

National Curriculum Standards for Social Studies

Standards for Middle Grades

Chapter

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

I. Culture

Knowledge—Learners will understand

a.	"culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	concepts such as beliefs, values, institutions, cohesion, diversity, accomodation, adaptation, assimilation, and dissonance;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	how culture influences the ways in which human groups solve the problems of daily living;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
d.	that the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
e.	how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
f.	that culture may change in response to changing needs, concerns, social, political, and geographic conditions;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
g.	how people from different cultures develop different values and ways of interpreting experience;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
h.	that language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

II. Time, Continuity, and Change

Knowledge—Learners will understand

a.	the study of the past provides a representation of the history of communities, nations, and the world;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	concepts such as chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	that learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
d.	that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher;	X	X		X	X	X	X	X	X	X	X	X	X	X	X
e.	key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
f.	the origins and influences of social, cultural, political, and economic systems;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
g.	the contributions of key persons, groups, and events from the past and their influence on the present;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
h.	the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols;		X	X	X	X	X	X	X	X				X	X	
i.	the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.		X	X	X	X	X	X	X	X	X	X	X	X	X	

III. People, Places, and Environments

Knowledge—Learners will understand

a.	the theme of people, places, and environments involves the study of relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	concepts such as location, region, place, and migration, as well as human and physical systems;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	past and present changes in physical systems, such as seasons, climate, weather, and the water cycle, in both national and global contexts;	X	X	X	X	X					X	X	X			
d.	the roles of different kinds of population centers in a region or nation;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
e.	the concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
f.	patterns of demographic and political change and cultural diffusion in the past and present (e.g., changing national boundaries, migration and settlement, and the diffusion of and changes in customs and ideas);	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
g.	human modifications of the environment;	X	X	X	X	X	X		X	X	X	X	X	X	X	X
h.	factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
i.	the use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

IV. Individual Development and Identity

Knowledge—Learners will understand

a.	the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	concepts such as development, change, personality, learning, the individual, family, groups, motivation, and perception;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
d.	how personal, social, cultural, and environmental factors contribute to the development and growth of personal identity;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
e.	that individuals' choices influence identity and development;	X	X	X	X	X	X	X	X	X	X	X			X	X
f.	that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes.	X	X	X	X	X	X	X	X	X	X	X			X	X

V. Individuals, Groups, and Institutions**Knowledge—Learners will understand**

a.	this theme helps us know how individuals are members of groups and institutions and how they influence and shape those groups and institutions;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	institutions are created to respond to changing individual and group needs;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
d.	that ways in which young people are socialized include similarities as well as differences across cultures;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
e.	that groups and institutions change over time;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
f.	that cultural diffusion occurs when groups migrate;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
g.	that institutions may promote or undermine social conformity;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
h.	that when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
i.	that groups and institutions influence culture in a variety of ways.		X	X	X	X	X	X		X	X	X	X	X	X	X

VI. Power, Authority, and Governance**Knowledge—Learners will understand**

a.	rights are guaranteed in the U.S. Constitution, the supreme law of the land;		X	X	X					X					X	
b.	fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);	X	X	X	X		X	X	X	X				X	X	
c.	fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);			X	X		X	X	X	X				X	X	
d.	the ideologies and structures of political systems that differ from those of the United States;		X	X	X	X	X	X	X	X	X		X	X	X	X
e.	the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.		X	X	X	X	X	X	X	X	X	X	X	X	X	X

VII. Production, Distribution, and Consumption

Knowledge—Learners will understand

a.	individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;		X	X	X	X	X	X	X	X	X	X	X	X	X	
b.	how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	the economic choices that people make have both present and future consequences;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
d.	economic incentives affect people's behavior and may be regulated by rules or laws;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
e.	that banks and other financial institutions channel funds from savers to borrowers and investors;						X	X	X	X			X			
f.	the economic gains that result from specialization and exchange as well as the tradeoffs;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
g.	how markets bring buyers and sellers together to exchange goods and services;		X	X	X	X	X	X	X	X	X	X	X		X	X
h.	how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption;		X	X	X		X	X	X	X	X	X	X			
i.	how the overall levels of income, employment, and prices are determined by the interaction of households, firms, and the government.			X	X	X	X	X	X	X	X	X	X	X	X	

VIII. Science, Technology, and Society

Knowledge—Learners will understand

a.	science is the result of empirical study of the natural world, and technology is the application of knowledge to accomplish tasks;	X	X	X		X	X	X	X	X	X	X	X		X	
b.	society often turns to science and technology to solve problems;	X	X	X	X	X	X	X	X	X	X	X	X		X	
c.	our lives today are media- and technology-dependent;			X	X											
d.	science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present;		X	X	X	X	X	X	X	X	X	X	X	X	X	
e.	science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities;		X	X	X	X	X	X	X	X	X	X	X			
f.	values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (e.g., invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries);		X	X		X	X		X						X	
g.	how media are created and received depends upon cultural contexts;															
h.	science and technology sometimes create ethical issues that test our standards and values;			X							X			X		
i.	the need for laws and policies to govern scientific and technological applications;		X	X												
j.	that there are gaps in access to science and technology around the world.												X			

IX. Global Connections

Knowledge—Learners will understand

a.	global connections have existed in the past and increased rapidly in current times;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);		X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants;	X	X	X		X	X	X	X	X		X	X	X	X	X
d.	global problems and possibilities are not generally caused or developed by any one nation;		X	X	X	X	X			X	X	X	X			
e.	global connections may make cultures more alike or increase their sense of distinctiveness;		X	X	X	X	X		X	X	X	X	X	X	X	X
f.	universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.		X	X	X	X	X	X	X	X		X			X	

X. Civic Ideals and Practices

Knowledge—Learners will understand

a.	the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society;	X	X	X	X	X	X	X	X	X	X	X	X			
b.	concepts and ideals such as individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;	X	X		X	X	X	X	X	X	X	X	X		X	
c.	key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action);	X			X	X	X	X	X	X	X				X	X
d.	the common good and the rule of law;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
e.	key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail, and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children);		X	X	X			X	X	X				X	X	
f.	the origins and function of major institutions and practices developed to support democratic ideals and practices;				X			X	X	X	X				X	
g.	key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues;				X		X		X	X	X			X	X	
h.	the importance of becoming informed in order to make positive civic contributions.				X		X		X	X						