

Grade 6	Grade 7	Grade 8
<p>Standard 1 – History <i>Students will examine the key historic movements, events, and figures that contributed to the development of the modern European and American nations from early civilizations to early modern times.</i></p>	<p>Standard 1 – History <i>Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, and the Southwest Pacific from ancient civilizations to early modern times.</i></p>	<p>Standard 1 – History <i>Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the discovery, exploration, and colonization of America, and the revolution and founding era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.</i></p>
<p>Historical Knowledge</p> <p>6.1.1 Describe the development of ancient Aegean civilizations and the Greek city-based republics, including the cultural achievements of Athens.</p> <p>6.1.2 Trace the major developments and achievements of the Roman Republic and the rise and expansion of the Roman Empire.</p> <p>6.1.3 Describe the migration of Jews and the spread of Christianity and the Roman Catholic Church in Western Europe during the Roman Empire.</p> <p>6.1.4 Analyze the reasons for the decline and fall of the Roman Empire.</p> <p>6.1.5 Explain the continuation and contributions of the eastern Roman Empire, referred to as the Byzantine Empire, after the fall of Rome, including its influence on the spread of Christianity in Russia and Eastern Europe.</p> <p>6.1.6 Describe medieval society and explain the political, social, and economic organization provided by the feudal system.</p> <p>6.1.7 Analyze the diverse points of view and interests of</p>	<p>Historical Knowledge</p> <p>7.1.1 Explain the rise of early civilizations in the river valleys of the Tigris and Euphrates in Mesopotamia and along the Nile in Northeastern Africa, including Egypt and Kush.</p> <p>7.1.2 Describe the achievements of ancient Egypt in art, architecture, religion, and government and the development of the concept of theocracy~.</p> <p>7.1.3 Compare the early civilizations of the Indus River Valley in South Asia with the Huang-He of China.</p> <p>7.1.4 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.</p> <p>7.1.5 Explain the importance of early trade routes in the eastern Mediterranean, India, and China, including the early Silk Road.</p> <p>7.1.6 Describe the extent and influence of Muslim civilization, including political organization, the growth of cities, the development of trans-Saharan and other trade routes, and scientific and cultural contributions</p>	<p>Historical Knowledge</p> <p><i>The American Revolution and Founding of the United States: 1754 to 1801</i></p> <p>8.1.1 Describe major Indian groups of eastern North America, including early conflict with European settlers.</p> <p>8.1.2 Compare and contrast the relationships among the British, French, Spanish, and Dutch in their struggle for control of North America during European settlement and colonization.</p> <p>8.1.3 Identify and explain the conditions, causes, consequences, and significance of the French and Indian War (1754—1763), and the resistance and rebellion against British imperial rule by the 13 colonies in North America (1761—1775).</p> <p>8.1.4 Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775—1783), including enactment of the Articles of Confederation and the Treaty of Paris.</p> <p>8.1.5 Identify and explain key events leading to the creation of a strong union among the 13 original states and in</p>

<p>those involved in the Crusades and give examples of the changes brought about by the Crusades.</p> <p>Example: The expansion of trade routes, increased contact between European and non-European peoples, changes in technology, and centralization of political and military power.</p> <p>6.1.8 Explain the effects of the Black Death, or bubonic plague, along with economic, environmental, and social factors that led to the decline of medieval monarchies.</p> <p>6.1.9 Examine the importance of Asian trade routes and trace the rise of cultural centers and trading cities, such as Florence and Venice.</p> <p>6.1.10 Recognize the diverse perspectives, ideas, interests, and personalities that brought about the Renaissance in Europe.</p> <p>Example: Ideas — the importance of the individual; scientific inquiry based on observation and experimentation; interest in Greek and Roman thought; and new approaches in the fine arts and literature.</p> <p>Personalities — Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare, and Galileo Galilei.</p> <p>6.1.11 Analyze the interconnections of people, places, and events in the economic, scientific, and cultural exchanges that led to the European Renaissance and voyages of discovery.</p> <p>6.1.12 Describe the development of Spain during and after the defeat of the Muslims and the completion of the “re-conquest” in 1492.</p> <p>6.1.13 Describe the development of Mesoamerican* civilizations — such as the Mayas, Toltecs, and Aztecs in Mexico and the Incas in South America — prior to contact with Europeans.</p>	<p>to other cultures of the time.</p> <p>7.1.7 Describe the development of sub-Saharan civilizations in Africa, including the kingdoms of Ghana, Mali, and Songhai, and the importance of historic political and trading centers, such as Timbuktu.</p> <p>7.1.8 Describe developments in agriculture, technology, and commerce during the Tang and Song Dynasties in China.</p> <p>7.1.9 Explain how Mongol rulers of China extended the Empire and both adapted to and changed Chinese culture.</p> <p>7.1.10 Describe advances in Chinese society under the Ming Dynasty, including agriculture, art, architecture, navigation, and public administration through the scholar-official class.</p> <p>7.1.11 Explain how Japan became more independent of earlier Chinese influences, developing its own political, religious, social, and artistic traditions.</p> <p>7.1.12 Describe the development of Japanese court life, the shogunate and warrior class system, feudalism, and the rise of military society.</p> <p>7.1.13 Trace the voyages of exploration from Europe that resulted in colonization of parts of Asia and the Southwest Pacific.</p> <p>Example: Imperial rule of Indonesia by the Dutch, of the Philippines by the Spanish, colonization and settlement in Australia and New Zealand by the British, and of islands in Oceania by the British and French.</p> <p>7.1.14 Identify European nations that colonized Asia and Africa.</p> <p>Example: The Portuguese in Africa and Southern</p>	<p>the establishment of the United States as a federal republic.</p> <p>Example: The enactment of state constitutions, the Constitutional Convention, ratifying conventions of the American states, and debate by Federalists versus Anti-Federalists about approval or disapproval of the 1787 Constitution (1787—1788).</p> <p>8.1.6 Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789—1792).</p> <p>8.1.7 Describe the origin and development of political parties, the Federalists, and the Democratic Republicans (1793—1801).</p> <p>8.1.8 Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican party led by the new president, Thomas Jefferson (1801).</p> <p>8.1.9 Describe the influence of individuals on social and political developments.</p> <p>Example: James Otis, Mercy Otis Warren, Samuel Adams, Thomas Paine, George Washington, John Adams, Abigail Adams, Patrick Henry, Thomas Jefferson, James Madison, Alexander Hamilton, and Benjamin Banneker.</p> <p>8.1.10 Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South.</p> <p>National Expansion and Reform: 1801 to 1861</p> <p>8.1.11 Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803—1806).</p>
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<p>Example: Agricultural, scientific, and artistic achievements.</p> <p>6.1.14 Examine the causes and outcomes of the defeat of the Aztec and Incan empires by the Spanish.</p> <p>6.1.15 Compare Spanish colonies in Mexico and South America with French and British colonies in Canada.</p> <p>* Mesoamerica: the area of Mexico and Central America where early civilizations were located</p>	<p>Asia, the British in India, the Russians in Central Asia, and the French in Northern and Western Africa.</p> <ul style="list-style-type: none"> theocracy: government by priests or a monarch presumed to be divine 	<p>8.1.12 Explain the main issues, decisions, and consequences of landmark Supreme Court cases: Marbury v. Madison (1803), McCulloch v. Maryland (1819), and Gibbons v. Ogden (1824).</p> <p>8.1.13 Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).</p> <p>8.1.14 Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences.</p> <p>8.1.15 Explain the concept of Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846) , and territorial acquisition resulting from the Mexican War (1846—1848).</p> <p>8.1.16 Describe the abolition of slavery in the northern states, conflict and compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820), and the continued resistance to slavery by African Americans.</p> <p>8.1.17 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government.</p> <p>8.1.18 Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist, and social reform movements and in sectional conflicts.</p> <p>8.1.19 Describe the impact of the California gold rush (1849) on the westward expansion of the United States.</p> <p>8.1.20 Explain the influence of individuals on key events and developments of the early United States.</p> <p>Example: Thomas Jefferson, Robert Fulton, Meriwether Lewis, William Clark, Sacajewea, Daniel Boone, Little Turtle, Tecumseh, Black Hawk,</p>
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John Marshall, James Madison, Dolley Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, and Lucretia Mott.

The Civil War and Reconstruction Period: 1850 to 1877

8.1.21 Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.

Example: The Compromise of 1850, furor over publication of Uncle Tom's Cabin (1852), Kansas-Nebraska Act (1854), the Dred Scott Case (1857), the Lincoln-Douglas Debates (1858), and the presidential election of 1860.

8.1.22 Describe the importance of key events in the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg, and the Emancipation Proclamation and Gettysburg Address (1861—1865).

8.1.23 Explain and evaluate the policies, practices, and consequences of Reconstruction, including the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

8.1.24 Describe the conflicts between Indians and settlers of the Great Plains.

8.1.25 Identify the influence of individuals on political and social events and movements.

Example: Henry Clay, Harriet Tubman, Harriet Beecher Stowe, Roger Taney, Stephen A. Douglas, Abraham Lincoln, Frederick Douglass, John Brown, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, William T. Sherman, Andrew Johnson, Thaddeus Stevens, Susan B. Anthony, Sitting Bull, Crazy Horse, and Chief Joseph.

<p>Chronological Thinking, Comprehension, Analysis, and Interpretation</p> <p>6.1.16 Develop and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.</p> <p>6.1.17 Use the terms decade, century, and millennium and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.</p> <p>6.1.18 Recognize, historical perspectives in fiction and nonfiction stories by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.</p> <p>Example: Read accounts of the travels of Marco Polo considering perspectives on the geography of the world during his time.</p> <p>6.1.19 Analyze cause-and-effect relationships, keeping in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.</p> <p>6.1.20 Differentiate between factual and fictional historical accounts; explain the meaning of historical passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.</p> <p>Research Capabilities</p> <p>6.1.21 Form research questions and use a variety of information resources* to obtain, evaluate, and present historical data on the people, places, events, and developments in the history of Europe and the</p>	<p>Chronological Thinking, Comprehension, Analysis, and Interpretation</p> <p>7.1.15 Develop and compare timelines that identify major people, events, and developments in the history of the individual civilizations and/or countries that comprise Africa, Asia, and the Southwest Pacific.</p> <p>7.1.16 Recognize the interconnection of historical people, places, events, and developments that have taken place in civilizations of Africa, Asia, and the Southwest Pacific.</p> <p>7.1.17 Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present-day norms.</p> <p>7.1.18 Analyze cause-and-effect relationships, bearing in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.</p> <p>7.1.19 Analyze multiple perspectives on a current event relating to Africa, Asia, or the Southwest Pacific. Read and examine more than one account of the event and distinguish between statements of opinion and statements of fact.</p> <p>Research Capabilities</p> <p>7.1.20 Form and respond to historical questions and use a variety of information resources* to find and evaluate historical data on the people, places, events, and developments that have played a part in the history of Africa, Asia, and the Southwest Pacific.</p>	<p>Chronological Thinking</p> <p>8.1.26 Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.</p> <p>Comprehension, Analysis, and Interpretation</p> <p>8.1.27 Recognize historical perspective by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.</p> <p>8.1.28 Identify, evaluate, and distinguish fact from opinion in a variety of information resources*; differentiate between historical facts and interpretations, recognizing that the facts the historian reports reflects his or her judgment of what is most significant about the past.</p> <p>8.1.29 Distinguish in historical narratives between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.</p> <p>* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p> <p>Research Capabilities</p> <p>8.1.30 Form historical research questions and seek responses by analyzing primary resources — such as autobiographies, diaries, maps, photographs, letters,</p>
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<p>Americas.</p> <p>Example: Collect data and develop maps, graphs, or spread sheets showing the impact of the Black Death on the population of Europe.</p> <p>* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p>	<p>* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p> <p>Issues-Analysis, Decision-Making, Planning, and Problem Solving</p> <p>7.1.21 Identify and evaluate solutions and alternative courses of action chosen by people to resolve problems confronting people in Africa, Asia, and the Southwest Pacific. Consider the information available, interests of those affected by the decision, and consequences of each course of action.</p>	<p>and government documents — and secondary resources, such as biographies and other nonfiction books and articles on the history of the United States.</p> <p>Example: Analyze and interpret the Virginia Statute for Religious Freedom (1786), President George Washington’s Farewell Address (1796), the First Inaugural Address by Thomas Jefferson (1801), the Declaration of Sentiments and Resolutions of the Seneca Falls Convention (1848), and the Second Inaugural Address by Abraham Lincoln (1865).</p> <p>Issues-Analysis, Decision-Making, Planning, and Problem Solving</p> <p>8.1.31 Examine the causes of problems in the past and evaluate solutions chosen as well as possible alternative courses of actions. Consider the information available at the time, the interests of those affected by the decision, and the consequences of each course of action.</p>
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<p>Standard 2 – Civics and Government <i>Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.</i></p>	<p>Standard 2 – Civics and Government <i>Students will trace the historic development of different forms of government and compare various contemporary governments in Africa, Asia, and the Southwest Pacific.</i></p>	<p>Standard 2 – Civics and Government <i>Students will explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States.</i></p>
<p>Foundations of Government</p> <p>6.2.1 Compare the characteristics of different types of government developed by ancient European civilizations — such as the Greek democracies, the Roman Republic, and the Roman Empire — and compare these to governments today.</p> <p>6.2.2 Examine key ideas of the Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy.</p> <p>6.2.3 Define the term nation-state* and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.</p> <ul style="list-style-type: none"> • nation-state: a political entity that claims the right to rule over a defined territory and jurisdiction over everyone within it 	<p>Foundations of Government</p> <p>7.2.1 Give examples of the different routes to independence from colonial rule taken by countries in Asia, Africa, and the Southwest Pacific. Example: Australia, India, South Africa.</p> <p>7.2.2 Identify principles and practices of democracy in current governments of Africa, Asia, and the Southwest Pacific by such countries as India, Japan, the Republic of South Africa, and New Zealand.</p>	<p>Foundations of Government</p> <p>8.2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Washington’s Farewell Address (1796), and Jefferson’s First Inaugural Address (1801).</p> <p>Example: The essential ideas include limited government, rule of law, due process of law, separated and shared powers, checks and balances, federalism, popular sovereignty, republicanism, representative government, and individual rights to life, liberty, property, freedom of conscience, and due process of law.</p> <p>8.2.2 Distinguish between a subject and a citizen. Example: In a nondemocratic political system, a subject passively follows the ruler or rulers. In a democratic political system, a citizen may play an active role in making laws or in selecting representatives to make them.</p> <p>8.2.3 Identify and explain the relationship between rights and responsibilities of citizenship in the United States. Example: The right to vote and the responsibility to</p>

<p>Functions of Government</p> <p>6.2.4 Identify major forms of government in Europe and the Americas and compare them with that of the United States.</p> <p>Example: Compare the constitutional government of the United States with that of Canada or the United Kingdom; compare constitutional democracies with nondemocracies, such as the Soviet Union in the past and Cuba in the present.</p> <p>6.2.5 Describe the governmental institution of the European Union (EU) and its relationship to the sovereign governments of particular members of the EU.</p>	<p>Functions of Government</p> <p>7.2.3 Compare the parliamentary democracies of Australia and New Zealand with government in the United States in terms of distribution of powers, limited government, the rule of law, and individual rights.</p> <p>7.2.4 Identify different forms of government in Africa, Asia, and the Southwest Pacific, which include examples of limited/unlimited government.</p> <p>Example: Representative democracy, parliamentary democracy, republic, dictatorship, monarchy.</p>	<p>use this right carefully and effectively.</p> <p>8.2.4 Define and explain the importance of individual and civic responsibilities.</p> <p>Example: Individual responsibilities might include taking care of yourself, accepting responsibility for the consequences of your actions, assuming the responsibility to become educated, and supporting your family. Civic responsibilities might include obeying the law, respecting the rights of others, being an informed citizen, becoming involved in civic affairs, monitoring the actions of governmental officials, communicating with elected representatives, voting, paying taxes, serving in the armed forces, and serving on juries.</p> <p>8.2.5 Identify the ways that people become citizens of the United States.</p> <p>Functions of Government</p> <p>8.2.6 Define, compare, and contrast unitary*, federal*, and confederate* forms of governmental organization.</p> <p>8.2.7 Distinguish among the different functions of national and state government within the federal system by analyzing the Constitution of the United States and the Maryland Constitution/Code of the District of Columbia.</p> <p>Example: Identify important services provided by state government, such as maintaining state roads and highways, enforcing health and safety laws, and supporting educational institutions. Compare those services to functions of the federal government, such as defense.</p> <p>8.2.8 Explain how and why legislative, executive, and judicial powers are distributed, shared, and limited in</p>
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<p>Roles of Citizens</p> <p>6.2.6 Define citizenship and roles of citizens in selected nation-states of Europe and the Americas, and make comparisons to the United States.</p> <p>Example: Examine the roles of citizens in voting and participating in political parties and voluntary organizations of civil society.</p> <p>International Relations</p> <p>6.2.7 Identify the functions of governmental international organizations in the world today. Example: Examine the functions of the Organization of American States (OAS) , the World Court, North Atlantic Treaty Organization (NATO) , and the United Nations.</p> <p>6.2.8 Analyze the impact of the concept of democracy on nations of Europe and the Americas.</p> <p>Example: Explain the development of European democracies and political change toward democracy in South America.</p> <p>6.2.9 Use data gathered from a variety of information resources~ to compare different forms of government in</p>	<p>Roles of Citizens</p> <p>7.2.5 Define and compare citizenship and the citizen's role in selected countries of Africa, Asia, and the Southwest Pacific.</p> <p>Example: Compare methods of voting, participation in voluntary organizations of civil society, and participation in government.</p> <p>International Relations</p> <p>7.2.6 Explain how African, Asian, and Southwest Pacific nations interact with each other.</p> <p>Example: Trade, diplomacy, treaties and agreements, humanitarian aid, economic incentives and sanctions, and the threat and use of military force.</p> <p>7.2.7 Describe different sources of authority and power of government in African, Asian, and Southwest Pacific countries.</p> <p>Example: Tradition, religion, force, constitution, consent of the governed.</p> <p>7.2.8 Assess the extent of democracy and observance of</p>	<p>the constitutional government of the United States.</p> <p>8.2.9 Examine functions of the national government in the lives of people, including purchasing and distributing public goods and services, financing government through taxation, conducting foreign policy, and providing a common defense.</p> <p>* unitary system: a system that concentrates all governmental power in a central or national government * federal system: a system in which power is divided and shared between national and state governments * confederate system: a system of government in which sovereign states delegate powers to a national government for specific purposes</p> <p>Roles of Citizens</p> <p>8.2.10 Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/nongovernmental organizations that comprise civil society.</p> <p>8.2.11 Describe various types of elections and explain ways that citizens can participate in political parties, campaigns, and elections, such as primary, general, state, local, and national elections.</p> <p>8.2.12 Explain how citizens can monitor and influence the development and implementation of public policies.</p> <p>8.2.13 Research and defend positions on issues in which fundamental values and principles related to the Constitution of the United States are in conflict, using a variety of information resources*.</p> <p>Example: Majority rule and minority rights, liberty and equality, or individual rights and the common good.</p> <p>*information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p>
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<p>Europe and the Americas.</p> <p>* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p>	<p>human rights in various African, Asian, and Southwest Pacific countries.</p> <p>7.2.9 Use data gathered from a variety of information resources* to research current political trends and events in African, Asian, and Southwest Pacific countries.</p> <p>* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p>	
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<p>Standard 3 – Geography <i>Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.</i></p>	<p>Standard 3 – Geography <i>Students will explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.</i></p>	<p>Standard 3 – Geography <i>Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, each of the states, and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.</i></p>
<p>The World in Spatial Terms</p> <p>6.3.1 Explain the components of most maps (title, scale, legend, grid, and projection) . Compare different map types (topographic, thematic, etc.) and different map projections, and explain the appropriate use for each.</p> <p>6.3.2 Use latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS)* and Geographic Information Systems (GIS)*.</p> <p>* Global Positioning Systems (GPS): a system of satellites and ground stations used to locate precise points on the surface of Earth * Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate, and display a wide range of geographic information</p> <p>Places and Regions</p> <p>6.3.3 Identify the names and locations of countries and major cities in Europe and the Western Hemisphere. Identify the states of Mexico and the provinces of Canada.</p>	<p>The World in Spatial Terms</p> <p>7.3.1 Explain the role of Earth/sun relationships in influencing the climate and ecosystems of Asia, Africa, and the Southwest Pacific.</p> <p>7.3.2 Use different map projections and compare the way they represent the Eastern Hemisphere.</p> <p>7.3.3 Use four spatial map elements (point, line, area, and volume) to interpret information on maps, globes, and Geographic Information Systems (GIS)*.</p> <p>* Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate, and display a wide range of geographic information</p> <p>Places and Regions</p> <p>7.3.4 Name and locate major regions, mountain ranges, river systems, countries, and cities in Africa, Asia, and the Southwest Pacific.</p> <p>7.3.5 Identify and compare physical and cultural sub-</p>	<p>The World in Spatial Terms</p> <p>8.3.1 Read a topographic map to interpret its symbols. Determine the land forms and human features that represent physical and cultural characteristics of areas in the United States.</p> <p>* cultural characteristics: human features, such as population characteristics, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures</p> <p>Places and Regions</p> <p>8.3.2 Map and locate all states of the United States, major cities, mountain ranges, and river systems of the United States.</p>

<p>6.3.4 Describe major physical characteristics* of regions in Europe and the Americas.</p> <p>6.3.5 Describe major cultural characteristics* of regions in Europe and the Western Hemisphere.</p> <p>* physical characteristics: natural features, such as land and water forms, climate, natural vegetation, and native wildlife * cultural characteristics: human features, such as population characteristics, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures</p> <p>Physical Systems</p> <p>6.3.6 Explain how Earth/sun relationships*, ocean currents, and winds influence climate differences on Earth.</p> <p>6.3.7 Locate and map the climate regions of Europe and the Western Hemisphere. Describe the characteristics of each and explain how they differ.</p> <p>6.3.8 Identify major biomes* and explain ways in which the natural environment of places in Europe and the Americas relates to their climate, which is influenced by Earth/sun relationships.</p> <p>* Earth/sun relationships: the rotation and tilt of Earth on its axis and the revolution of Earth around the sun influence climate variation on Earth; this region has major seasonal differences in climate relating to changes in the position of the sun and the amount of sunlight received * biomes: major ecological communities, such as rainforest, desert, grassland</p>	<p>regions of Africa, Asia, and the Southwest Pacific.</p> <p>Physical Systems</p> <p>7.3.6 Locate and map the climate regions of the Eastern Hemisphere and explain how and why they differ.</p> <p>7.3.7 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition*) and those that wear away at Earth's surface (erosion).</p> <p>7.3.8 Identify and explain the distribution of ecosystems in Africa, Asia, and the Southwest Pacific in terms of climate and land form patterns.</p> <p>7.3.9 Explain why specific areas of Africa, Asia, and the Southwest Pacific have major petroleum and mineral deposits and describe the physical processes that resulted in deposits in these locations.</p> <p>Example: The central plateau of Africa has a large part of the world's industrial minerals, such as copper, cobalt, and diamonds.</p> <p>7.3.10 Describe the restrictions that climate and land forms place on land use in regions of Africa, Asia, and the Southwest Pacific, and be able to discern how patterns of population distribution reflect these restrictions.</p>	<p>Physical Systems</p> <p>8.3.3 Locate and map the major climate regions in the United States and describe the characteristics of each climate type.</p> <p>8.3.4 Name and describe processes that build* up the land and processes that erode* it.</p> <p>Example: The Appalachian Mountains are a formation that has undergone erosion.</p> <p>* building: forces that build up Earth's surface include mountain building and deposit of dirt by water, ice, and wind; the Mississippi Delta is made up almost entirely of eroded material * erosion: the process by which the products of weathering* are moved from one place to another * weathering: the breaking down of rocks and other materials on Earth's surface by such processes as rain or wind</p>
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<p>Human Systems</p> <p>6.3.9 Identify patterns of population distribution and growth in Europe and the Americas and explain changes in these patterns, which have occurred over time.</p> <p>6.3.10 Compare and contrast cultural patterns — such as language, religion, and ethnicity — in various parts of Europe; the Caribbean; and North, South, and Central America.</p> <p>6.3.11 Research the reasons for the locations of the major manufacturing and agricultural regions of Europe and the Americas, using a variety of information resources*.</p> <p>* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p> <p>Environment and Society</p> <p>6.3.12 Analyze the distribution of natural resources in Europe and the Western Hemisphere.</p> <p>6.3.13 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment.</p> <p>6.3.14 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of Europe and the Americas.</p>	<ul style="list-style-type: none"> alluvial deposition: the deposit of dirt and debris caused by the flow of water <p>Human Systems</p> <p>7.3.11 Give reasons why rates of population growth and life expectancy vary among countries in Africa, Asia, and the Southwest Pacific.</p> <p>7.3.12 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income in Africa, Asia, and the Southwest Pacific.</p> <p>7.3.13 Use maps, charts, and graphs to compare rural and urban populations in selected countries.</p> <p>Environment and Society</p> <p>7.3.14 Analyze historical maps and give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in Asia, Africa, and the Southwest Pacific.</p> <p>7.3.15 Use a variety of information resources* to identify current issues related to natural resources in selected countries in Africa, Asia, and the Southwest Pacific, and examine contrasting perspectives on these issues.</p> <p>* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p>	<p>Human Systems</p> <p>8.3.5 Identify the agricultural regions of the United States and be able to give reasons for the type of land use during different historical periods.</p> <p>8.3.6 Map changes in national boundaries, distribution of population, and economic activities at critical stages of development in the eighteenth and nineteenth centuries in the United States.</p> <p>8.3.7 Analyze geographic factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.</p> <p>Example: The presence of a major waterway influences economic development and the workers who are attracted to that development.</p> <p>Environment and Society</p> <p>8.3.8 Develop maps showing the distribution of natural resources — such as forests, water sources, and wildlife — in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.</p> <p>8.3.9 Identify ways people modified the physical environment as the United States developed and the types of problems that resulted.</p> <p>Example: Identify urbanization*, deforestation*, and extinction* or near extinction of wildlife species.</p> <p>* urbanization: the growth of cities</p>
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<p>Uses of Geography</p> <p>6.3.15 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in Europe and the Western Hemisphere.</p> <p>6.3.16 Identify environmental issues that affect Europe and the Americas. Examine contrasting perspectives on these problems and explain how human-induced changes in the physical environment in one place cause changes in another place.</p> <p>Example: Acid rain, air and water pollution, deforestation.</p>	<p>Uses of Geography</p> <p>7.3.16 Develop maps of Africa, Asia, and the Southwest Pacific in different historical periods showing political divisions and major physical and cultural features.</p>	<p>* deforestation: the clearing of trees or forests</p> <p>* extinction: the state in which all members of a group of organisms, such as a species, population, family or class, have disappeared from a given habitat, geographic area, or the entire world</p> <p>Uses of Geography</p> <p>8.3.10 Explain the importance of the major mountain ranges and the major river systems in the development of the United States in the eighteenth and nineteenth centuries.</p> <p>Example: Locate major cities, and suggest reasons for their location and development.</p> <p>8.3.11 Use information technology, such as Geographic Information Systems (GIS)* and remotely sensed images, to gather information on ways people changed the physical environment of the United States in the nineteenth century.</p> <p>* Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate, and display a wide range of geographic information</p>
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<p>Standard 4 – Economics <i>Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.</i></p>	<p>Standard 4 – Economics <i>Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia, and the Southwest Pacific.</i></p>	<p>Standard 4 – Economics <i>Students will identify, describe, and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.</i></p>
<p>6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas. Example: The growth of trading towns and cities in medieval Europe led to money economies. Competition to expand world trade led to European voyages of trade and exploration.</p> <p>6.4.2 Analyze how countries of Europe and the Americas have benefited from trade in different historical periods. Example: Increased production and consumption, lower prices.</p> <p>6.4.3 Explain why international trade requires a system for exchanging currency between nations and provide examples of currencies from Europe and the Americas.</p> <p>6.4.4 Define types of trade barriers*.</p> <p>6.4.5 Describe how different economic systems* (traditional*, command*, market*, mixed*) in Europe and the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce.</p> <p>6.4.6 Explain how financial institutions (banks, credit unions, stocks-and-bonds markets) channel funds from savers to borrowers and investors.</p> <p>6.4.7 Compare the standard of living of various countries of Europe and the Americas today using Gross</p>	<p>7.4.1 Give examples of trade between countries in Africa, Asia, and the Southwest Pacific. Explain how voluntary trade benefits countries and results in higher standards of living. Example: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.</p> <p>7.4.2 Identify economic connections between the local community and the countries of Africa, Asia, or the Southwest Pacific.</p> <p>7.4.3 Illustrate how international trade requires a system for exchanging currency between and among nations.</p> <p>7.4.4 Describe why and how different economic systems* (traditional*, command*, market*, mixed*) in countries of Africa, Asia, and the Southwest Pacific answer the basic economic questions: What to produce? How to produce? For whom to produce?</p> <p>7.4.5 Explain how banks and other financial institutions channel funds from savers to borrowers and investors in Africa, Asia, and the Southwest Pacific.</p> <p>7.4.6 Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator.</p> <p>7.4.7 Describe ways that people can increase individual</p>	<p>8.4.1 Identify economic factors contributing to the European exploration and colonization in North America, the American Revolution, and the drafting of the Constitution of the United States.</p> <p>8.4.2 Illustrate elements of the three types of economic systems, using cases from United States history. Example: Traditional economy*, command economy*, market economy*.</p> <p>8.4.3 Evaluate how the characteristics of a market economy have affected the economic development of the United States. Example: Characteristics included the role of entrepreneurs, private property, markets, S competition, and self-interest.</p> <p>8.4.4 Explain the basic economic functions of the government in the economy of the United States. Example: The government provides a legal framework, promotes competition, provides public goods and services, controls the effects of market failures, and regulates interstate commerce.</p> <p>8.4.5 Analyze contributions of entrepreneurs, inventors, and other key individuals in the development of the United States economy. Example: Contributors included Alexander Hamilton, Lewis and Clark, Eli Whitney, Samuel Gompers, Madam C.J. Walker, Andrew Carnegie, and George</p>

<p>Domestic Product* (GDP) per capita as an indicator.</p> <p>6.4.8 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources*.</p> <p>Example: Use information search methods and the Internet to examine changes in energy prices and consumption.</p> <p>6.4.9 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p> <p>6.4.10 Identify situations in which the actions of consumers and producers in Europe or the Americas help or harm other individuals who are not directly involved in the consumption or production of a product.</p> <p>6.4.11 Give reasons why saving and investing are important to the economies of the United States and other countries and compare and contrast individual saving and investing options.</p> <p>Example: Savings accounts, certificates of deposit, and stocks.</p> <p>* trade barriers: things that hinder trade, such as tariffs, quotas, or embargos</p> <p>* economic systems: ways that people allocate economic resources, goods, and services</p> <p>* traditional economy: an economy in which resources are allocated based on custom and tradition</p> <p>* command economy: an economy in which resources are allocated by the government or other central authority</p> <p>* market economy: an economy in which resources are allocated by individuals</p> <p>* mixed economy: an economy in which resources are allocated by some combination of traditional, command, or market systems</p> <p>* Gross Domestic Product (GDP): the value of all final goods and services produced in a country in a year</p>	<p>human capital.</p> <p>Example: Acquiring knowledge and skills through education or training.</p> <p>7.4.8 Identify situations in which the actions of consumers and producers in Asia, Africa, and the Southwest Pacific are helpful “spillovers” or harmful “spillovers” to people inside and outside a country who are not directly involved in the consumption or production of a product.</p> <p>Example: A helpful “spillover” might be education. We all are better off if we have an educated workforce. A harmful “spillover” might be air or water pollution from production of a product. Even those who do not consume the product are hurt by pollution.</p> <p>7.4.9 Research how individuals save and invest in different countries of Asia, Africa, and the Southwest Pacific compared to the United States.</p> <p>* economic systems: the ways that people allocate economic resources, goods, and services</p> <p>* traditional economy: an economy in which resources are allocated based on custom and tradition</p> <p>* command economy: an economy in which resources are allocated by the government or other central authority</p> <p>* market economy: an economy in which resources are allocated by individuals</p> <p>* mixed economy: an economy in which resources are allocated by some combination of traditional, command, or market systems</p> <p>* Gross Domestic Product (GDP): the value of all final goods and services produced in a country in a year</p>	<p>Washington Carver.</p> <p>8.4.6 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</p> <p>Example: The cotton gin increased labor productivity in the early nineteenth century.</p> <p>8.4.7 Trace the development of different kinds of money used in the United States and explain how money helps make saving easier.</p> <p>Example: Types of money included wampum, tobacco, gold and silver, state bank notes, greenbacks, and Federal Reserve Notes.</p> <p>8.4.8 Examine the development of the banking system in the United States.</p> <p>Example: Examine such elements as the central bank controversy, the state banking era, and the development of a gold standard.</p> <p>8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.</p> <p>Example: Triangular trade routes, regional exchange of resources.</p> <p>8.4.10 Examine the importance of borrowing and lending (the use of credit) in the United States and list the advantages and disadvantages of using credit.</p> <p>8.4.11 Compare and contrast job skills needed in different time periods in United States history and use a variety of information resources* to research jobs and careers.</p> <p>* traditional economy: an economy in which resources are allocated based on custom and tradition</p> <p>* command economy: an economy in which resources are allocated by the government or other central authority</p> <p>* market economy: an economy in which resources are</p>
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<p>* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p>		<p>allocated by decisions of individuals and businesses * information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p>
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<p>Standard 5 – Individuals, Society, and Culture</p> <p><i>Students will examine the role of individuals and groups in societies of Europe and the Americas, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations, and examine the role of artistic expression in selected cultures of Europe and the Americas.</i></p>	<p>Standard 5 – Individuals, Society, and Culture</p> <p><i>Students will examine the role of individuals and groups in societies of Africa, Asia, and the Southwest Pacific, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations and examine the role of artistic expression in selected cultures.</i></p>	<p>Standard 5 - Individuals, Society, and Culture</p> <p><i>Students will examine the influence of individuals, ideas, and cultural movements in the development of the United States; consider the impact of scientific and technological developments on cultural life, and analyze the importance of artistic expression in the development of the American nation.</i></p>
<p>6.5.1 Explain the term socialization*, and compare the way people learn the rules and their roles in the groups to which they belong in different cultures and times.</p> <p>Example: Compare the different types of schooling that people have received in different times and places, such as in ancient Greece and Rome, in medieval Europe, and early America. Compare schools in specific countries in Europe with those in the United States in the present.</p> <p>6.5.2 Distinguish between material* and nonmaterial* aspects of culture.</p> <p>6.5.3 Explain that cultures change in three ways: cultural diffusion*, invention*, and innovation*.</p> <p>6.5.4 Give examples of how religious beliefs and philosophical ideas have spread from one culture to another among societies of Europe and the Americas.</p> <p>Example: The spread of Christianity from Europe to the Americas during the colonial period and the exchange of ideas about democratic government between Europe and the Americas in the past and the present are examples of the diffusion of ideas.</p> <p>6.5.5 Identify examples of inventions and technological innovations that have brought about cultural change in Europe and the Americas and examine their</p>	<p>7.5.1 Compare and contrast how social institutions, including the family, religion, education, government, and the economic system, influence individual behavior in different societies in Africa, Asia, and the Southwest Pacific in the past and present.</p> <p>Example: Compare ideas regarding individual responsibility in Confucianism and Buddhism, or compare the role of the individual in family life in selected cultures.</p> <p>7.5.2 Explain the term social status*; describe how this concept helped to determine individual roles in African, Asian, and Southwest Pacific societies in the past; and compare with ideas about social status today.</p> <p>Example: Identify the various levels of society in ancient Egypt, and compare them with levels of Egyptian society today.</p> <p>7.5.3 Give examples of specific changes in societies in Africa, Asia, and the Southwest Pacific as a result of cultural diffusion* in the past and present.</p> <p>Example: Trace the spread of Islam to areas of Africa and Asia during the Middle Ages or the spread of European languages to the Southwest Pacific and</p>	<p>8.5.1 Examine key ideas of individuals in the Second Great Awakening, such as Henry Ward Beecher, and explain their relationship to social reform movements in the early decades of the 1800s.</p> <p>8.5.2 Compare and contrast the beliefs of Ralph Waldo Emerson and Henry David Thoreau about the role of individuals in society.</p> <p>8.5.3 Examine the concepts of a work ethic, philanthropy, volunteerism, and concern for the common good as important aspects of American society in the eighteenth and nineteenth centuries.</p> <p>Example: In the 1830s, French observer Alexis de Tocqueville noted the importance of volunteerism, the American tendency to form voluntary associations to address community needs.</p> <p>8.5.4 Trace the development of the American educational system, including the work of Horace Mann in the public schools movement (1830s to 1850s), and describe the differences in educational opportunities for girls and women, African Americans, and students in rural areas.</p> <p>8.5.5 Give examples of how immigration affected American culture in the decades before and after the Civil War,</p>

<p>impact.</p> <p>Example: Innovations in communications, such as computer technology, help to spread information and ideas very rapidly. One result may be an increase in the rate of cultural change.</p> <p>6.5.6 Define the terms anthropology* and archeology* and explain how these fields contribute to our understanding of societies in the present and the past.</p> <p>6.5.7 Examine art, music, literature, and architecture in Europe and the Americas; explain their relationship to the societies that created them; and give examples of how artistic ideas have spread from one culture to another.</p> <p>6.5.8 Use a variety of resources, including newspapers, magazines, Web sites, and databases, to collect and analyze data on cultural factors in countries of Europe and the Americas. Use charts, graphs, and other data to compare and hypothesize the relation of these factors to a nation's development.</p> <p>6.5.9 Examine artifacts*, including documents*, from other cultures to determine their use and significance.</p> <p>Example: A seashell is a natural object, but a seashell that has been made into a necklace is an artifact.</p> <p>* socialization: the process through which people learn the rules of society</p> <p>* material culture: the things that a society makes or uses, such as clothing, shelter, food, tools, and other things needed for both survival and enjoyment</p> <p>* nonmaterial culture: behavior, such as customs, traditions, beliefs, values, interactions among people, and ways of going about daily activities</p> <p>* cultural diffusion: the spread of ideas from one culture to another</p>	<p>parts of Asia and Africa during the period of European exploration and colonization.</p> <p>7.5.4 Examine the impact of cultural change brought about by technological inventions and innovations in the past and present.</p> <p>Example: Trace the technology of papermaking from its origins in China in about 100 C.E., to its spread to the Middle East, Africa, and Europe in the Middle Ages, and speculate about its possible impact.</p> <p>7.5.5 Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics, and Chinese calligraphy.</p> <p>7.5.6 Identify major languages spoken in areas of Asia, Africa, and the Southwest Pacific, and give examples of how language, literature, and the arts have contributed to the development and transmission of culture.</p> <p>7.5.7 Define the term <i>ethnocentrism</i>* and give examples of how this attitude can lead to cultural misunderstandings.</p> <p>Example: Traders and explorers in the past tended to consider the cultures they encountered as inferior. They may, in turn, have been considered inferior by the people they encountered.</p> <p>7.5.8 Use a variety of information resources* to identify examples of present conflicts between cultural groups or nations and analyze the historical and geographical background of such conflicts.</p> <p>Example: Use newspapers, magazines, CD-ROMs, and Web sites to gather information about the historical, religious, and territorial origins of the conflict between Israelis and Palestinians.</p> <p>7.5.9 Give examples of the benefits of connections among cultures, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems,</p>	<p>including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.</p> <p>8.5.6 Give examples of the changing role of women in the northern, southern, and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.</p> <p>8.5.7 Give examples of scientific and technological developments that changed cultural life in the S nineteenth-century United States, such as the use of photography, the invention of the telegraph (1844), and the invention of the telephone (1876).</p> <p>8.5.8 Identify individuals in the arts and literature and their roles in portraying American culture in the nineteenth century including Louisa May Alcott, John James Audubon, George Caleb Bingham, George Catlin, Emily Dickinson, Frederick Douglass, Washington Irving, Alfred Jacob Miller, Edgar Allan Poe, and Walt Whitman.</p> <p>8.5.9 Describe changes in entertainment and recreation, such as the growing interest in sports of various kinds, in the mid-nineteenth century and explain how these changes related to urbanization and technological developments.</p> <p>8.5.10 Use a variety of information resources* to identify examples of traditional arts, fine arts, music, and literature that reflect the ideals of American democracy in different historical periods and plan presentations on or performances of selected works.</p> <p>* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations</p>
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<ul style="list-style-type: none"> * invention: a new idea about how something can be made or done * innovation: an improvement in a culture's technology * anthropology: the study of human beings; there are four major fields of anthropology: cultural anthropology, forensic anthropology, linguistics, and archeology * archeology: a branch of anthropology which studies past cultures through the things that remain, such as buildings, tools, or pottery * artifact: any object made or modified for use by human beings * document: a two-dimensional artifact, such as a letter, chart, map, photograph, painting, or drawing (artists) in enriching the culture of the community. 	<p>learning from technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.</p> <ul style="list-style-type: none"> * social status: the position a person has in a society * cultural diffusion: the spread of ideas from one culture to another * ethnocentrism: the attitude that one's own culture is superior to any other culture * information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations 	
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