**New Jersey Student Learning Standards**

**for**

**Social Studies**

**INTRODUCTION**

**Social Studies**

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

**Vision:**  An education in social studies fosters a population that:

• Is civic minded, globally aware, and socially responsible.

• Exemplifies fundamental values of American citizenship through active participation in local and global communities.

• Makes informed decisions about local, state, national, and global events based on inquiry and analysis.

• Considers multiple perspectives, values diversity, and promotes cultural understanding.

• Recognizes the implications of an interconnected global economy.

• Appreciates the global dynamics between people, places, and resources.

• Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

**Intent and Spirit of the Social Studies Standards**

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.2

Social studies instruction occurs throughout the P-12 spectrum:

* At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
* In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
* In grades **5-8,** students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today’s global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.
* In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

**Revised Standards**

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

***The Role of Essential Questions***

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The [essential questions](#EssentialQuestions) created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

**A. Civics, Government, and Human Rights**

* + How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  + How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

**B. Geography, People, and the Environment**

* + How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

**C. Economics, Innovation, and Technology**

* + How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  + How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**D. History, Culture, and Perspectives**

* + How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
  + How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

***Organization of the Standards***

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

* + Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
  + Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
  + Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

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| **Standard** | **Grade Level** | **Organization** |
| 6.1 U.S. History: America in the World | P-4 | By strand only |
| 5-8 | By era and strand |
| 9-12 | By era and strand |
| 6.2 World History/Global Studies | 5-8 | By era and strand |
| 8-12 | By era and strand |
| 6.3 Active Citizenship in the 21st Century | P-4 | By strand only |
| 5-8 | By strand only |
| 9-12 | By strand only |

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the [Social Studies Timeframe Table](#SSTimeframe).)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the [Social Studies Skills Table](#SSSkills)).

***Coding of Indicators***

For standards 6.1, grades P-4, and for standard 6.3, all grades, each indicator code should be interpreted as follows:

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For standards 6.1 and 6.2, grades 5-12, the inclusion of the era (see the [Social Studies Timeframe Table](#SSTimeframe)) impacts the coding of each indicator as follows:

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| 6.1. | 8. | A. | 1. | a |
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| standard number | grade | strand | era | indicator |

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| **Content Area** | **Social Studies** |
| **Standard** | **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| **Era** | **Contemporary United States (1970-Today)** |
| **Grade Level** | By the end of grade 12 |
| **Content Statement** | |  |  |  | | --- | --- | --- | | **Strand** | **Indicator #** | **Indicator** | |
| **16. Contemporary United States: Interconnected Global Society**  Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 6.1.12.A.16.a | Examine the impact of media and technology on political and social issues in a global society. | | 6.1.12.A.16.b | Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies. | | 6.1.12.A.16.c | Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. | | **B. Geography, People, and the Environment** | 6.1.12.B.16.a | Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources. | | **C. Economics, Innovation, and Technology** | 6.1.12.C.16.a | Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. | | 6.1.12.C.16.b | Predict the impact of technology on the global workforce and on entrepreneurship. | | 6.1.12.C.16.c | Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. | | **D. History, Culture, and Perspectives** | 6.1.12.D.16.a | Analyze the impact of American culture on other world cultures from multiple perspectives. | | 6.1.12.D.16.b | Explain how and why technology is transforming access to education and educational practices worldwide. | | 6.1.12.D.16.c | Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. | |

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| |  |  | | --- | --- | | **Content Area** | **Social Studies** | | **Standard** | **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. | | **Era** | **The Emergence of the First Global Age (1350-1770)** | | **Grade Level** | By the end of grade 12 | | **Content Statement** | |  |  |  | | --- | --- | --- | | **Strand** | **Indicator #** | **Indicator** | | | **1. The Emergence of the First Global Age: Global Interactions and Colonialism**  The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.  Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 6.2.12.A.1.a | Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires. | | **B. Geography, People, and the Environment** | 6.2.12.B.1.a | Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century. | | 6.2.12.B.1.b | Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. | | **C. Economics, Innovation, and Technology** | 6.2.12.C.1.a | Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy. | | 6.2.12.C.1.b | Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society. | | 6.2.12.C.1.c | Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. | | 6.2.12.C.1.d | Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa. | | 6.2.12.C.1.e | Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest. | | **D. History, Culture, and Perspectives** | 6.2.12.D.1.a | Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans. | | 6.2.12.D.1.b | Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. | | 6.2.12.D.1.c | Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. | | 6.2.12.D.1.d | Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. | | 6.2.12.D.1.e | Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. | | 6.2.12.D.1.f | Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies. | |  |  |  | | --- | --- | | **Content Area** | **Social Studies** | | **Standard** | **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. | | **Era** | **Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)** | | **Grade Level** | By the end of grade 12 | | **Content Statement** | |  |  |  | | --- | --- | --- | | **Strand** | **Indicator #** | **Indicator** | | | **2. Renaissance, Reformation, Scientific Revolution, and Enlightenment**  Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 6.2.12.A.2.a | Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa. | | 6.2.12.A.2.b | Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy). | | **B. Geography, People, and the Environment** | 6.2.12.B.2.a | Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World. | | **C. Economics, Innovation, and Technology** | 6.2.12.C.2.a | Relate the development of more modern banking and financial systems to European economic influence in the world. | | **D. History, Culture, and Perspectives** | 6.2.12.D.2.a | Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts. | | 6.2.12.D.2.b | Determine the factors that led to the Reformation and the impact on European politics. | | 6.2.12.D.2.c | Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance. | | 6.2.12.D.2.d | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. | | 6.2.12.D.2.e | Assess the impact of the printing press and other technologies developed on the dissemination of ideas. | |  |  |  | | --- | --- | | **Content Area** | **Social Studies** | | **Standard** | **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. | | **Era** | **Age of Revolutions (1750-1914)** | | **Grade Level** | By the end of grade 12 | | **Content Statement** | |  |  |  | | --- | --- | --- | | **Strand** | **Indicator #** | **Indicator** | | | **3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact**  Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.  The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.  Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 6.2.12.A.3.a | Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities. | | 6.2.12.A.3.b | Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. | | 6.2.12.A.3.c | Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. | | 6.2.12.A.3.d | Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals. | | 6.2.12.A.3.e | Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations. | | **B. Geography, People, and the Environment** | 6.2.12.B.3.a | Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914. | | 6.2.12.B.3.b | Relate the role of geography to the spread of independence movements in Latin America. | | **C. Economics, Innovation, and Technology** | 6.2.12.C.3.a | Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding. | | 6.2.12.C.3.b | Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources. | | 6.2.12.C.3.c | Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions. | | 6.2.12.C.3.d | Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes. | | 6.2.12.C.3.e | Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence. | | **D. History, Culture, and Perspectives** | 6.2.12.D.3.a | Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. | | 6.2.12.D.3.b | Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. | | 6.2.12.D.3.c | Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century. | | 6.2.12.D.3.d | Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives. | | 6.2.12.D.3.e | Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule. | |  |  |  | | --- | --- | | **Content Area** | **Social Studies** | | **Standard** | **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. | | **Era** | **The 20th Century Since 1945 (1945-Today)** | | **Grade Level** | By the end of grade 12 | | **Content Statement** | |  |  |  | | --- | --- | --- | | **Strand** | **Indicator #** | **Indicator** | | | **5. The 20th Century Since 1945: Challenges for the Modern World**  Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.  International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 6.2.12.A.5.a | Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East). | | 6.2.12.A.5.b | Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts. | | 6.2.12.A.5.c | Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence. | | 6.2.12.A.5.d | Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events. | | 6.2.12.A.5.e | Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. | | **B. Geography, People, and the Environment** | 6.2.12.B.5.a | Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. | | 6.2.12.B.5.b | Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia. | | 6.2.12.B.5.c | Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries. | | 6.2.12.B.5.d | Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir. | | 6.2.12.B.5.e | Assess the role of boundary disputes and limited natural resources as sources of conflict. | | **C. Economics, Innovation, and Technology** | 6.2.12.C.5.a | Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II. | | 6.2.12.C.5.b | Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism. | | 6.2.12.C.5.c | Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. | | 6.2.12.C.5.d | Determine the challenges faced by developing nations in their efforts to compete in a global economy. | | 6.2.12.C.5.e | Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China. | | 6.2.12.C.5.f | Assess the impact of the European Union on member nations and other nations. | | 6.2.12.C.5.g | Evaluate the role of the petroleum industry in world politics, the global economy, and the environment. | | **D. History, Culture, and Perspectives** | 6.2.12.D.5.a | Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. | | 6.2.12.D.5.b | Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries. | | 6.2.12.D.5.c | Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide. | | 6.2.12.D.5.d | Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries. | |  |  |  | | --- | --- | | **Content Area** | **Social Studies** | | **Standard** | **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. | | **Era** | **Contemporary Issues** | | **Grade Level** | By the end of grade 12 | | **Content Statement** | |  |  |  | | --- | --- | --- | | **Strand** | **Indicator #** | **Indicator** | | | **6. Contemporary Issues**  Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 6.2.12.A.6.a | Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues. | | 6.2.12.A.6.b | Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights. | | 6.2.12.A.6.c | Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies. | | 6.2.12.A.6.d | Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. | | **B. Geography, People, and the Environment** | 6.2.12.B.6.a | Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. | | **C. Economics, Innovation, and Technology** | 6.2.12.C.6.a | Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities. | | 6.2.12.C.6.b | Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. | | 6.2.12.C.6.c | Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. | | 6.2.12.C.6.d | Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries. | | **D. History, Culture, and Perspectives** | 6.2.12.D.6.a | Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values. | |  |  | | --- | |  | |