

ICS Middle School Social Studies Standards

The documents used in drafting these social studies standards include American Education Reaches Out (AERO), the National Council for the Social Studies (NCSS), International School of Luxembourg (IS-L), the North Dakota Department of Public Instruction Social Studies Standards, the Indiana Department of Education Social Studies Standards, the Minnesota Department of Education History and Social Studies Standards, the Michigan Department of Education Social Studies Standards, and Mid-continent Research for Education and Learning (McREL).

1. (Culture) Students will demonstrate knowledge of cultural development, commonalities, and variations throughout the world.

| Grade 6 | Grade 7 | Grade 8 |
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| 1a. Identify ways that social and environmental factors influence culture. | 1a. Identify ways that social and environmental factors influence culture. | 1a. Identify ways that social and environmental factors influence culture. |
| 1b. Identify how patterns of behavior can reflect cultural values and attitudes. | 1b. Identify how patterns of behavior can reflect cultural values and attitudes. | |
| 1c. Compare/contrast social norms from various cultures (i.e. taboos, acceptable public behavior, and private behaviors). | 1c. Compare/contrast social norms from various cultures (i.e. taboos, acceptable public behavior, private behaviors) and trace their evolution within a culture. | |
| 1d. Identify the beliefs, practices, and institutions of various religions. | 1d. Identify the beliefs, practices, and institutions of various religions. | 1d. Identify the beliefs, practices, and institutions of various religions and how these concepts affect each other. |

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| 1e. Identify responses to ethical questions from different cultural perspectives. | | |
| 1f. Identify ways that literature, music, and visual arts can express or shape social values in culture. | 1f. Identify ways that literature, music, and visual arts can express or shape social values in culture. | |
| | 1g. Identify patterns of social and cultural continuity in various societies and ways that cultural groups maintain traditions and external influence | 1g. Describe characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450. |
| 1h. Identify ways culture evolves due to the influence of other cultural groups (i.e. diffusion and assimilation). | 1h. Identify ways culture evolves due to the influence of other cultural groups (i.e. diffusion and assimilation). | 1h. Identify cultural and ecological interactions among previously unconnected people resulting from European exploration and colonization. |
| 1i. Draw conclusions from archaeological evidence. | 1i. Draw conclusions from archaeological evidence. | |
| | | 1j. Describe the sources and character of cultural, religious, and social reform movements in the antebellum period of the United States. |
| 1k. Explain how culture and experience influence people's perceptions of places and regions. | 1k. Compare how various cultures meet human needs and concerns. | |
| 1l. Explain how "push" (war, famine) and "pull" (family, safety) factors modify existing cultures. | 1l. Explain how "push" (war, famine) and "pull" (family, safety) factors modify existing cultures. | 1l. Explain how "push" (war, famine) and "pull" (family, safety) factors modify existing cultures. |

2. (Time, Continuity, and Change) Students will demonstrate understanding of patterns of change and continuity, relationships between societies and events through time, and evaluate various interpretations of these relationships.

| Grade 6 | Grade 7 | Grade 8 |
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| | 2a. Use the key concepts of chronology, causality, and conflict to identify patterns of historical change. | 2a. Use the key concepts of chronology, causality, and conflict to identify patterns of historical change. |
| | 2b. Identify ways that knowledge of the past and its patterns can help explain current events. | 2b. Identify ways that knowledge of the past and its patterns can help explain current events. |
| 2c. Identify causes of current and/or historical events and issues. | 2c. Identify causes and effects of current and/or historical events and issues. | 2c. Identify causes and effects of current and/or historical events and issues. |
| 2d. Use quantitative data to answer questions about history. | 2d. Use quantitative data to answer questions about history. | 2d. Use quantitative data to answer questions about history. |
| 2e. Differentiate between historical facts and historical interpretations. | 2e. Differentiate between historical facts and historical interpretations. | 2e. Differentiate between historical facts and historical interpretations. |
| 2f. Identify and use primary and secondary resources in historical research. | 2f. Identify and use primary and secondary resources in historical research. | 2f. Identify and use primary and secondary resources in historical research. |
| | | 2g. Analyze historical resources for a point of view, context, bias, distortion, or propaganda and formulate a personal opinion about a historical event. |
| | | 2h. Analyze multiple interpretations of a historical event. |

3. (People, Places, and Environment) Students will demonstrate knowledge of geography and demography, how these influence and are influenced by human history, and will use this knowledge to generate possible solutions to world problems.

| Grade 6 | Grade 7 | Grade 8 |
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| 3a. Acquire and use geographic terms. | 3a. Acquire and use geographic terms. | |
| 3b. Use data sources and geographic tools (i.e. maps, graphs, tables, atlases, statistics) to generate, manipulate, and interpret information. | 3b. Use data sources and geographic tools (i.e. maps, graphs, tables, atlases, statistics) to generate, manipulate, and interpret information. | 3b. Use data sources and geographic tools (i.e. maps, graphs, tables, atlases, statistics) to interpret information and formulate a theory. |
| 3c. Determine the relative location, size of, and distances between places. | 3c. Determine the relative location, size of, and distances between places. | 3c. Determine the relative location, size of, and distances between places with the use of maps. |
| 3d. Identify geographic factors that influence the development of civilizations. | 3d. Identify geographic factors that influence development, cohesion, and integration of civilizations. | |
| 3e. Describe social effects of environmental changes and crises which result from natural phenomena. | 3e. Describe social effects of environmental changes and crises which result from natural phenomena. | |
| 3f. Identify examples of voluntary and involuntary migration. | 3f. Identify and explain examples of voluntary and involuntary migration. | 3f. Analyze the rationale for western expansion and its effects on minorities. |
| 3g. Identify ways human migration affect the geographic and demographic characteristics of a region. | 3g. Explain ways that human migration affects the geographic and demographic characteristics of a region. | 3g. Analyze the impact of immigration on the economy, societies, job market, and population of the United States. |
| 3h. Identify countries and physical features of areas of the world. | 3h. Identify countries and physical features of areas of the world. | 3h. Identify physical features of North America. |

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| 3i. Identify causes of changes in maps and regions. | 3i. Identify how and why maps and regions change. | 3i. Identify how and why maps and regions change and give examples of times this has occurred in U.S. history. |
| 3j. Identify how human modifications to the physical environment have effects beyond the immediate region. | 3j. Identify and explain how human modifications to the physical environment have effects beyond the immediate region. | |
| | 3k. Identify uses of resources and how and why uses change over time. | |
| 3l. Identify physical processes that shape patterns on Earth's surface. | 3l. Explain how physical processes create, maintain, and modify Earth's surface and environments. | |
| 3m. Identify characteristics of ecosystems on Earth's surface. | | |
| 3n. Describe the nature and complexity of Earth's cultural mosaics. | | |
| 3o. Explain how geography is used to interpret the past. | | |

4. (Society and Identity) Students will demonstrate an understanding of social systems and structures and how these influence individuals.

| Grade 6 | Grade 7 | Grade 8 |
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| 4a. Identify ways institutions and individuals influence one another (demonstrations, protests, petitions, voting, citizenship, group affiliation). | 4a. Identify ways institutions and individuals influence one another (demonstrations, protests, petitions, voting, citizenship, group affiliation). | 4a. Identify ways institutions and individuals influence one another (demonstrations, protests, petitions, voting, citizenship, group affiliation). |

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| 4b. Identify ways cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity. | 4b. Identify ways cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity. | 4b. Identify ways cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity. |
| 4c. Recognize the foundations of personal viewpoints and the foundations of the viewpoints of others. | 4c. Recognize the foundations of personal viewpoints and the foundations of the viewpoints of others. | 4c. Recognize the foundations of personal viewpoints and the foundations of the viewpoints of others. |
| 4d. Identify the effects of stereotyping, conformity, and non-conformity on individuals and groups. | 4d. Identify the effects of stereotyping, conformity, and non-conformity on individuals and groups. | 4d. Identify the effects of stereotyping, conformity, and non-conformity on individuals and groups. |
| | | 4e. Explain why the Americas attracted Europeans and how Europeans struggled for control of North America. |
| | | 4f. Explain why enslaved Africans were brought to the Americas and how slavery reshaped European and African life in the Americas. |
| | | 4g. Explain how political, religious, and social institutions emerged in the English colonies. |
| | | 4h. Explain how the values and institutions of European economic life took root in the colonies. |
| | | 4i. Identify and analyze the main ideas of the debate over slavery, abolition, and states' rights, and explain how they resulted in major political compromises. |

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| 4j. Identify and explain how individuals in history demonstrated good character and personal virtue. | 4j. Identify and explain how individuals in history demonstrated good character and personal virtue. | 4j. Identify and explain how individuals in history demonstrated good character and personal virtue. |
| | | 4k. Describe how major changes in society resulted from reform efforts (education, temperance, women's movement, abolitionists). |

5. (Governance, Civic Ideals, and Practices) Students will examine the development, functions, and forms of various systems of governance, why societies create and adopt systems of governance, and how these systems address human needs, rights, and citizen responsibilities.

| Grade 6 | Grade 7 | Grade 8 |
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| 5a. Identify and explain various kinds of government systems. | 5a. Explain why government became necessary in ancient civilizations | 5a. Analyze strengths and weaknesses of different kinds of government systems in terms of the purposes they are designed to serve. |
| 5b. Explain how different types of government acquire and use power. | | 5b. Explain how different types of government acquire, use, and justify power. |
| 5c. Describe major issues involving rights, responsibilities, and roles of the individual in relation to the general welfare. | 5c. Compare the rights and responsibilities of citizens from a variety of countries. | 5c. Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare. |
| 5d. Know functions and responsibilities of government leaders and public servants. | | 5d. Know functions and responsibilities of government leaders and public servants. |
| | | 5e. Explain how public agendas are set and shaped. |

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| 5f. Identify and discuss issues related to basic freedoms. | | 5f. Explain issues related to basic freedoms. |
| 5g. Explain how public policy is formed at various levels of government. | | 5g. Explain how public policy is formed and carried out at various levels of government. |
| 5h. Define citizenship in terms of its legal and political status and criteria used to grant naturalized citizenship. | | 5h. Define citizenship in terms of its legal and political status and criteria used to grant naturalized citizenship. |
| 5i. Identify major documentary sources of important personal, economic, and political rights. | | 5i. Explain the significance and influence of important personal, economic, and political rights and identify their major documentary sources. |
| | | 5j. Explain factors that led to the demise of the Articles of Confederation and the creation of the US Constitution. |
| 5k. Identify ways to participate in civic and political life. | | 5k. Analyze effects of participation in civic and political life. |
| 5l. Identify how governments acquire and use revenue. | | 5l. Identify how governments acquire and use revenue. |

6. (Production, Distribution, and Consumption) Students will demonstrate knowledge of fundamental economic concepts and economic systems and the ways in which economies are shaped by geographic and human factors and will apply this knowledge to develop possible solutions to economic problems.

| Grade 6 | Grade 7 | Grade 8 |
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| 6a. Identify economic reasons for voluntary migration. | | 6a. Explain economic reasons for voluntary migration. |

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| 6b. Identify primary causes of world trade. | | 6b. Identify and explain primary causes of world trade. |
| 6c. Describe historical and contemporary economic systems. | | 6c. Describe historical and contemporary economic systems. |
| 6d. Identify global patterns of resource distribution and use. | 6d. Explain global patterns of resource distribution and use. | 6d. Describe the patterns and networks of economic interdependence. |
| 6e. Describe how governments allocate limited resources among competing needs. | | |
| 6f. Identify non-economic factors that influence economic behaviors. | | 6f. Identify non-economic factors that influence economic behaviors and decision making. |
| 6g. Identify primary economical influences on society. | | 6g. Explain how the rise of corporations, heavy industry, and mechanized farming transformed American society. |
| | | 6h. Describe the rise of the American labor movement and how political issues reflected social and economic changes. |
| | | 6i. Explain the purpose and effect of imposed and natural trade barriers. |

7. (Science, Technology, and Society) Students will demonstrate knowledge of how societies have influenced and been influenced by scientific and technological developments over time.

| Grade 6 | Grade 7 | Grade 8 |
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| 7a. Identify ways in which the use of technologies influenced cultures and economies. | 7a. Identify ways in which the use of technologies influenced cultures and economies. | 7a. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power. |

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| | | 7b. Evaluate the need for laws and policies to govern technological applications. |
| | | 7c. Describe how technologies might have effects and uses other than those intended. |
| | 7d. Know the differences among tools, techniques, and systems. | 7d. Know the differences among tools, techniques, and systems. |

8. (Connections and Conflict) Students will demonstrate understanding of causes and effects of interaction among individuals, groups, and societies, including trade, war, and diplomacy.

| Grade 6 | Grade 7 | Grade 8 |
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| 8a. Identify forces for change that result in increasing interaction among civilizations (belief systems, economics, geography, culture). | 8a. Identify and explain forces for change that result in increasing interaction among civilizations (belief systems, economics, geography/land, ethnicity/race/gender, culture, power). | 8a. Explain forces for change that result in increasing world interaction (environment, religion, politics, economics, land, ethnicity/race/gender, culture, balance of power). |
| 8b. Identify historical legacies. | 8b. Explain how historical legacies have facilitated global understanding or caused misunderstanding. | 8b. Explain how historical legacies have facilitated global understanding or caused misunderstanding. |
| 8c. Identify the primary effects of world trade in terms of connections and conflict. | 8c. Explain the primary effects of world trade and global patterns of resource distribution and use in terms of connections and conflict. | 8c. Explain the primary effects of world trade and global patterns of resource distribution and use in terms of connections and conflict. |
| 8d. Explain how differences among cultures often result in conflict. | 8d. Explain how rivalry and tension between cultures contribute to world conflict. | 8d. Explain how rivalry and tension between cultures contribute to world conflict. |
| | 8e. Explain the relationships between national sovereignty. | 8e. Explain the relationships and tensions between national sovereignty and global interest. |

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| | 8f. Identify issues and standards related to human rights. | 8f. Identify and discuss issues and standards related to human rights. |
| 8g. Identify effects one region might have on other regions. | 8g. Explain how events and conditions in one region might affect other regions. | 8g. Explain how events and conditions in one region might affect other regions in the area and across the world. |
| | | 8h. Identify the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory. |
| | | 8i. Identify the primary effects of the American Revolution on politics, economy, and society. |
| | | 8j. Identify the primary institutions and practices of government created during the Revolution and how these elements were revised to create the foundation of the American political system. |
| | | 8k. Describe the United States territorial expansion and how it affected relations with external powers and Native Americans. |
| | | 8l. Explain how the Industrial Revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions. |
| | | 8m. Describe the causes, course, and character of the Civil War and its effects on the American people. |

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| | | 8n. Know and describe the roles of significant figures and battles of the Civil War Era and analyze their significance. |
| | | 8o. Explain the success or failure of various reconstruction plans after the Civil War. |
| | | 8p. Analyze the aftermath of the Civil War and its effects on citizens from the North and South including free blacks, women and former slaveholders. |
| | | 8q. Trace and analyze the formation and transformation of the nation over time. |