



Correlations to Curriculum Standards for Social Studies: Grades 5-12

Strand II | TIME, CONTINUITY AND CHANGE, MIDDLE GRADES

- c. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.
- f. Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.

Strand III | PEOPLE, PLACES, AND ENVIRONMENTS, MIDDLE GRADES

- b. Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.
- c. Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.
- d. Estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns.
- h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.

Strand III | PEOPLE, PLACES, AND ENVIRONMENTS, HIGH SCHOOL

- b. Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- c. Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.
- e. Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population.
- h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.

Strand VII | PRODUCTION, DISTRIBUTION, AND CONSUMPTION, MIDDLE GRADES

- a. Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.
- b. Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.

Strand VII | PRODUCTION, DISTRIBUTION, AND CONSUMPTION, HIGH SCHOOL

- a. Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- b. Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.