contexts?
- Why do civilizations and societies reveal long-term enduring patterns in culture, social structure, and governance?
- Which types of forces or events bring about genuine historical change, that is, which genuinely disrupt patterns of continuity?
- What roles do individuals play in historical change?

Performance Indicators

Grade 9

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.

Grade 10

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.

Grade 9-10 Connections and Conflict

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

Enduring Understandings

- 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.
- A people's past shapes their perceptions of and reactions to events in the present.
- Often, tension exists between national sovereignty and global interest

Essential Questions

- Why do societies trade?
- Why do they wage war?
- To what degree do formal protocols of trade, conflict, and conflict resolution control interactions between societies?
- Why, in modern society, is it ever harder to determine who a society's enemies or allies are?

Performance Indicators

Grade 9

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.

Grade 10

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 conditions.

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

Grade 9-10 Geography

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

Enduring Understandings

- Location can be absolute or relative.
- Places have characteristics that can take many forms, including physical or cultural features that make them different from other places.
- Humans adapt and change the environment while depending upon it.
- Humans divide the earth into regions, which are defined in many ways.
- People, material goods, and ideas move and help shape the world.

Essential Questions

- Which is more powerful, humans' impact on an environment or an environment's impact on humans?
- Are regions "real" or constructions made by humans to facilitate the study of geography?
- How does the movement of people, material goods, and ideas influence geography?

- How does geography influence lifestyle and point of view?
- How do geography, climate, and natural resources affect the way people live and work?

Performance Indicators

Grade 9

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.

Grade 10

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.

Grade 9-10 culture

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

Enduring Understandings

- Culture is the shared patterns of behaviors and interactions (language, norms, values, beliefs, etc.), ways of thinking, and emotional patterns.
- Different cultures vary in many respects, from the very obvious to many subtleties.
- Culture can be both a unifying and divisive force in societies.
- Culture helps people to make sense of the world.
- Cultures change over time.
- Belief systems and cultures dovetail and generally are mutually reinforcing.

Essential Questions

- Why do people live together and form societies?
- Is culture “real?”
- How does someone’s culture influence how they understand the world?
- What happens when people, material goods, and ideas from different cultures come together?
- To what degree does an individual have autonomy from their culture?
- Why do cultures change?

Performance Indicators

Grade 9

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.

Grade 10

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.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.

Grade 9-10 Society and Identity

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

Enduring Understandings

- Different societies have different social structures and degrees of social stratification.
- Social groups can be defined in a variety of ways, including race, ethnicity, class, and gender.
- Individuals are socialized according to their society's understandings of race, ethnicity, class, gender and other social groupings.
- Individuals have some choice in the face of social expectations and norms.

Essential Questions

- How does society organize itself?
- What is a social group?
- Why do people generally accept as “real” a society’s social groupings?
- To what degree can individuals differ with social expectations? What are the rewards for doing so? What are the penalties?

Performance Indicators

Grade 9

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.

Grade 10

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

Grade 9-10 Government

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

Enduring Understandings

- 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.
- National governments have major responsibilities for shaping domestic policy and for directing foreign policy.
- Governments are financed through taxation and make decisions about how to allocate those resources.

- The world is organized into nations, which interact with each other through trade, diplomacy, and war.

Essential Questions

- Are democratic governments and those based upon constitutions, civic rights and responsibilities, and the rule of law universally the “best” form of government?
- What constrains national governments when shaping domestic policy and directing foreign policy?
- What is the best way for governments to tax its citizens or subjects?
- How are governments established, maintained, and changed? What happens in the absence of government?
- Is the era of nation-states over?

Performance Indicators

Grade 10

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.

Grade 9-10 Production, Distribution and Consumption

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

Enduring Understandings

- Scarcity of the factors of production plays a major role in economic decisions about what to produce and for whom.
- The laws of supply and demand influence prices and production within an

- economy.
- Market structures and business organizations vary, some encouraging and some restricting competition.
 - Since antiquity, many factors, including geography, transportation, communication, government policy and culture, have influenced patterns of trade.

Essential Questions

- Why are all humans' economic needs not met or satisfied?
- To what extent do the laws of supply and demand shape economic activity?
- Can an economy be both highly productive and genuinely fair in the distribution of goods and services?
- Why do people trade and how does trade influence peoples' lives?

Performance Indicators

Grade 9

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.

Grade 10

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.

Grade 9-10 Science, Technology and Society

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

Enduring Understandings

- Science and technology are two distinct domains of human activity, which in the modern era have had an increasingly significant reciprocal relationship.
- 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.
- Social and other factors determine the efficacy of particular technologies in particular settings.
- Scientific developments and technological developments raise social, ethical, moral, religious, and legal issues.

Essential Questions

- Is contemporary human life better or worse off because of modern scientific developments and because of modern technological developments?
- What role do social factors play in the impact of new technologies?
- 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?

Performance Indicators

Grade 9

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.

Grade 10

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.