



## Internationalizing the Academic Standards: Indiana ~ Comments From Educators

*...This work represents a solid resource for teachers in Indiana to use to internationalize their lesson plans as they consider Indiana's standards. It also provides a wonderful launching point for teachers to envision their own methods for bringing learning about the world into their classrooms in Indiana...*

- Jennifer Manise, Executive Director, Longview Foundation: For Education in World Affairs and International Understanding, Inc., Falls Church, VA

*...Children's knowledge of the rest of the world can't be taught just in social studies for ten minutes a day. Outside of taking them abroad, Internationalizing the Academic Standards: Indiana is the best resource I've seen to promote global competence in the next generation...*

- Philip Boley, Retired Indiana District Superintendent, Executive Director, Global Indiana: A Consortium for International Exchange, Director of International Education, Central Indiana Educational Service Center, Indianapolis, IN

*...An increasingly clear fact of living in the 21<sup>st</sup> century is that the world is shrinking at a shocking pace and teachers have a responsibility to their students to prepare them for their place in this world. This resource, which clearly connects teachable and relevant skills for students to the standards that guide decision-making, is a tremendous aid to any teacher...*

- Kevin M. Cline, Department Chair, Social Studies, Frankton High School, Frankton, IN

### *Invitation to Contribute:*

Please submit suggestions for incorporating international content when teaching Indiana's K-12 academic standards for the core subjects at:

<http://www.indiana.edu/~global/educational/standardsSuggestion.php>

Suggestions will be shared with other educators after review.

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INTERNATIONALIZING THE ACADEMIC STANDARDS:

INDIANA

Middle School & High School:  
*Social Studies*

# Internationalizing the Academic Standards: Indiana

Developed by Indiana University's

*Center for the Study of Global Change*

Office of the Vice President for International Affairs

*Center for International Business Education and Research*

Kelley School of Business

*Center for Latin American and Caribbean Studies*

College of Arts and Sciences

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## Table of Contents

Acknowledgements .....	iii
Teacher Consultants and Authors .....	iv
Preface .....	vi
How to Use This Book .....	vii
How to Make Your Own Suggestions .....	viii

### Social Studies

Grade 6 .....	1
Grade 7 .....	4
Grade 8 .....	9
Economics .....	14
Geography & History of the World .....	16
Psychology .....	18
Sociology .....	19
United States Government .....	20
United States History .....	23
World Geography .....	26
World History & Civilization .....	26
Create Your Own Suggestions .....	28

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Each teacher in this list provided the project with critical guidance and/or authored valuable *suggestions* to integrate international content into one or more of Indiana's K-12 academic standards for her or his respective grade level(s) and core subject(s). We are grateful for the enormous time, effort, and creativity that each of them committed to this project. Indiana students - citizens and leaders of the 21<sup>st</sup> century - will be the beneficiaries.

\*Acronyms: ES – Elementary School; HS – High School; IU – Indiana University; JHS – Junior High School; MS – Middle School

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## Preface

The purpose of the series, *Internationalizing the Academic Standards: Indiana* (IASI), is to suggest ways for educators to incorporate international content into the teaching of Indiana's K-12 academic standards for the core subjects: English/language arts, mathematics, science, and social studies. As the world becomes increasingly interdependent and complex, the need for international knowledge, skills, and attitudes is more clear and compelling, as is the call for relevant teacher resources that are readily accessible. The underlying principle of IASI is to integrate content and pedagogy into the approved curriculum already being taught in the classroom. A unique strength of this resource is that it was created *for* classroom teachers *by* classroom teachers interested in sharing their creative ideas.

IASI evolved from the *Indiana in the World III* project. Our initial goal was to create the third edition of a book for K-12 educators to help them teach about Indiana's global connectedness using complete lesson plans. To this end, three teacher focus group meetings were held to gather information and generate ideas. A presentation was also given to members of the Lotus Education and Arts Foundation Board, a diverse Bloomington community group, which offered perspectives about the need for citizens to be internationally competent. From this process a very different product emerged: subject-based booklets containing brief, easy-to-use ideas for internationalizing the existing academic standards. An IASI draft sampler was then created and shared with the participants (primarily K-12 school principals) of the December 2009 Indiana International Education Leadership Retreat. It was extremely well received, thereby solidifying this concept of IASI.

The IASI series consists of five booklets: one for elementary school teachers focusing on all four core subjects and four for middle and high school teachers, each addressing one of the core subjects. Not all standards are included because some standards lend themselves more easily to the integration of international content than others. In addition, the booklets include a variety of suggestions for differentiated instruction, where appropriate, for both special needs and highly able students. The standards were identified directly from the Indiana Department of Education Web site (<http://www.doe.in.gov/>).

Indiana University's Center for the Study of Global Change, Center for International Business Education and Research, and Center for Latin American and Caribbean Studies are very proud to have facilitated the development of this resource which was created by and for teachers.

**Booklets can be downloaded in PDF format for free, in their entirety or in part, at:**  
**<http://www.indiana.edu/~global/educational/standardsInd.php>**



## How to Use this Book

Within this booklet are *suggestions* for how to integrate international content when teaching selected Indiana academic standards of the four core subjects.

### How suggestions were created:

Each teacher-author selected academic standards or indicators from those listed on the IDOE Web site (<http://www.doe.in.gov/>) and then provided suggestions about how to incorporate international content, including knowledge, skills, and/or attitudes. Sometimes the teacher-author also suggested a specific resource, such as a book, web link, or poem that s/he has used successfully in the past.

### What a suggestion looks like:

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**Grade/Subject:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.9

**Core Standard:** No

**Standard Description (Academic or Indicator):** Explain and evaluate examples of domestic and international interdependence throughout United States history.

**Suggestion for Integrating International Content:** Have students identify the routes, the continents, and the “goods” exchanged through the Triangular Trade. Ask them to assess where human rights might be sacrificed for profit in areas of the world today and how the U.S. may or may not play a role in that. **Suggested resource:**  
[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u3/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html).

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### What you do with a suggestion:

Entries are suggestions only, meant to get you thinking about how to internationalize your own curriculum. You may like entire suggestions or only parts of them. Think of different ways to best integrate these suggestions into your lesson plans and daily pedagogy.

### Notes:

**Web links** are correct as of the date of publication.

All **Standard Descriptions** were copied directly from the IDOE Web site, dated 2011.

Some **Standard Descriptions** and **Suggestions for Integrating International Content** call for cultural/country comparisons. To avoid over-generalizations and the possibility of stereotyping, the IASI leadership team encourages teachers and their students to appreciate not only the differences and similarities among cultures/countries, but also the diversity and extreme variation within them.



## **How to Make Your Own Suggestions**

1. Add your own ideas to this book in the blank spaces provided on the last pages.
2. Submit your own suggestions to share with other educators at\*:  
<http://www.indiana.edu/~global/educational/standardsSuggestion.php>



\*Note: Your e-mail address is required only to confirm details before your ideas are posted.

<b>SOCIAL STUDIES</b>
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**Grade:** 6**Academic Standard:** 6.1**Academic Standard Indicator:** 6.1.15**Core Standard:** Yes**Standard Description (Academic or****Indicator):** Modern Era: 1700 to the present.

Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

**Suggestion for Integrating International**

**Content:** After studying industrialization and its global impact, have students discuss the connection between technological advancements and the changes they can bring to cultures.

**Grade:** 6**Academic Standard:** 6.1**Academic Standard Indicator:** 6.1.16**Core Standard:** Yes**Standard Description (Academic or****Indicator):** Modern Era: 1700 to the present.

Trace the individuals, beliefs, and events that represent various political ideologies during the nineteenth and twentieth centuries.

**Suggestion for Integrating International**

**Content:** Using three Power Point slides, have students create a profile (similar to a Facebook profile) of a global mover and shaker in history. The first slide should include a picture and basic biographical facts (hometown, birthday, political and religious views, education, employer, etc.). The second slide should focus on relationships (friends, family, political allies and opponents, etc.). Finally, the third slide should be filled with one status update after another (just like those found on a Facebook news feed) which are told from the position of the chosen historical figure. Written in first person format, these should include fictionalized accounts based on actual events in the life of the historical figure.

**Example:** A status update for FDR in 1933 might read: "Played cards with Eleanor and friends tonight. As I was shuffling the cards, it struck me, 'What this country needs is a New Deal!'"

**Grade:** 6**Academic Standard:** 6.2**Academic Standard Indicator:** 6.2.1**Core Standard:** Yes**Standard Description (Academic or****Indicator):** Foundations of Government:

Identify and compare major forms of historical and contemporary governments in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students color code a map of the western hemisphere to identify socialist, communist, and democratic governments. Then have students discuss the roles of citizens therein.

**Grade:** 6**Academic Standard:** 6.2**Academic Standard Indicator:** 6.2.2**Core Standard:** No**Standard Description (Academic or****Indicator):** Foundations of Government:

Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.

**Suggestion for Integrating International**

**Content:** Have students analyze the value and protection of the individual in ancient Greece and Rome.

**Grade:** 6**Academic Standard:** 6.2**Academic Standard Indicator:** 6.2.7**Core Standard:** No**Standard Description (Academic or****Indicator):** Roles of Citizens: Define and

compare citizenship and the citizen's role in selected countries of Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students consider what it would be like to establish their own country. As original citizens, have students explain how they might build a foundational identity, secure the country's economic and political systems, and

establish foreign diplomacy. **Suggested resource:** *How to Build Your Own Country* by Valerie Wyatt and Fred Rix (Kids Can Press, 2009).

---

**Grade:** 6  
**Academic Standard:** 6.3  
**Academic Standard Indicator:** 6.3.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The World in Spatial Terms: Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.

**Suggestion for Integrating International Content:** Divide students into pairs or small groups to briefly research major thriving world cities. Have teams try to determine what helped these cities to thrive. **Examples:** Good port; abundant natural resources. **Extension:** Have groups meet to pool collective research and chart the results, comparing their cities with developing areas.

---

**Grade:** 6  
**Academic Standard:** 6.3  
**Academic Standard Indicator:** 6.3.3  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International Content:** Have students explore what the perfect place for them to live might be by making a wish list of factors, including urban or rural, warm or cool climate, and topography. Based on their own key factors, have students research maps of the world to find their perfect destinations.

---

**Grade:** 6  
**Academic Standard:** 6.3  
**Academic Standard Indicator:** 6.3.3  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Describe and

compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International Content:** Have students research the geography of two non-U.S. countries in the western hemisphere and compare them to the U.S.

---

**Grade:** 6  
**Academic Standard:** 6.3  
**Academic Standard Indicator:** 6.3.4  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Describe and compare major cultural characteristics of regions in Europe and the western hemisphere.

**Suggestion for Integrating International Content:** Have students examine how various cultures have developed traditions and customs and expressed themselves through the years (“told their stories”). After considering what the media indicate about the characteristics of these cultures, have students tell their own stories based on what they have learned.

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**Grade:** 6  
**Academic Standard:** 6.3  
**Academic Standard Indicator:** 6.3.4  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International Content:** Have students select a folktale from another country and rewrite it by adding more detail for texture, including cultural universals. **Examples:** Shelter; food; rituals; technology; weaponry; religion; customs; superstitions; family dynamics; medical treatment; health; recreation.

---

**Grade:** 6  
**Academic Standard:** 6.3  
**Academic Standard Indicator:** 6.3.4  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Describe and compare major cultural characteristics of regions in Europe and the

**Suggestion for Integrating International Content:** By studying maps to draw conclusions about the similarities of features across the world, have students explore the physical features that the U.S. shares with other parts of the world.

---

**Grade:** 6  
**Academic Standard:** 6.3  
**Academic Standard Indicator:** 6.3.7  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Physical systems: Locate and describe the climate regions of Europe and the Americas, and explain how and why they differ.

**Suggestion for Integrating International Content:** Have students use the British Broadcast Corporation's (BBC) world weather source to examine Earth's weather patterns. Then assign each student a different world city to research by using the search box provided on the site. Once students have found their respective five-day forecasts, including highs, lows, winds, and humidity, have them compare these facts with a world weather map. **Suggested resource:** <http://news.bbc.co.uk/weather/>.

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**Grade:** 6  
**Academic Standard:** 6.3  
**Academic Standard Indicator:** 6.3.9  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography.

**Suggestion for Integrating International Content:** Have students identify current patterns of population distribution and growth in Europe and the Americas. They can place dot stickers or push pins on a map of the world to illustrate population distribution. **Suggested resource:**

*If the World Were a Village* by David J. Smith and Shelagh Armstrong (A & C Black, 2004).

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**Grade:** 6  
**Academic Standard:** 6.3  
**Academic Standard Indicator:** 6.3.11  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Define the terms anthropology and archeology, and explain how these fields contribute to our understanding of societies in the present and the past.

**Suggestion for Integrating International Content:** Investigate the types of policies and programs that governmental and non-governmental organizations establish to protect places of historical and cultural significance throughout the world.

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**Grade:** 6  
**Academic Standard:** 6.4  
**Academic Standard Indicator:** 6.4.3  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Explain why international trade requires a system for exchanging currency between various countries.

**Suggestion for Integrating International Content:** Have students identify businesses, products, food, and cultural elements in their community that have roots in another country. Have them look at their shirt tags to see where their clothing was made. Are different countries represented? If so, how many different ones? List them.

---

**Grade:** 6  
**Academic Standard:** 6.4  
**Academic Standard Indicator:** 6.4.6  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

**Suggestion for Integrating International**

**Content:** Have students compare the GDP or Purchasing Power Parity using online resources such as the CIA World Factbook or data from the International Monetary Fund and the World Bank. After gathering information about a variety of countries, have students look for any correlations between GDP and per capita income, population density, life expectancy, and rank of influence based on the chart provided at the back of *Material World: A Global Family Portrait* by Peter Menzel, Charles C. Mann, and Paul Kennedy (Sierra Club Books, 1995).

**Suggested resources:**

[https://www.cia.gov/library/publications/the-world-factbook/;](https://www.cia.gov/library/publications/the-world-factbook/)

<http://www.imf.org/external/index.html>

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**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4.6

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

**Suggestion for Integrating International**

**Content:** Have students research data on economic indicators from several countries in the western hemisphere. Then have the students create charts from the data to help them draw conclusions.

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**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4.8

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** 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.

**Suggestion for Integrating International**

**Content:** Have students assume roles of international workers, from executives to blue collar laborers. Then have them answer “interview” questions posed by classmates about their respective professions. Students should answer questions based on research conducted

about their workers and the countries in which they live.

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**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.: Identify and compare the rise of early agricultural river valley civilizations in Africa and Asia.

**Suggestion for Integrating International**

**Content:** Have students develop a hypothetical student code of conduct based on the Code of Hammurabi principle “an eye for an eye.” Discuss the pros and cons of such a code.

---

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Early Civilizations, States and Empires: 3500 B.C. /B.C.E. to 650 A.D. /C.E.: Describe the achievements of ancient Egypt in art, architecture, religion, and government and the development of the concept of theocracy. (Individuals, Society and Culture)

**Suggestion for Integrating International**

**Content:** Have students create posters that illustrate the major steps in the construction of a pyramid, the making of papyrus, or mummification. Suggested resource: [www.ancientegypt.co.uk](http://www.ancientegypt.co.uk) .

---

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Early Civilizations, States and Empires: 3500 B.C. /B.C.E. to 650 A.D. /C.E.: Describe the achievements of ancient Egypt in art, architecture, religion, and government and

the development of the concept of theocracy.

**Suggestion for Integrating International**

**Content:** Have students identify and explain the ancient Egyptian symbols found on the back of a dollar bill.

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Early Civilizations, States and Empires: 3500 B.C. /B.C.E. to 650 A.D. /C.E.: Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics, and Chinese calligraphy. (Individuals, Society and Culture)

**Suggestion for Integrating International**

**Content:** Have students write a sentence using the symbols and pictograms from Sumerian cuneiform, Egyptian hieroglyphics, Chinese calligraphy, and the Phoenician alphabet. Discuss what these symbols reveal about each culture.

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.): Describe the historical origins, central beliefs, and spread of major religions. (Individuals, Society and Culture)

**Suggestion for Integrating International**

**Content:** Have students create a comparison table for the major world religions with various column headings. **Examples:** Founder; Religious Text; Name Given to Believers; Place of Worship; View of the Afterlife.

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.4

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.): Describe the historical origins, central beliefs, and spread of major religions. (Individuals, Society and Culture)

**Suggestion for Integrating International**

**Content:** Have students identify the nations with flags containing Islamic symbols. **Examples:** The crescent moon and five pointed star symbols.

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.): Explain the importance of early trade routes in the eastern Mediterranean, South Asia, and China, including the early Silk Road.

**Suggestion for Integrating International**

**Content:** Have students simulate the exchange of goods on the Silk Road that connected the Mediterranean basin with China.

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.13

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Exploration, Conquest and Post-Colonial States: 1500 to the Present: Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific.

**Suggestion for Integrating International**

**Content:** Have students color code a map of Asia or Africa, indicating which nations were colonized, when they were colonized, and by what European country. In parenthesis, indicate date of independence.

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.14

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Exploration, Conquest and Post-Colonial States: 1500 to the Present: Describe and compare the responses of the indigenous people of India, South Africa and China to European imperialism. (Individuals, Society and Culture)

**Suggestion for Integrating International**

**Content:** Have students create maps illustrating how the European powers divided and colonized countries in Africa and Asia. Have them consider if this could happen again and discuss why or why not.

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.14

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Exploration, Conquest and Post-Colonial States: 1500 to the Present: Describe and compare the responses of the indigenous people of India, South Africa and China to European imperialism. (Individuals, Society and Culture)

**Suggestion for Integrating International**

**Content:** Using the movie *Ghandi* and related primary sources, have students write an essay describing the negative effects of British imperialism on India.

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.23

**Core Standard:** No

**Standard Description (Academic or Indicator):** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Compare perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts.

**Suggestion for Integrating International**

**Content:** Use the Socratic Method or another discussion form to help students understand why it is important for U.S. officials and business people to be respectful of various cultural norms when negotiating deals and contracts internationally.

**Grade:** 7

**Academic Standard:** 7.2

**Academic Standard Indicator:** 7.2.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Foundations of Government:

Identify and compare historical and contemporary governments in Japan, North Korea, India, South Africa, and China.

**Suggestion for Integrating International**

**Content:** Have students create maps in which they color code the various types governments in the eastern hemisphere, ranging from most autocratic to most democratic. Have them use almanacs in their research.

**Grade:** 7

**Academic Standard:** 7.2

**Academic Standard Indicator:** 7.2.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Roles of Citizens: Define and

compare citizenship and the citizen's role in selected countries of Africa, Asia and the Southwest Pacific.

**Suggestion for Integrating International**

**Content:** Have students create a "Citizen's Role Analysis Table" for the nations of Australia, China, Egypt, Japan, and South Africa with various column headings. **Examples:** Nations; Suffrage Requirements; Voting Methods; Voluntary Organizations. **Suggested resource:** <https://www.cia.gov/library/publications/the-world-factbook/>.

**Grade:** 7

**Academic Standard:** 7.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. 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 will use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

**Suggestion for Integrating International Content:** Have students create a line graph comparing the land area of five African or Asian nations. **Suggested resource:** <http://nces.ed.gov/nceskids/createagraph/>.

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**Grade:** 7  
**Academic Standard:** 7.3  
**Academic Standard Indicator:** 7.3.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The World in Spatial Terms: Identify and locate on maps the countries of Africa, Asia, and the Southwest Pacific.

**Suggestion for Integrating International Content:** Have students learn the locations of the nations in Africa, Asia, and the Southwest Pacific by using online interactive geography quizzes. **Suggested resource:** <http://www.ilike2learn.com/>.

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**Grade:** 7  
**Academic Standard:** 7.3  
**Academic Standard Indicator:** 7.3.4  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Identify and describe major physical characteristics of regions in Africa, Asia, and the Southwest Pacific.

**Suggestion for Integrating International Content:** On a blank map of Africa or Asia, have students locate and identify the major physical characteristics of that continent. **Examples:**

Oceans; seas; gulfs; lakes; rivers; deserts; mountains.

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**Grade:** 7  
**Academic Standard:** 7.3  
**Academic Standard Indicator:** 7.3.9  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Physical Systems: Compare and contrast the distribution of natural resources in Africa, Asia, and the Southwest Pacific.

**Suggestion for Integrating International Content:** On a map, have students locate the major coal and oil reserves in the world. **Suggested resource:** <http://www.worldcoal.org/coal/where-is-coal-found/>.

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**Grade:** 7  
**Academic Standard:** 7.3  
**Academic Standard Indicator:** 7.3.11  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Human Systems: Identify and explain the importance of the early cultural hearths in the Nile River Valley, Mesopotamia, the Indus River Valley, and the Huang River Valley.

**Suggestion for Integrating International Content:** In groups, have students write articles for newspapers that they create for the major cultural hearths, using Microsoft Publisher or similar software. **Examples:** Earliest cities; rulers or dynasties; inventions; social classes; religious practices.

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**Grade:** 7  
**Academic Standard:** 7.3  
**Academic Standard Indicator:** 7.3.11  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Human Systems: Identify and explain the importance of the early cultural hearths in the Nile River Valley, Mesopotamia, the Indus River Valley, and the Huang River Valley.



**Suggestion for Integrating International**

**Content:** Have students suggest answers to questions pertaining to early river civilizations.

**Examples:** How is flooding controlled? How can water be redirected from the river to the crop fields? Who maintains the irrigation canals? How is water divided among communities?

**Grade:** 7

**Academic Standard:** 7.3

**Academic Standard Indicator:** 7.3.12

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Human Systems: Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific.

**Suggestion for Integrating International**

**Content:** Using the “Create a Graph” website or a similar resource, have students create a population pie chart of the world's continents and/or African and Asian nations. **Suggested resource:**

<http://nces.ed.gov/nceskids/createagraph/default.aspx>.

**Grade:** 7

**Academic Standard:** 7.3

**Academic Standard Indicator:** 7.3.12

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Human Systems: Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific.

**Suggestion for Integrating International**

**Content:** Have students create a line graph comparing the population of five African or Asian nations. Students can then create pie charts showing the split between the urban and rural population of each nation. **Suggested resource:**

<http://nces.ed.gov/nceskids/createagraph/default.aspx>.

**Grade:** 7

**Academic Standard:** 7.3

**Academic Standard Indicator:** 7.3.12

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Human Systems: Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific.

**Suggestion for Integrating International**

**Content:** Using Microsoft Publisher or similar software, have students create a travel brochure for an Asian or African nation, identifying important facts. **Examples:** Population; languages; religions; landmarks; points of interest.

**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Identify economic connections between the local community and the countries of Africa, Asia, or the Southwest Pacific.

**Suggestion for Integrating International**

**Content:** Have students select an African or Asian nation to research. Students should identify their selected nation's major imports, exports, and trading partners. **Suggested resource:**

<https://www.cia.gov/library/publications/the-world-factbook/>.

**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.3

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Illustrate how international trade requires a system for exchanging currency between and among nations.

**Suggestion for Integrating International**

**Content:** Using a map of Indiana which illustrates the state's global business connections, have students discuss why international trade is important. **Suggested resource:**

<http://www.locationindiana.com>, specifically

<http://www.locationindiana.com/pdfs/0901016-EDForeignInvestMap11x17-IN-FINAL.pdf> .

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**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.3

**Core Standard:** No

**Standard Description (Academic or Indicator):** Illustrate how international trade requires a system for exchanging currency between and among nations.

**Suggestion for Integrating International**

**Content:** Have students identify items at home that are produced in other countries. After they share their lists of items with the class, have each student choose one item and draw a picture of it. Next, place the pictures on the corresponding countries of a wall map. Discuss how not all countries use the same currency, making an exchange system necessary.

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**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** 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.

**Suggestion for Integrating International**

**Content:** Have students create a bar graph of the GDP for selected African and Asian nations.

**Suggested resources:**

<http://nces.ed.gov/nceskids/createagraph/default.aspx>;

<https://www.cia.gov/library/publications/the-world-factbook/>.

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**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** 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.

**Suggestion for Integrating International**

**Content:** Have students create two line graphs. One graph should compare the literacy rate of five African or Asian nations and the other should compare the per capita GDP of these African or Asian nations. Discuss the connection between literacy rate and GDP. **Suggested resource:**

<http://nces.ed.gov/nceskids/createagraph/default.aspx> .

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**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.6

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** 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.

**Suggestion for Integrating International**

**Content:** Have students create a graph of various economic indicators in several countries.

**Examples:** GDP; Human Development Index; literacy rates; number of television sets. Have students compare their data, drawing conclusions about what the quality of life and standard of living might be like in other nations.

**Suggested resources:**

<https://www.cia.gov/library/publications/the-world-factbook/>;

[http://www.nationmaster.com/graph/med\\_tel\\_per\\_cap-media-televisions-per-capita](http://www.nationmaster.com/graph/med_tel_per_cap-media-televisions-per-capita).

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**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.1

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other.

**Suggestion for Integrating International**

**Content:** Have students identify the various crops, animals, and diseases that were transferred between the western and eastern hemispheres as a result of the Columbian Exchange. **Suggested resources:**

[http://www.economics.harvard.edu/faculty/nunn/files/Nunn\\_Qian\\_JEP\\_2010.pdf](http://www.economics.harvard.edu/faculty/nunn/files/Nunn_Qian_JEP_2010.pdf);

<http://www.ihs.issaquah.wednet.edu/Teachers/petersen/European%20Studies/Textbook/Chapter%2020/Columbian%20Exchange%2020%204.pdf>.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.1

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other.

**Suggestion for Integrating International**

**Content:** Have students write a petition to King Ferdinand and Queen Isabella of Spain supporting or opposing Columbus' voyage. Petitions should include critical historical consequences.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.2

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Explain the struggle of the British, French, Spanish, and Dutch to gain control of North America during settlement and colonization.

**Suggestion for Integrating International**

**Content:** Have students complete a map (perhaps using a color code) of the areas in North America colonized by France, Great Britain, the Netherlands, and Spain.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.2

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Explain the struggle of the British, French, Spanish, and Dutch to gain control of North America during settlement and colonization.

**Suggestion for Integrating International**

**Content:** Have students compare and contrast the way indigenous people were treated in the European colonies of New England, New France, New Netherlands, and New Spain.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.2

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Explain the struggle of the British, French, Spanish, and Dutch to gain control of North America during settlement and colonization.

**Suggestion for Integrating International**

**Content:** Have each student choose a colony to research. After research has been conducted, each student should create a handbill to attract other settlers to the chosen colony. The handbills should reflect the culture of the selected colony, illustrating how colonies took on the flavors (cultures) of the various immigrants who first settled there. **Example:** Pennsylvania was heavily influenced by German culture.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.5

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and explain key events leading

to the creation of a strong union among the 13 original states and in the establishment of the U.S. as a federal republic.

**Suggestion for Integrating International**

**Content:** Have students create newspaper articles which report on matters with international elements faced by the new American Republic. **Examples:** XYZ Affair (1797-98); Alien and Sedition Acts (1798); Jay's Treaty (1794); Washington's Farewell Address (1796).

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Describe the origin and development of political parties, the Federalists and the Democratic-Republicans (1793-1801), and examine points of agreement and disagreement between these parties.

**Suggestion for Integrating International**

**Content:** As a class, create a Venn Diagram which illustrates points of agreement and disagreement between Federalists and Democratic-Republicans (1793-1801).

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.8

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. 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).

**Suggestion for Integrating International**

**Content:** Have students describe how the founding fathers, Thomas Jefferson included, were influenced by political fundamentals from foreign nations, such as England, France, ancient Greece, and ancient Rome. **Examples:** Concept

of unalienable rights (England); power of self-determination (ancient Greece and Rome).

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.11

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** National Expansion and Reform: 1801 to 1861. Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803-1806).

**Suggestion for Integrating International**

**Content:** Have students analyze the six major territorial acquisitions (Louisiana Purchase; Florida Cession; Texas Annexation; Mexican Cession; Northwestern [Oregon] Boundary Dispute; Gadsden Purchase) that led to the U.S. becoming a continental nation. Specifically, have them learn which nations were involved in each acquisition, the method of acquisition, the territory acquired, and the treaty or resolution which formalized the acquisition.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.13

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** National Expansion and Reform: 1801 to 1861. Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).

**Suggestion for Integrating International**

**Content:** Have students write an essay about the causes of the War of 1812. Major topics for individual paragraphs of this essay might include impressment, British support of Native American uprisings, and the desire for Canadian territory. Have students assess the outcome, noting that no land was really gained or lost. Then have them analyze what constitutes a “necessary” or “just” war.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.15

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** National Expansion and Reform: 1801 to 1861. Explain the concept of Manifest Destiny and describe its impact on westward expansion of the United States.

**Suggestion for Integrating International Content:** Have students compare America's Manifest Destiny and Westward Expansion to European exploration. Ask them to consider how foreign nations reacted to a growing U.S.

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**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.17

**Core Standard:** No

**Standard Description (Academic or Indicator):** National Expansion and Reform: 1801 to 1861. Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government.

**Suggestion for Integrating International Content:** Have students read excerpts from Alexis de Tocqueville's *Democracy in America* (Harper Perennial Classics, 2000) for another perspective on American politics and society in the 1830s.

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**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.20

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The Civil War and Reconstruction Period: 1850 to 1877. Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.

**Suggestion for Integrating International Content:** Have students study modern examples of slavery and human trafficking around the world. Then have them compare similarities and differences with early U.S. slavery.

---

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.25

**Core Standard:** No

**Standard Description (Academic or Indicator):** The Civil War and Reconstruction Period: 1850 to 1877. Give examples of how immigration affected American culture in the decades before and after the Civil War, 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.

**Suggestion for Integrating International Content:** Have students research their family trees to determine the various ways their families might have been impacted by immigration and migration during the nineteenth century.

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**Grade:** 8

**Academic Standard:** 8.2

**Academic Standard Indicator:** 8.2.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Foundations of Government: 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, Common Sense, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801).

**Suggestion for Integrating International Content:** Have students compare and contrast American ideas of constitutional government with those of European nations, particularly England and France. They should also read the constitutions of new democratic nations and compare the civil rights and liberties of those nations to our own. **Example:** South Africa.

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**Grade:** 8

**Academic Standard:** 8.2

**Academic Standard Indicator:** 8.2.2

**Core Standard:** No

**Standard Description (Academic or Indicator):** Foundations of Government: Identify and explain the relationship between rights and responsibilities of citizenship in the United States.

**Suggestion for Integrating International**

**Content:** Have students discuss the rights and responsibilities of U.S. citizens as compared to those of European countries.

---

**Grade:** 8

**Academic Standard:** 8.2

**Academic Standard Indicator:** 8.2.2

**Core Standard:** No

**Standard Description (Academic or Indicator):** Foundations of Government: Identify and explain the relationship between rights and responsibilities of citizenship in the United States.

**Suggestion for Integrating International**

**Content:** Have students explore how our essential ideas of constitutional government compare with European nations, particularly England and France.

---

**Grade:** 8

**Academic Standard:** 8.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** 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, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

**Suggestion for Integrating International**

**Content:** Have students identify what ethnic groups may have influenced the settlement of major cities and possibly their own community. Have them research and share how early settlers from various parts of the world, and their respective traditions and customs, are still

evident in regions and cities across the country. Students can access related information on city websites in Indiana and other states. **Example:** Jasper, IN, has many German street names and Pfaffenweiler, Germany is it's sister city. The sharing could be done through a classroom cultural fair and/or by students creating family trees.

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**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify economic factors contributing to European exploration and colonization in North America, the American Revolution, and the drafting of the Constitution of the United States.

**Suggestion for Integrating International**

**Content:** Have students look at how the market economy in the U.S. affords the consumer many choices and then compare it to a closed (or limited) economy in another country.

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**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain the basic economic functions of the government in the economy of the United States.

**Suggestion for Integrating International**

**Content:** Have students consider how world trade has changed over time and how foreign governments have influenced U.S. economics and foreign policy throughout history.

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**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Trace the development of different

kinds of money used in the United States and explain how money helps make saving easier.

**Suggestion for Integrating International**

**Content:** Have students make lists of different types of money used around the world.

**Suggested resource:**

<http://www.banknotes.com/images.htm>.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.9

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Explain and evaluate examples of domestic and international interdependence throughout United States history.

**Suggestion for Integrating International**

**Content:** Have students discuss how international trade has changed over time and how policies of foreign governments have influenced U.S. governmental decisions.

**Suggested resource:**

<http://www.wnccumw.org/PDF%20&%20Word%20Files/Globalization%20Timeline.pdf>.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.9

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Explain and evaluate examples of domestic and international interdependence throughout United States history.

**Suggestion for Integrating International**

**Content:** Have students define and discuss the terms “mercantilism” and “imperialism.” Ask them to assess how these have impacted domestic and international policy both historically and recently. **Example:** Compare U.S. imperialism in the 1890s, including the Spanish American War, to globalization in developing countries today.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.9

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Explain and evaluate examples of domestic and international interdependence throughout United States history.

**Suggestion for Integrating International**

**Content:** Have students identify the routes, the continents, and the “goods” exchanged through the Triangular Trade. Ask them to assess where human rights might be sacrificed for profit in areas of the world today and how the U.S. may or may not play a role in that. **Suggested**

**resource:**

[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u3/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html).

**Subject:** Economics

**Academic Standard:** E.1

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.

**Suggestion for Integrating International**

**Content:** Have students analyze various reasons why people come to or leave the U.S., including the desire for certain goods and services.

**Example:** Higher education. Invite people who are in the U.S. on work/student visas, or who have become naturalized citizens, to share their stories in the classroom. Students can also interview friends, relatives, and co-workers who have moved to the U.S.

**Subject:** Economics

**Academic Standard:** E.1

**Academic Standard Indicator:** E.1.3

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain the important role of the entrepreneur in taking the risk to combine productive resources to produce goods and services.

**Suggestion for Integrating International**

**Content:** Have students describe the process of starting a business and what an entrepreneur might experience going through that process in various countries throughout the world.

**Subject:** Economics

**Academic Standard:** E.1

**Academic Standard Indicator:** E.1.8

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.

**Suggestion for Integrating International**

**Content:** Have each student pick a different country to use as a case study and explain why it makes good economic sense to produce certain goods in that country. They should also identify which goods it does not make economic sense to produce in their chosen countries.

**Subject:** Economics

**Academic Standard:** E.2

**Academic Standard Indicator:** E.2.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Identify factors that cause changes in market supply and demand.

**Suggestion for Integrating International**

**Content:** Have students describe how events around the globe, such as natural disasters and political tensions, can impact markets for goods and services and business in general. **Example:** Have them research how the 2011 earthquake and tsunami in Japan impacted global markets, the availability of technology products, and Japanese businesses in Indiana. Have students assess whether the Arab Spring significantly impacted business, especially the price of oil.

**Suggested resource:**

<http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>.

**Subject:** Economics

**Academic Standard:** E.2

**Academic Standard Indicator:** E.2.7

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.

**Suggestion for Integrating International**

**Content:** Have students describe how events around the globe such as natural disasters and political tensions can affect markets for goods and services. **Example:** Have them research how the 2011 earthquake and 2010 tsunami in Japan affected global markets, the availability of technology products, and Japanese businesses in Indiana. Have students assess whether the political unrest in Egypt, Libya, and other Middle Eastern nations significantly impacted the price of oil.

**Subject:** Economics

**Academic Standard:** E.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

**Suggestion for Integrating International**

**Content:** Have students explore how international organizations like the Organization of Petroleum Exporting Countries (OPEC) and companies like DeBeers Diamonds impact what Hoosier consumers pay for specific goods and services.

**Subject:** Economics

**Academic Standard:** E.4

**Academic Standard Indicator:** E.4.4

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Describe major revenue and expenditure categories and their respective proportions of local, state and federal budgets.

**Suggestion for Integrating International**

**Content:** Have students deliberate how much money the federal government should spend on military operations and foreign aid. Students can



also research how much money our state government spent from 2004-2012 to bring foreign businesses to Indiana. Students should analyze the job growth and revenue foreign businesses have produced during this time and if the revenue produced justifies the time and money invested in attracting these businesses to the state.

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**Subject:** Economics  
**Academic Standard:** E.5  
**Academic Standard Indicator:** E.5.6  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify the different causes of inflation and explain who gains and losses because of inflation.

**Suggestion for Integrating International Content:** Have students consider the impact of a “weak dollar” (generally caused by inflation) on the U.S. balance of trade, foreign investments, etc. Speculation in commodities such as oil and gold could also be used as points of discussion.

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**Subject:** Economics  
**Academic Standard:** E.6  
**Academic Standard Indicator:** E.6.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain the basic functions of money.

**Suggestion for Integrating International Content:** Have students do a comparative analysis of what has been used for “money” in other countries and cultures. Discuss what makes a particular item, such as green paper with pictures of former presidents, valuable in specific countries at certain times in history.

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**Subject:** Economics  
**Academic Standard:** E.7  
**Academic Standard Indicator:** E.7.7  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Predict possible future effects of the national debt on the individual and the economy.

**Suggestion for Integrating International Content:** Have students examine and describe the impact that government borrowing may have on international relations and public policy. Have students assess how reliant the U.S. economy has become on foreign investments compared to the past. Students should weigh the pros and cons of reliance on foreign nations for America’s economic security.

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**Subject:** Economics  
**Academic Standard:** E.7  
**Academic Standard Indicator:** E.7.8  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt.

**Suggestion for Integrating International Content:** Have students examine and describe the impact that government borrowing may have on international relations and public policy. Have them analyze the risks of quantitative easing when the U.S. is so dependent on foreign investments to sustain its economy.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.2  
**Academic Standard Indicator:** GHW.2.3  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.

**Suggestion for Integrating International Content:** Have students identify indigenous groups in various countries around the world and explain their perspectives on the environment.

**Differentiated Instruction- Special Needs Accommodations:** After identifying Native American groups, have students make posters illustrating their beliefs about nature.

**Differentiated Instruction- Highly Able Accommodations:** Provide students with a variety of product choices, such as a PowerPoint presentation, diorama, or chart, so that they can demonstrate their understanding of perspectives.

**Subject:** Geography & History of the World  
**Academic Standard:** GHW.3  
**Academic Standard Indicator:** GHW.3.2  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.

**Suggestion for Integrating International Content:** Have students identify factors that brought immigrants from around the world to the U.S.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.4  
**Academic Standard Indicator:** GHW.4.4  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.

**Suggestion for Integrating International Content:** Have students analyze the impact of the French and Indian War on the settlement of Indiana. Have them research the histories of Fort Ouiatenon, Fort Miami, and Fort Vincennes.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.5  
**Academic Standard Indicator:** GHW.5.1  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Ask and answer geographic and historical questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.

**Suggestion for Integrating International Content:** Have students consider why cities around the world are located where they are and describe the factors that have led to the growth of various cities. Students should also analyze factors that have led to the decline of some cities.

**Subject:** Geography & History of the World  
**Academic Standard:** GHW.6  
**Academic Standard Indicator:** GHW.6.5  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Analyze and assess the impact of the four major agricultural revolutions on the world's human and physical environments.

**Suggestion for Integrating International Content:** Interview someone locally in agribusiness and ask him/her to share how technology has helped productivity and the economy compared to farming in the past. Ask the interviewee to share the importance of food production for global markets.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.8  
**Academic Standard Indicator:** GHW.8.1  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Use maps to show the location and distribution of Earth's resources. Analyze how this distribution affects trade between and among countries and regions. (Spatial Interaction, Spatial Distribution, Physical Systems, Human Environment Interactions)

**Suggestion for Integrating International Content:** Have students explore Indiana resources and where they or related products are sent, determining which are Indiana's major international trading partners.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.8  
**Academic Standard Indicator:** GHW.8.3  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Identify and describe how the physical and human environments have been altered in selected countries due to trade, commerce, and industrialization. Propose strategies for controlling the impact of these forces on the environments affected.

**Suggestion for Integrating International Content:** Explore how urbanization affects the environment. **Example:** Completion of the I-69 corridor, which may further open trade with

Mexico. Students should also research what happens to the environment and culture in developing countries when American businesses build facilities there. Have students identify Indiana companies that have outsourced jobs or created factories in foreign countries and the costs and benefits of this.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.9  
**Academic Standard Indicator:** GHW.9.1  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments in these regions have been modified over time in response to environmental threats. Give examples of how international efforts bring aid to these regions and assess the success of these efforts.

**Suggestion for Integrating International Content:** Have students identify areas where natural disasters occur frequently, such as the Pacific Ring of Fire. Have them describe how countries in these areas have adapted to meet the challenges of frequent natural disasters through building codes and alert systems and how international relief organizations have responded to emergencies in these areas. Have students assess the Japanese situation following the 2011 earthquake and tsunami.

---

**Subject:** Geography & History of the World  
**Academic Standard:** GHW.11  
**Academic Standard Indicator:** GHW.11.4  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Analyze the changing patterns of space devoted to sports and recreation in the local community and region. Predict the impact of these patterns in the future. Propose strategies for dealing with the issues identified.

**Suggestion for Integrating International Content:** Have students analyze and describe the impact of sports and sporting events in Indiana and their global connections. **Examples:** Indiana high school sports; basketball; Indianapolis 500.

---

**Subject:** Psychology  
**Academic Standard:** P.5  
**Academic Standard Indicator:** --  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Students will understand the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes, and the influence of the group on the individual.

**Suggestion for Integrating International Content:** Have students discuss the stereotypes about people of Middle Eastern descent and how stereotyping impacts people's relationships and interactions in a post-9/11 world.

---

**Subject:** Psychology  
**Academic Standard:** P.5  
**Academic Standard Indicator:** P.5.2  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Describe the components of culture, such as symbols, language, norms, and values.

**Suggestion for Integrating International Content:** Have students engage in a comparative analysis of cultural symbols, values, and norms from societies around the world. Discuss how understanding the importance of these in other nations broadens one's perspective and helps one empathize with others when looking at the world. **Extension:** Students should research the importance of head coverings worn by some Muslim females and why this is important to their identity. Compare and contrast the mandate of this in some Middle Eastern countries, the freedom to choose in other Middle Eastern countries and the U.S., and the French headscarf ban.

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**Subject:** Psychology  
**Academic Standard:** P.5  
**Academic Standard Indicator:** P.5.4  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Describe factors that lead to conformity, obedience, and nonconformity.

**Suggestion for Integrating International Content:** Have students look at various religious

rules or guidelines that different people throughout the world feel compelled to follow and how that may affect international relations or travel, both here and overseas.

---

**Subject:** Sociology  
**Academic Standard:** S.2  
**Academic Standard Indicator:** S.2.5  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Compare social norms among various subcultures.

**Suggestion for Integrating International Content:** Have students create charts comparing social norms among various global cultures.

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**Subject:** Sociology  
**Academic Standard:** S.2  
**Academic Standard Indicator:** S.2.8  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.

**Suggestion for Integrating International Content:** Have students investigate societies around the globe today and at various stages in history.

---

**Subject:** Sociology  
**Academic Standard:** S.3  
**Academic Standard Indicator:** S.3.2  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Explain how roles and role expectations can lead to role conflict.

**Suggestion for Integrating International Content:** Have students explore how cultures around the world differ from or are similar to U.S. culture regarding certain people's status and roles.

---

**Subject:** Sociology  
**Academic Standard:** S.4  
**Academic Standard Indicator:** S.4.7

**Core Standard:** No  
**Standard Description (Academic or Indicator):** Discuss the concept of deviance and how society discourages deviant behavior using social control.

**Suggestion for Integrating International Content:** Have students consider various human rights issues across the globe and examine different perspectives on them. **Examples:** immigration; human trafficking; slave labor; genocide.

---

**Subject:** Sociology  
**Academic Standard:** S.4  
**Academic Standard Indicator:** S.4.10  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve within the United States culture.

**Suggestion for Integrating International Content:** Have students compare and contrast expectations of immigrants with their actual experiences. Describe how immigrants maintain their native cultures, while at the same time becoming part of the mainstream culture in the U.S.

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**Subject:** Sociology  
**Academic Standard:** S.5  
**Academic Standard Indicator:** S.5.3  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Discuss how societies recognize rites of passage.

**Suggestion for Integrating International Content:** Have students study other cultures' rites of passage.

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**Subject:** Sociology  
**Academic Standard:** S.5  
**Academic Standard Indicator:** S.5.7  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Use various resources to interpret information about cultural life in the United

States and other world cultures, both in the past and today.

**Suggestion for Integrating International**

**Content:** Have students use various resources to interpret information about cultural life in the U.S. and other world cultures. Have them compare the American “youth culture” that emerged in the 1950s and 1960s through the present to cultural life for teens in other nations.

**Extension:** Compare parent relationships with infants and toddlers, “maternity” rights, treatment of the elderly, and working conditions.

**Subject:** Sociology

**Academic Standard:** S.6

**Academic Standard Indicator:** S.6.1

**Core Standard:** No

**Standard Description (Academic or Indicator):** Describe how and why societies change over time.

**Suggestion for Integrating International**

**Content:** Have students consider modern world events such as civil war, genocide, or natural disasters. Then have them describe social change and how societies adapt to these events in order to recover or change.

**Subject:** Sociology

**Academic Standard:** S.6

**Academic Standard Indicator:** S.6.3

**Core Standard:** No

**Standard Description (Academic or Indicator):** Describe how collective behavior can influence and change society.

**Suggestion for Integrating International**

**Content:** Have students study social movements in countries outside the U.S., successful or unsuccessful, and the influence of collective behavior. Students should describe responses of the different governments and the respective general populations to these occurrences.

**Subject:** Sociology

**Academic Standard:** S.6

**Academic Standard Indicator:** S.6.4

**Core Standard:** No

**Standard Description (Academic or Indicator):** Examine how technological innovations and scientific discoveries have influenced major social institutions.

**Suggestion for Integrating International**

**Content:** Have students describe how technology has affected world cultures and economies.

**Subject:** Sociology

**Academic Standard:** S.7

**Academic Standard Indicator:** S.7.6

**Core Standard:** No

**Standard Description (Academic or Indicator):** Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

**Suggestion for Integrating International**

**Content:** Have students identify contemporary or historical social problems around the world. They should describe how the governments of various countries responded to these problems or otherwise became involved to address them.

**Subject:** Sociology

**Academic Standard:** S.8

**Academic Standard Indicator:** S.8.6

**Core Standard:** No

**Standard Description (Academic or Indicator):** Discuss the impact of leaders of different social movements.

**Suggestion for Integrating International**

**Content:** Have students pick an historical or contemporary world leader of a social movement and discuss his or her impact on the culture.

**Subject:** United States Government

**Academic Standard:** USG.1

**Academic Standard Indicator:** USG.1.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.

**Suggestion for Integrating International**

**Content:** Have students contrast limited and unlimited government models, as well as unitary, confederal, and federal systems, using historical and modern global examples. **Extension:** Compare the American Articles of Confederation to the Maastricht Treaty of 1992 for the European Union. Compare the three branches of the American federal government to branches of government in Pakistan and Venezuela.

**Subject:** United States Government

**Academic Standard:** USG.1

**Academic Standard Indicator:** USG.1.6

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Compare and contrast unitary, confederal, and federal systems of government.

**Suggestion for Integrating International**

**Content:** Have students contrast limited and unlimited government models, as well as unitary, confederal, and federal systems, using historical and modern global examples. Students should also compare a presidential system of government to parliamentary systems in other countries. Have students recognize the strengths and weaknesses of each. **Example:** Examine how a parliamentary system has functioned well in Great Britain, compared to Hezbollah winning parliamentary elections in Lebanon or the Nazis in Germany.

**Subject:** United States Government

**Academic Standard:** USG.1

**Academic Standard Indicator:** USG.1.9

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.

**Suggestion for Integrating International**

**Content:** Have students compare the written constitutions of the U.S. and the state of Indiana to other written and unwritten constitutions around the world. **Suggested resource:** *Constitutions of the World* by Robert L. Maddex (CQ Press, 2008).

**Subject:** United States Government

**Academic Standard:** USG.1

**Academic Standard Indicator:** USG.1.10

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Describe the sources of authority from ancient to modern times that provided governmental legitimacy.

**Suggestion for Integrating International**

**Content:** Have students use international examples to compare legitimate to non-legitimate governments. Have students explore John Locke's Social Contract Theory and how it influenced the writing of the Declaration of Independence. Students should then assess historical and contemporary examples of "justified" rebellions across the globe, where non-legitimate governments needed to be replaced.

**Subject:** United States Government

**Academic Standard:** USG.2

**Academic Standard Indicator:** USG.2.6

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain the importance for communities comprised of diverse individuals and groups to make a common commitment to fundamental principles and values of American democracy.

**Suggestion for Integrating International**

**Content:** Have students explore why the Framers of the Constitution allowed for contributions from a pluralistic society when shaping the U.S. government. Explain how the U.S. government has been shaped by opinions from a culturally varied and diverse population since the beginning and compare how our homogenous political ideology unites us, as opposed to ethnic, racial and religious factors that divide people in other countries. Students should identify other countries where diversity is appreciated and how those societies work together to uphold democratic principles.

**Subject:** United States Government

**Academic Standard:** USG.3

**Academic Standard Indicator:** USG.3.12

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analyze the functions of major departments of the executive branch in the United States and in Indiana.

**Suggestion for Integrating International Content:** Have students list and describe the global impact of decisions made by the major departments of the executive branch.

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**Subject:** United States Government  
**Academic Standard:** USG.3  
**Academic Standard Indicator:** USG.3.13  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain the electoral process in terms of election laws and election systems on the national, state, and local level.

**Suggestion for Integrating International Content:** Have students compare the U.S. electoral process to that of other countries. Students can research suffrage requirements in the U.S. and in other countries. They can also assess the pros and cons of mandatory participation in elections. Have students explore the advantages and disadvantages of candidates financing their own campaigns in America versus government subsidies for national campaigns in countries such as Canada.

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**Subject:** United States Government  
**Academic Standard:** USG.3  
**Academic Standard Indicator:** USG.3.20  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Describe the influence of the media on public opinion and public policy.

**Suggestion for Integrating International Content:** Have students investigate how American public opinion on international issues can be shaped by the media and then how these altered opinions can subsequently shape public policy. Compare a free press society to a country such as China, where the government controls the media. **Suggested resource:** *Red Scarf Girl* by Ji-li Jang (HarperCollins, 1997).

**Differentiated Instruction- Highly Able Accommodations:** Have students thoughtfully deliberate as a class on the issue of censorship,

incorporating reference materials and primary sources in their deliberation.

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**Subject:** United States Government  
**Academic Standard:** USG.5  
**Academic Standard Indicator:** USG.5.3  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analyze the roles of citizens in Indiana and the United States.

**Suggestion for Integrating International Content:** Have students compare the roles of citizens in Indiana and the U.S. with the roles of citizens in other countries. Have them identify important issues and examine whether or not these are state, national, or international issues. Then have students discuss about what it means to be a citizen of the state in which you reside, a citizen of the U.S., and a global citizen. Students should discuss the legal and moral obligations of citizenry at all levels.

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**Subject:** United States Government  
**Academic Standard:** USG.5  
**Academic Standard Indicator:** USG.5.6  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Identify when it is constitutional for governments to limit the rights of individuals.

**Suggestion for Integrating International Content:** Have students compare countries that limit liberties and rights versus those that try not to. Have them assess when it is necessary to limit rights, if ever. Also have them assess the security risks and cultural traditions in other nations versus the U.S. and whether or not those should be factors in limiting individual rights.

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**Subject:** United States Government  
**Academic Standard:** USG.5  
**Academic Standard Indicator:** USG.5.7  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups.

**Suggestion for Integrating International**

**Content:** Have students describe the impact interest groups with global concerns have on U.S. and foreign governments. Have students assess the most effective ways interest groups can raise awareness and communicate their messages to the public and government entities.

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**Subject:** United States Government

**Academic Standard:** USG.5

**Academic Standard Indicator:** USG.5.9

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.

**Suggestion for Integrating International**

**Content:** Have students compare ways to participate responsibly in U.S. world affairs and how to impact global issues. **Suggested resource:** *The Good Citizen: How a Younger Generation is Reshaping American Politics* by Russell J. Dalton (CQ Press, 2008).

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**Subject:** United States Government

**Academic Standard:** USG.5

**Academic Standard Indicator:** USG.5.11

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Give examples of the role that individual citizens can play in world affairs.

**Suggestion for Integrating International**

**Content:** Have students identify ways that citizens in the U.S. may interact with world affairs. Discuss why global concerns mandate a citizen's response in a democratic society.

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**Subject:** United States Government

**Academic Standard:** USG.5

**Academic Standard Indicator:** USG.5.12

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Use information from a variety of resources to describe and discuss American

political issues such as environmental issues, women's rights, and affirmative action.

**Suggestion for Integrating International**

**Content:** Explain how many American political issues are also global issues. Have students compare and contrast how American policies and other countries' policies on these issues are similar or different.

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**Subject:** United States History

**Academic Standard:** USH.1

**Academic Standard Indicator:** USH.1.1

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Read key documents from the Founding Era and explain major ideas about government, individual rights, and the general public welfare embedded in these documents.

**Suggestion for Integrating International**

**Content:** Explain how the U.S. Declaration of Independence and the French Declaration of the Rights of Man and of the Citizen are both considered to be precursors to international human rights instruments.

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**Subject:** United States History

**Academic Standard:** USH.2

**Academic Standard Indicator:** USH.2.3

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Identify the contributions of individuals and groups and explain developments associated with industrialization and immigration.

**Suggestion for Integrating International**

**Content:** Have students describe the role the international community has played in the development of industry in the U.S., historically and today.

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**Subject:** United States History

**Academic Standard:** USH.3

**Academic Standard Indicator:** USH.3.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Identify the events and people



central to the transformation of the United States into a world power.

**Suggestion for Integrating International**

**Content:** Have students describe the impact of American involvement in international affairs, such as the Panama Canal.

**Subject:** United States History

**Academic Standard:** USH.3

**Academic Standard Indicator:** USH.3.3

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Compare President Woodrow Wilson's "Fourteen Points" address to the views of British leader David Lloyd George and French leader Georges Clemenceau regarding a treaty to end World War I.

**Suggestion for Integrating International**

**Content:** Have students compare and contrast the French and British views on Wilson's Fourteen Points with those held by Americans.

**Subject:** United States History

**Academic Standard:** USH.3

**Academic Standard Indicator:** USH.3.4

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Summarize the Versailles Treaty, the formation and purpose of the League of Nations, and the interrelationship between the two.

**Suggestion for Integrating International**

**Content:** Have students describe the international views on the League of Nations and the Treaty of Versailles. Then compare those views to those of Henry Cabot Lodge and American isolationists.

**Subject:** United States History

**Academic Standard:** USH.3

**Academic Standard Indicator:** USH.3.7

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain the impact of immigration, industrialization, and urbanization in promoting economic growth.

**Suggestion for Integrating International**

**Content:** Have students identify groups of immigrants that came to the U.S. and how they impacted society here.

**Subject:** United States History

**Academic Standard:** USH.4

**Academic Standard Indicator:** USH.4.4

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Describe the stock market crash of 1929 and the impact it had on politics, economics and America's standard of living.

**Suggestion for Integrating International**

**Content:** Have students identify ways that the stock market crash of 1929 impacted not only the U.S., but other parts of the world.

**Subject:** United States History

**Academic Standard:** USH.4

**Academic Standard Indicator:** USH.4.8

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Describe the cause and effect of American isolationism during the 1930s.

**Suggestion for Integrating International**

**Content:** Have students explore how the U.S. policy of isolationism affected other countries economically and militarily.

**Subject:** United States History

**Academic Standard:** USH.5

**Academic Standard Indicator:** USH.5.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler.

**Suggestion for Integrating International**

**Content:** Compare how the Roosevelt's and Hitler's world views continue to impact the world.

**Subject:** United States History

**Academic Standard:** USH.5

**Academic Standard Indicator:** USH.5.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify and describe key events that resulted in the United States entry into World War II.

**Suggestion for Integrating International Content:** Have students explore how the U.S. impacted the Pacific and European theaters of war during World War II.

**Subject:** United States History

**Academic Standard:** USH.5

**Academic Standard Indicator:** USH.5.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify and describe key leaders and events during World War II.

**Suggestion for Integrating International Content:** Have students examine how U.S. leaders and U.S.-led events affected the outcome of World War II.

**Subject:** United States History

**Academic Standard:** USH.5

**Academic Standard Indicator:** USH.5.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust.

**Suggestion for Integrating International Content:** Have students research the varied Allies' views on the Holocaust and then describe the conflicting views held by the Allies and the Axis powers. **Extension:** Have students compare this to situations where genocide happens in the world today.

**Subject:** United States History

**Academic Standard:** USH.6

**Academic Standard Indicator:** USH.6.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Describe the domino theory and its relationship to the principle of containment.

Identify key events and individuals as well as their connections to post World War II tensions (Cold War).

**Suggestion for Integrating International Content:** Have students describe the role the U.S. had in Asia and its impact. Have students consider the Chinese Nationalist perspective compared to the Chinese Communist perspective toward the U.S. and why they would have different perspectives. **Example:** Students should also explore the United Nations perspective and the U.S. perspective regarding the Korean Conflict. **Example:** When studying Vietnam, students should weigh the pros and cons of unilateral, preemptive military action and how the international community views that. **Suggested resource:** The documentary film *Fog of War* by Errol Morris (Sony Pictures Classics, 2004).

**Subject:** United States History

**Academic Standard:** USH.7

**Academic Standard Indicator:** USH.7.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify and describe United States foreign policy issues during the 1960s and 1970s.

**Suggestion for Integrating International Content:** Have students describe the impact of U.S. foreign policy on countries around the world during this era.

**Subject:** United States History

**Academic Standard:** USH.7

**Academic Standard Indicator:** USH.7.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980 as demonstrated by the Cuban Missile Crisis, the crisis in Berlin, the U-2 incident, the space race, and the SALT agreements.

**Suggestion for Integrating International Content:** Have students consider how events such as the Cuban Missile crisis, the Berlin Wall, and the SALT agreements influenced policies of countries around the world.

**Subject:** United States History  
**Academic Standard:** USH.8  
**Academic Standard Indicator:** USH.8.2  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify and describe important United States foreign policy issues, the people involved and the impact on the country.

**Suggestion for Integrating International Content:** Have students research how U.S. foreign policy impacted other countries, issues, and events. **Examples:** Afghanistan; nuclear proliferation; Persian Gulf War.

**Subject:** United States History  
**Academic Standard:** USH.8  
**Academic Standard Indicator:** USH.8.4  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Describe developing trends in science and technology and explain how they impact the lives of Americans today.

**Suggestion for Integrating International Content:** Have students describe the impact of U.S. energy policy, including what impact science and technology have on American and international lives today. Students should weigh the advantages and disadvantages of the government investing in green technology and the U.S. reliance on oil from other nations. They should study how government policies on these issues affect quality of life here and abroad. **Extension:** Have students explore Brazil's sustainable ethanol industry, including exports, as well as China's current monopoly on hybrid batteries, and their effects on the U.S.

**Subject:** United States History  
**Academic Standard:** USH.8  
**Academic Standard Indicator:** USH.8.6  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analyze the impact of globalization on U.S. economic, political, and foreign policy.

**Suggestion for Integrating International Content:** Have students describe how U.S. economic, political, or foreign policy has impacted other countries around the world.

**Example:** The North American Free Trade Agreement.

**Subject:** World Geography  
**Academic Standard:** WG.2  
**Academic Standard Indicator:** WG.2.2  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Give examples of how and why places and regions change or do not change over time.

**Suggestion for Integrating International Content:** Have students explore how Indiana has changed from an agrarian to a more diversified economy and how Indiana business and industry connect our state to people in other countries. **Suggested resource:** <http://www.locationindiana.com/pdfs/0901016-EDForeignInvestMap11x17-IN-FINAL.pdf>.

**Subject:** World History & Civilization  
**Academic Standard:** WH.2  
**Academic Standard Indicator:** WH.2.10  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Roman Civilization: Describe Roman achievement in law and technology and explain their impact on various peoples and places in subsequent periods of world history.

**Suggestion for Integrating International Content:** Have students identify components of the U.S. and Indiana governments that can be traced back to Roman law. They should explore examples of how ancient Rome influenced the culture and politics of other countries and what the similarities and differences are of those nations compared to the U.S.

**Subject:** World History & Civilization  
**Academic Standard:** WH.3  
**Academic Standard Indicator:** WH.3.15  
**Core Standard:** No

**Standard Description (Academic or Indicator):** The Americas: Identify the origins and explain the importance of farming in the development of pre-Columbian societies and civilizations in various regions of the Americas.

**Suggestion for Integrating International**

**Content:** Have students trace the spread and development of agriculture throughout the Americas.

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**Subject:** World History & Civilization

**Academic Standard:** WH.8

**Academic Standard Indicator:** WH.8.9

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and sub-Saharan Africa.

**Suggestion for Integrating International**

**Content:** Have students examine and describe Indiana's role in the Vietnam War, considering troops from Indiana, the role of the Crane Naval Depot, and other factors.

**SOCIAL STUDIES**

**Create Your Own Suggestions for Integrating International Content**

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**Grade/Subject:**

**Academic Standard:**

**Academic Standard Indicator:**

**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Grade/Subject:**

**Academic Standard:**

**Academic Standard Indicator:**

**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Grade/Subject:**

**Academic Standard:**

**Academic Standard Indicator:**

**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**