

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

Table of Contents

Time, Continuity, and Change	4
Grade 2.....	4
Grade 5.....	4
Grade 6.....	5
Grade 7.....	5
Grade 8.....	5
Grade 10	5
Connections and Conflict	6
Grade 2.....	6
Grade 5.....	6
Grade 6.....	7
Grade 7.....	7
Grade 8.....	7
Grade 10	8
People, Places, and Environment	8
Grade 2.....	8
Grade 5.....	9
Grade 6.....	9
Grade 7.....	10
Grade 8.....	10
Grade 10	10
Culture	11
Grade 2.....	11
Grade 5.....	11
Grade 6.....	12

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

Grade 7.....	12
Grade 8.....	12
Grade 10	13
Society and Identity.....	14
Grade 2.....	14
Grade 5.....	14
Grade 6.....	14
Grade 7.....	14
Grade 8.....	15
Grade 10	15
Governance and Citizenship.....	15
Grade 2.....	15
Grade 5.....	15
Grade 6.....	16
Grade 7.....	16
Grade 8.....	16
Grade 10	17
Production, Distribution, Consumption	17
Grade 2.....	17
Grade 5.....	17
Grade 6.....	18
Grade 7.....	18
Grade 8.....	18
Grade 10	19
Science, Technology, and Society	19
Grade 2.....	19
Grade 5.....	19
Grade 6.....	19

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

Grade 7.....	20
Grade 8.....	20
Grade 10	20
Scientific Inquiry, Skills Development and Prediction	21
Grade 6.....	21
Grade 7.....	21
Grade 8.....	22
Grade 10	22

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

Time, Continuity, and Change

Grade 2

1. Students will understand patterns of change and continuity, relationships, between people and events through time, and various interpretations of these relationships.
 - a. give examples of changes that have affected family and community life (e.g., changes in clothing, transport, games, family activities, buildings, gathering food)
 - b. describe ways in which people's lives are influenced by time (e.g., through seasons, days of the week, calendars, timetables).
 - c. identify personal and family events;
 - d. describe milestones and stages in the lives of family members;
 - e. identify special events people may share within their communities.

Grade 5

2. Students will understand patterns of change and continuity, relationships, between people and events through time, and various interpretations of these relationships.
 - a. Differentiate between people, places, and events in the immediate and distant past, the present, and the future.
 - b. Know different stories about past events, people, places, or situations.
 - c. Know how knowledge of stories about past events, people, places, or situations help our understanding of the past.
 - d. demonstrate knowledge of ways in which time and change affect people
 - e. Identify and use primary and secondary sources for reconstructing the past (e.g., letters, diaries, maps, photos, interviews with senior citizens or elders of the a. community, newspapers, films).
 - f. Know that people in different times and places view the world differently and why they held these views.
 - g. know how and why the past is important to people.
 - h. give examples of why particular women, men, and children in the past are remembered (e.g., for their courage, inventiveness, creativity, charisma, use or abuse of power);
 - i. describe people's ideas and actions that changed the lives of other people in particular times and places;
 - j. explain consequences of ideas and actions of people in the past;
 - k. explain the likely future significance of these ideas and actions.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

Grade 6

3. Students will understand patterns of change and continuity, relationships, between people and events through time, and various interpretations of these relationships.
 - a. Use key concepts such as chronology, causality, and conflict to identify patterns of historical change.
 - b. Understand how knowledge of the past and its trends can help explain current events.
 - c. Explain the causes of significant current and historical political events and issues.
 - d. Differentiate between historical facts and historical interpretations.

Grade 7

4. Students will understand patterns of change and continuity, relationships, between people and events through time, and various interpretations of these relationships.
 - a. Use key concepts such as chronology, causality, and conflict to identify patterns of historical change.
 - b. Identify and use primary and secondary sources in historical research.
 - c. Understand how knowledge of the past and its trends can help explain current events.

Grade 8

5. Students will understand patterns of change and continuity, relationships, between people and events through time, and various interpretations of these relationships.
 - a. Use key concepts such as chronology, causality, and conflict to identify patterns of historical change.
 - b. Identify and use primary and secondary sources in historical research.
 - c. Understand how knowledge of the past and its trends can help explain current events.
 - d. Explain the causes of significant current and historical political events and issues.
 - e. Differentiate between historical facts and historical interpretations.

Grade 10

6. Students will understand patterns of change and continuity, relationships, between people and events through time, and various interpretations of these relationships.
 - a. Critique different historians' interpretations of the past using a variety of sources.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

- b. Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.
- c. Compare alternative models for organizing history into periods.
- d. Perform analyses of quantitative data.
- e. Analyze the impact of revolution on politics, economics, and societies.
- f. Understand how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.

Connections and Conflict

Grade 2

- 2. Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
 - a. Give examples of conflict, cooperation among individuals and groups.
 - b. Identify and describe factors that contribute to cooperation and factors that may cause conflict.
 - c. Identify ways that language, art, music, and other cultural elements may facilitate global understanding.
 - d. understand that some ways of dealing with disagreements work better than others and that people who are not involved in a disagreement may be helpful in solving it.

Grade 5

- 2. Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
 - a. Explain causes and consequences of conflict and cooperation among individuals, groups, societies and nations in the following categories:
 - Environment
 - Belief systems (e.g., religion, politics)
 - Economics
 - Geography/land
 - Ethnicity/race/gender
 - Culture
 - b. Describe how the satisfaction of personal wants and needs has implications beyond the self.
 - c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, international organizations).

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

Grade 6

- 2. Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
 - a. Explain forces for change that result in increasing world interaction:
 - Environment
 - Belief systems (e.g., religion, politics)
 - Economics
 - Geography/land
 - Ethnicity/race/gender
 - Culture
 - Balance of Power
 - d. Identify issues and standards related to human rights.
 - e. Explain how events and conditions in one region might affect other regions in the area and across the world.

Grade 7

- 2. Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
 - a. Explain forces for change that result in increasing world interaction:
 - Environment
 - Belief systems (e.g., religion, politics)
 - Economics
 - Geography/land
 - Ethnicity/race/gender
 - Culture
 - Balance of Power
 - b. Understand the primary effects of world trade and global patterns of resource distribution and use in terms of connections and conflict.
 - c. Explain the relationships and tensions between national sovereignty and global interest
 - d. Identify issues and standards related to human rights.
 - e. Explain how events and conditions in one region might affect other regions in the area and across the world.

Grade 8

- 2. Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
 - a. Explain forces for change that result in increasing world interaction:
 - Environment
 - Belief systems (e.g., religion, politics)
 - Economics

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

- Geography/land
- Ethnicity/race/gender
- Culture
- Balance of Power
- b. Understand the primary effects of world trade and global patterns of resource distribution and use in terms of connections and conflict.
- c. Explain the relationships and tensions between national sovereignty and global interest
- d. Identify issues and standards related to human rights.
- e. Explain how events and conditions in one region might affect other regions in the area and across the world.

Grade 10

- 2. Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
 - a. Understand how trans-regional alliances and multinational organizations can encourage or discourage solidarity and diversity.
 - b. Evaluate issues concerning historical and contemporary disparities between ideals and realities.
 - c. Evaluate examples in the history of conflict and its effects.
 - d. Evaluate relationships between political systems and the development of multinational alliances.
 - ** e. Analyze the effects of foreign policy positions on international competitions, conflict and cooperation.
 - f. Evaluate effects of political conflict on national unity.
 - g. Analyze ways in which trade has contributed to connections and conflict in and among selected societies.
 - h. Understand types of world powers (e.g., military, corporations, religions) and how they influence connections and conflicts in the world.
 - **i. Make balanced judgements, conclusions and implications of the effectiveness of international organizations.

People, Places, and Environment

Grade 2

- 3. Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.
 - a. Use maps and geographic graphs, tables, and diagrams to read and display geographic information.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

- b. Locate and distinguish among landforms and geographic features in particular regions.
- c. Know ways in which people depend on the physical environment.
- d. Know ways (e.g. recycling, travel, transportation) in which people from different cultures think about and respond to the physical environment.
- e. Describe how people’s activities are influenced by the location and physical features of a place.

Grade 5

- 3. Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.
 - a. Explain and correctly use the elements of maps and globes.
 - b. Use appropriate resources and geographic tools to generate and interpret information about the earth.
 - c. Understand the spatial organization of places through such concepts as location, distance, direction, scale, movement and region.
 - d. Give examples of ways people's activities (e.g., sports, farming, communications, defense) are influenced by the location and physical features of a place;
 - e. Describe how people's activities can have a damaging effect on natural or cultural features of the environment;
 - f. Describe how people can restore or enhance natural or cultural features of the environment
 - g. identify different types of environment in which people live (e.g., tundra, plains, atolls, war-torn, polluted);
 - h. explain how people seek to overcome the limitations of places and environments;
 - i. give examples of different views (e.g., spiritual, historical, economic, aesthetic, recreational) that people hold about the same places and environments;

Grade 6

- 3. Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.
 - a. Understand the Five Themes of Geography
 - b. Evaluate uses of land and water resources in the community, region, and beyond.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

Grade 7

- 3. Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.
 - a. Understand the Five Themes of Geography
 - b. Evaluate uses of land and water resources in the community, region, and beyond.

Grade 8

- 3. Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.
 - a. Understand the Five Themes of Geography
 - b. Evaluate uses of land and water resources in the community, region, and beyond.

Grade 10

- 3. Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.
 - a. Explain how the physical environment contributes to the development of distinct cultural identities.
 - b. Use appropriate data sources and geographic tools to generate, manipulate, and interpret information.
 - c. Use spatial models to explain relationships between places and patterns of settlement and trade.
 - d. Evaluate the impact of migration on human systems (e.g., health care, education, government).
 - e. Explain how social, cultural, and economic factors shape physical and other human features of places and regions.
 - f. Evaluate the reciprocal influences of history and geography on a region.
 - g. Use key demographic concepts (e.g., population density, birth and death rates) to analyze the structure and characteristics of different populations and population patterns over time.
 - h. Describe geographic factors that can affect the creation, cohesiveness, and integration of countries.
 - i. Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.
 - j. Explain and give examples of and reasons for voluntary and involuntary migration (including economic, social and political).

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

- k. Understand the key elements of Physical Geography (e.g. plate tectonics, erosion, weathering, etc.).

Culture

Grade 2

- 4. Students will understand cultural and intellectual developments and interactions among and within societies. N.B.: In the benchmarks for this standard, the term “belief systems” refers to an ordered, established body of thinking and faith that influence one’s perceptions of self and the world. It includes such concepts as religion, philosophies (including political and economic), and science.
 - a. identify cultural groups in their community
 - b. Know ways (e.g., homes, family structure and roles, religion) in which people from different cultures think about and respond to the social environment.
 - c. Understand that cultures have different expectations of how to act.
 - d. Identify activities, customs and traditions (e.g. national symbols, food, transportation) that contribute to the development of particular cultures
 - e. Understand the components of belief systems (creed, code of behavior, rituals, community)

Grade 5

- 4. Students will understand cultural and intellectual developments and interactions among and within societies. N.B.: In the benchmarks for this standard, the term “belief systems” refers to an ordered, established body of thinking and faith that influence one’s perceptions of self and the world. It includes such concepts as religion, philosophies (including political and economic), and science.
 - a. Identify and compare various belief systems and their principle tenets.
 - b. Identify and compare the cultural characteristics of different regions and people (e.g., in terms of their use of environment and resources, technology, food)
 - c. Describe ways in which movement of people affects cultural diversity and interaction.
 - d. Recognize how cultural contributions from various regions help to form a national identity.
 - e. Understand similarities and differences in the ways groups, cultures and governments meet human needs and concerns.
 - f. describe ways community activities (e.g. special occasions) and features of the community (e.g. buildings) reflect the cultures and heritages of the people who live there

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

- g. explain how certain features of the community (e.g. historic places, street names, place names, museums) reflect people’s heritage.
- h. describe various kinds of interactions that occur as a consequence of people moving to new places.
- i. Identify and describe ways that ethnicity, cultures and institutions (family, school, church, clubs) influence people’s daily lives.

Grade 6

- 4. Students will understand cultural and intellectual developments and interactions among and within societies. N.B.: In the benchmarks for this standard, the term “belief systems” refers to an ordered, established body of thinking and faith that influence one’s perceptions of self and the world. It includes such concepts as religion, philosophies (including political and economic), and science.
 - a. Understand ways that social and environmental factors and culture are related.
 - b. Identify how patterns of behavior can reflect cultural values and attitudes.
 - c. Know the historical context of beliefs, practices, and institutions of the major religions.

Grade 7

- 4. Students will understand cultural and intellectual developments and interactions among and within societies. N.B.: In the benchmarks for this standard, the term “belief systems” refers to an ordered, established body of thinking and faith that influence one’s perceptions of self and the world. It includes such concepts as religion, philosophies (including political and economic), and science.
 - a. Understand ways that social and environmental factors and culture are related.
 - b. Identify how patterns of behavior can reflect cultural values and attitudes.
 - c. Know the historical context of beliefs, practices, and institutions of the major religions.
 - e. Recognize major movements in literature, music, and the visual arts and ways in which they expressed dominant social values.
 - f. Identify patterns of social and cultural continuity in various societies and analyze ways in which people maintained traditions and resisted external challenges.
 - g. Draw inferences from archaeological evidence.

Grade 8

- 4. Students will understand cultural and intellectual developments and interactions among and within societies. N.B.: In the benchmarks for this standard, the term “belief

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

systems” refers to an ordered, established body of thinking and faith that influence one’s perceptions of self and the world. It includes such concepts as religion, philosophies (including political and economic), and science.

- a. Understand ways that social and environmental factors and culture are related.
- b. Identify how patterns of behavior can reflect cultural values and attitudes.
- c. Know the historical context of beliefs, practices, and institutions of the major religions.
- e. Recognize major movements in literature, music, and the visual arts and ways in which they expressed dominant social values.
- f. Identify patterns of social and cultural continuity in various societies and analyze ways in which people maintained traditions and resisted external challenges.

Grade 10

- 4. Students will understand cultural and intellectual developments and interactions among and within societies. N.B.: In the benchmarks for this standard, the term “belief systems” refers to an ordered, established body of thinking and faith that influence one’s perceptions of self and the world. It includes such concepts as religion, philosophies (including political and economic), and science.
 - a. Analyze sources and characteristics of cultural, religious, and social reform movements.
 - b. Compare the development of Greco-Roman philosophies and science to the origins of Judaism, Christianity, and Islam; Hinduism and Buddhism; and Confucianism.
 - c. Understand the tension between the two roots of the Western intellectual tradition: Middle Eastern monotheism and Greek philosophy and science.
 - d. Examine different theories of religion.
 - e. Understand the origins and diffusion of modern science and the intellectual developments and the events that have led to a weakening of confidence in modern science.
 - f. Examine examples of syncretism, acculturation, and assimilation in the context of belief systems and culture.
 - g. Evaluate the religious dimensions (creed, code of behavior, rituals community) of non-religious belief systems (e.g., communalism, patriotism, activism, consumerism).
 - h. Examine the epistemological complexities of the post-modern age.
 - i. Understand how art, literature, and traditional customs both shape and are shaped by society.

Society and Identity

Grade 2

- 5. Students will understand social systems and structures and how these influence individuals.
 - a. Recognize that individual people are part of a group.
 - b. Recognize appropriate and inappropriate social behavior and the impact individual behavioral choices have on acquiring roles within a group
 - c. Identify roles and patterns of behavior that people demonstrate in group situations.
 - d. Understand why people live in social groups.
 - e. Recognize that societies stereotype males and females.
 - f. describe a number of groups people can belong to

Grade 5

- 5. Students will understand social systems and structures and how these influence individuals.
 - a. Understand how social systems (e.g., schools, media, religions, families) can prescribe gendered identities.
 - b. Understand how leadership of groups is acquired and exercised.
 - c. identify the rights and responsibilities individuals have within a group.
 - d. explain how rights and responsibilities might vary in different groups.
 - e. give examples of ways in which rights have accompanying responsibilities within particular groups.
 - f. Understand how leadership of groups is acquired and exercised.

Grade 6

- 5. Students will understand social systems and structures and how these influence individuals.
 - a. Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.

Grade 7

- 5. Students will understand social systems and structures and how these influence individuals.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

- a. Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.

Grade 8

- 5. Students will understand social systems and structures and how these influence individuals.
 - a. Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.

Grade 10

- 5. Students will understand social systems and structures and how these influence individuals.
 - a. Analyze how sociological circumstances (e.g., class, heritage, ethnicity) influence an individual's perceptions of and reaction to the world.
 - b. Analyze the socialization of individuals by groups, organizations, and institutions.
 - c. Understand how and why cultures reflect and reinforce oppositional ideas of gender (e.g., hard and soft, strong and weak, "sun" and "moon").
 - d. Understand why cultural definitions of gender identity persist and are resistant to change.
 - e. Understand circumstances and consequences that arise from differences between cultural norms and personal gender identity persist and are resistant to change.
 - f. Understand limits of socialization and the power of choice in personal identity.

Governance and Citizenship

Grade 2

- 6. Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.
 - a. Give examples of rights and responsibilities of the individual in relation to his or her social group.
 - b. Explain reasons for the importance of service.

Grade 5

- 6. Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.
 - a. Understand how and why people make and implement rules and laws.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

- b. Know the elements of major political systems (e.g., monarchy, democracy, dictatorship).
- c. Explain what citizenship means in terms of membership in, and allegiance to, a country.
- d. Identify and describe means by which citizens can monitor and influence actions of their government.

Grade 6

- 6. Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.
 - b. Explain how different types of government acquire and use power.
 - c. Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.
 - d. Explain issues related to basic freedoms (e.g., those contained in the Universal Declaration of Human Rights).

Grade 7

- 6. Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.
 - a. Explain and analyze strengths and weaknesses of various kinds of government systems in terms of the purposes they are designed to serve.
 - b. Explain how different types of government acquire and use power.
 - c. Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.
 - e. Evaluate the role of law in political systems.

Grade 8

- 6. Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.
 - a. Explain and analyze strengths and weaknesses of various kinds of government systems in terms of the purposes they are designed to serve.
 - b. Explain how different types of government acquire and use power.
 - c. Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.
 - d. Explain issues related to basic freedoms (e.g., those contained in the Universal Declaration of Human Rights).
 - e. Evaluate the role of law in political systems.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

Grade 10

- 6. Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.
 - a. Know functions and responsibilities of government leaders and public servants.
 - b. Analyse the reasons different governments come to power at different times and how and why they are able to maintain power.

Production, Distribution, Consumption

Grade 2

- 7. Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
 - a. distinguish between needs and wants and describe different ways people use resources to meet needs and wants.
 - b. know roles resources play in our daily lives.
 - c. give examples of jobs people do.
 - d. distinguish between goods and services and know how they can be exchanged.
 - e. identify reasons why people may need to work together or depend on others to obtain resources
 - f. explain how people work together in different situations to obtain resources.
 - g. explain the interaction that occurs and the roles that people take in the production and consumption processes.
 - h. identify different situations in which people work together to obtain resources

Grade 5

- 7. Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
 - a. Describe characteristics, locations, and uses of renewable and non-renewable resources.
 - b. Explain relationships between the locations of resources and patterns of population distribution.
 - c. explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.
 - d. describe economic causes of human migration.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

- e. describe ways people attempt to conserve resources
- f. explain consequences of depletion of resources (e.g. price rises, resource substitution, and technological innovation)

Grade 6

- 7. Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
 - a. Describe economic effects of environmental changes and crises resulting from natural phenomena.
 - b. Explain patterns of trade from ancient times to the present.
 - c. Analyze ways in which trade has contributed to economic change in selected societies or civilizations.
 - d. Understand primary causes of world trade.
 - e. Describe how trade affects the ways in which people satisfy their basic needs and wants through the production of goods and services.
 - f. Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.

Grade 7

- 7. Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
 - b. Explain patterns of trade from ancient times to the present.
 - c. Analyze ways in which trade has contributed to economic change in selected societies or civilizations.
 - d. Understand primary causes of world trade.

Grade 8

- 7. Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
 - a. Describe economic effects of environmental changes and crises resulting from natural phenomena.
 - b. Explain patterns of trade from ancient times to the present.
 - c. Analyze ways in which trade has contributed to economic change in selected societies or civilizations.
 - d. Understand primary causes of world trade.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

Grade 10

- 7. Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
 - a. Understand basic economic concepts and be able to evaluate the value and limitations of resources.
 - b. Explain the major economic systems and evaluate their relative merits.
 - c. Understand global patterns of resource distribution and use.
 - d. Analyze and evaluate economic issues from a geographical point of view.
 - e. Analyze relationships between economic activity and patterns of trade and migration.
 - f. Describe reciprocal influences of changes in transportation and communication and changes in trade and economic activities.

Science, Technology, and Society

Grade 2

- 8. Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
 - a. Understand the concepts of “tool” and “technique”.
 - b. Examine ways in which tools and techniques make certain tasks easier.
 - c. Name some of the most important tools and techniques in contemporary life.

Grade 5

- 8. Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
 - a. Describe examples in which tools and techniques have changed the lives of people.
 - b. Identify ways that tools and techniques can have both positive and negative effects.

Grade 6

- 8. Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
 - b. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economics, and balance of power.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

- c. Understand the process of development from tools to techniques and systems.

Grade 7

- 8. Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
 - a. Understand that the prerequisites for the adoption of a particular technology are social need, social resources, and cultural attitude.
 - b. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economics, and balance of power.
 - c. Understand the process of development from tools to techniques and systems.

Grade 8

- 8. Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
 - a. Understand that the prerequisites for the adoption of a particular technology are social need, social resources, and cultural attitude.
 - b. Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economics, and balance of power.
 - c. Understand the process of development from tools to techniques and systems.

Grade 10

- 8. Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
 - a. Evaluate the ambiguity of the term technology.
 - b. Understand why different socio-economic groups within a culture may react differently to technological innovation.
 - c. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity.
 - d. Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.
 - e. Understand historical and current influences of modern science on technological innovation.
 - f. Evaluate whether confidence in modern science is strengthening or weakening.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

- g. Understand that the principal contexts of technological innovation and scientific research are commercial and military and understand the implications of these contexts.
- h. Evaluate causes and consequences of the diffusion of the autocatalytic process of technological innovation.
- i. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.
- j. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.
- k. Explain the roles and effects of technology and of science in resource acquisition and use.
- l. Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.

Scientific Inquiry, Skills Development and Prediction

Grade 6

- 9. Students will be equipped to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material.
 - a. Read maps (understand what a key, legend, scale and compass rose are).
 - b. Locate and differentiate elements of the Earth's surface (physiographic features).
 - c. Read and interpret graphs.
 - d. Understand that people are linked in many ways - including, through society, economic activity and politics.
 - f. Demonstrate the ability to work effectively in groups.

Grade 7

- 9. Students will be equipped to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material.
 - a. Read maps (understand what a key, legend, scale and compass rose are).
 - b. Locate and differentiate elements of the Earth's surface (physiographic features).
 - c. Read and interpret graphs.
 - d. Understand that people are linked in many ways - including, through society, economic activity and politics.
 - e. Present clear and relevant arguments.
 - f. Demonstrate the ability to work effectively in groups.

ACADEMIC STANDARDS AND BENCHMARKS

SOCIAL SCIENCE

Grade 8

- 9. Students will be equipped to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material.
 - a. Read maps (understand what a key, legend, scale and compass rose are).
 - b. Locate and differentiate elements of the Earth's surface (physiographic features).
 - c. Read and interpret graphs.
 - d. Understand that people are linked in many ways - including, through society, economic activity and politics.
 - e. Present clear and relevant arguments.
 - f. Demonstrate the ability to work effectively in groups.

Grade 10

- 9. Students will be equipped to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material.
 - a. Read, interpret, analyse and produce maps.
 - b. Locate, differentiate and describe elements of the Earth's surface.
 - c. Read, interpret, analyse and construct graphs.
 - d. Appreciate and understand the social, economic and political interdependence of peoples.
 - e. Demonstrate an understanding of perspective in social science concepts and theories.
 - f. Present arguments that are clear, coherent, relevant and well substantiated.
 - g. Develop an understanding and appreciation of cooperative learning.
 - h. Understand the elements of an essay question and how to “unpack” it
 - i. Be able to engage in different methods of research with an understanding of the value and limitations inherent in each method.
 - j. Undertake statistical calculations to show patterns and changes.