INDIANA
DEPARTMENT *of*
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2024 INDIANA CONTENT CONNECTORS
SOCIAL STUDIES

GEOGRAPHY &
HISTORY OF THE
WORLD

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Indiana Content Connectors Context and Purpose

Introduction

The Indiana Content Connectors for Geography and History of the World are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana's Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state's alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

Acknowledgments

Geography and History of the World

Standards and content connectors identified as essential for mastery by the end of the course are indicated with gray shading and an "E."

Indiana Academic Standards	Content Connectors
Cultural Hearths	
GHW.1.1: Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa. ● **Examples:** irrigation-based civilizations; rainforest; land-based civilization, pastoral societies.	**GHW.1.1a:** Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa. ● **Examples:** irrigation-based civilizations; rainforest; land-based civilization, pastoral societies.
GHW.1.2: Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of cultural hearths in various regions of the world. (E)	**GHW.1.2a:** Describe a Mesoamerican cultural hearth and explain the impact of the development of corn on people across the world.
GHW.1.3: Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. (E)	**GHW.1.3a:** Identify and describe factors that explain how the physical environment of Asia, Mesoamerica, and North Africa was modified over time by urban development.
World Religions	
GHW.2.1: Map the development over time of world religions from their points of origin, and identify those that exhibit a high degree of local and/or international concentration. ● **Examples:** Universal religions/beliefs: Judaism (Jerusalem), Christianity (Jerusalem), Islam (Mecca, Medina), and Buddhism (Varanasi); Ethnic religions: Hinduism (Indus River), Confucianism (Qufu), Taoism (Yellow River), Shintoism (Japan), Sikhism (South Asia).	**GHW.2.1a:** Map the origin and development over time of world religions. ● **Examples:** Christianity, Islam, and Hinduism

GHW.2.2: Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present), and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. (E) ● **Examples:** Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as "The Great Satan" (1970–present); fundamentalism in India and its relationship to the government of India (1980–present); ISIS; U.S. Christianity (1970s to present); Myanmur/Burma (Buddhism).	**GHW.2.2a:** Define religious fundamentalism and identify a fundamentalist movement in contemporary times associated with the Western tradition. ● **Examples:** Shite Islamic fundamentalism in Iran and its view of the West (1970-present); Hindu fundamentalism in India and its relationship to the government (1980-present); U.S. Christianity (1970s to present).

Population Characteristics, Distribution, and Migration

GHW.3.1: Map and analyze the distribution of the world's human population for different time periods, noting the population characteristics and population density for specific regions. ● **Examples:** population pyramids, CIA World Factbook, U.S. Census Bureau.	**GHW.3.1a:** Map the increasing and decreasing of the population distribution over time and note the population density of one or two regions. ● **Examples:** East Coast to the Midwest regions, Southeast region to the West Coast region.
GHW.3.2: Identify and describe the push-pull factors that resulted in the migration of human population over time, and detect changes in these factors. (E)	**GHW.3.2a:** Identify and describe a push-pull factor that resulted in the migration of people to the United States. (E) ● **Examples:** over-population, natural disasters, conflict, job opportunities, or special events.
GHW.3.3: Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.	**GHW.3.3a:** Analyze one or more changes in human and/or physical environments that result from migration.
GHW.3.4: Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline. (E)	**GHW.3.4a:** Give one or more examples of how the physical and/or human environments have changed due to population growth or decline. (E)

GHW.3.5: Analyze population trends in the local community, and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation. (E)	**GHW.3.5a:** Describe population trends in the local community and suggest one or more ways these trends will affect the community in the future. (E) ● **Examples:** Development, employment, health, schools, sanitation.
Exploration, Conquest, Imperialism, and Post Colonialism	
GHW.4.1: Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. (E) ● **Examples:** modern economic imperialism, including U.S./United Nations via the World Bank and International Monetary Fund (IMF); belt and road system in China.	**GHW.4.1a:** Define the terms colonialism and/or imperialism and give one or more examples of colonialism or imperialism.
Urban Growth	
GHW.5.1: Ask and answer geographic and historic questions about the origin and growth of towns, cities, and metropolitan areas 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.	**GHW.5.1a:** Ask and answer geographic and/or historical questions about the factors that cause new towns and growth of towns. Compare the factors involved in the location and growth of towns and cities for different time periods. ● **Examples:** Towns that start due to access to natural resources such as gold, coal, and water supply.

GHW.5.2: Describe, using a variety of texts (writing, maps, timelines, and/or other graphic representations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. (E) ● **Examples:** Latin America: compare and contrast the urban centers of Mexico, Brazil, and Peru (1800 - present); New Orleans: growth as gateway to the heartland of the U.S. (1803 - present); Tokyo: from semi-isolation to widespread international interaction (1853 - present).	**GHW.5.2a:** Describe the worldwide trend toward urbanization and how cities changed over time with the move to urbanization using a variety of texts (writing, maps, timelines, and/or other graphic representations). Identify factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. (E) ● **Examples:** Latin America: compare and contrast the urban centers of Mexico, Brazil, and Peru (1800 - present); New Orleans: growth as a gateway to the heartland of the U.S. (1803 - present).
**Innovation and Revolutions**	
GHW.6.1: Distinguish between violent and non-violent revolution(s). Use a variety of text (writing, maps, timelines and/or other graphic representations) to document the spread of political ideas that resulted from those revolutions to other regions of the world. (E)	**GHW.6.1a:** Distinguish between violent and non-violent revolution(s) and give one or more example(s) of each type of revolution. ● **Examples:** Nonviolent demonstrations for women's suffrage in the U.S; Indian independence movement led by Mohandas Gandhi; nonviolent protests against apartheid in South Africa led by Nelson Mandela Violent Revolutions; American Revolution, French Revolution, Russian Revolution.
GHW.6.2: Use a variety of texts (writing, maps, timelines, and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread. ● **Examples:** explosives, paper, printing press, steam engine, pasteurization, electricity, immunization, atomic energy; computer and digital technology.	**GHW.6.2a:** Use a variety of texts (writing, maps, timelines, and/or other graphic representations) to show the origin and spread of specific innovations. Describe the impact of these innovations on the human and physical environments of the regions to which they spread. ● **Examples:** explosives, paper, printing press, steam engine, pasteurization, electricity, immunization, atomic energy, computer and digital technology.

GHW.6.3: Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world. ● **Examples:** Italian Renaissance and the growth of egg tempera paintings and frescoes, chemistry of oil paints (1500s); European Renaissance and the development of scientific ideas (1600 - 1800); England and the Industrial Revolution and its diffusion (1700 - present); compare and contrast the spread of Asian, African, and Latin American art forms (1900s - present); development of twentieth century music (e.g., jazz) in North America (1900s - present); east Asian anime and video gaming competitions.	**GHW.6.3a:** Map the spread of art and/or scientific thought from their origins to other world regions. ● **Examples:** England and the Industrial Revolution and its diffusion (1700 - present); development of twentieth-century music (e.g., jazz, country); East Asian anime and video gaming competitions.
GHW.6.4: Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed and developing countries in the contemporary world. (E)	**GHW.6.4a:** Describe one similarity and one difference of the Industrial Revolution on developed countries with the economic processes acting upon less developed and developing countries in the contemporary world. (E)
**Conflict and Cooperation**
GHW.7.1: Recognize that conflict and cooperation among groups of people occur for a variety of reasons, including nationalist, racial, ethnic, religious, political, economic, and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface. ● **Examples:** Chinese and Southeast Asian struggles over territorial sovereignty in the South China Sea (1900 - present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950 - present), conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950 - present).	**GHW.7.1a:** Describe examples of conflict and cooperation among friends and/or family, and/or community, and/or countries, recognizing that conflict and cooperation among groups of people occur for a variety of reasons. (E) ● **Examples:** U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950 - present), conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950 - present).

GHW.7.2: Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study. (E) • **Examples:** Indian subcontinent: British vs. Muslims vs. Hindus (1800 - present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s - present); Africa: tribal conflicts in Rwanda, Nigeria, and Sudan (1900s - present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914 - present); World War II and the Holocaust (1933 - 1945).	**GHW.7.2a:** Identify the physical and/or human factors and environmental consequences involved in conflict related to nationalist, racial, ethnic, religious, economic, political, and/or resources issues. (E) • **Examples:** Indian subcontinent: British vs. Muslims vs. Hindus (1800 - present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s - present); Africa: tribal conflicts in Rwanda, Nigeria, and Sudan (1900s - present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914 - present); World War II and the Holocaust (1933 - 1945).
GHW.7.3: Prepare a variety of texts (writing, maps, timelines, and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations during different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish. (E) • **Examples:** League of Nations, North Atlantic Treaty Organization (NATO), United Nations (UN), North American Free Trade Association (NAFTA), Free Trade Association (FTA), World Trade Organization (WTO), World Health Organization (WHO), European Union (EU), Triple Entente, Quintuple Alliance, Free Trade Area of the Americas (FTAA).	**GHW.7.3a:** Identify a global cooperative organization and describe the purpose of the organization. • **Examples:** League of Nations, North Atlantic Treaty Organization (NATO), United Nations (UN), World Health Organization (WHO), European Union (EU).

Trade and Commerce	
GHW.8.1: Use maps to show the location and distribution of Earth's resources, and analyze how this distribution affects trade between and among countries and regions.	**GHW.8.1a:** Use maps to show the location of Earth's resources and describe how the location of these resources affects international trade. ● **Examples:** Oil-Southwest Asia/Venezuela; coal-U.S./Russia/Australia.
GHW.8.2: Prepare graphic representations, such as maps, tables, and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence. (E) ● **Examples**: U.S.: relate resources to the interstate highway system (present), Russia: discuss the importance of the Baikal-Amur Mainline Railway (BAM) project and the Trans-Siberian Railroad system in making more resources accessible to world trade (present), Europe and China: compare and contrast the movement of goods and services (present).	**GHW.8.2a:** Prepare a graphic representation, such as a map or table, to identify the movement of a good and/or service across the U.S. and/or a region of the U.S. and/or Canada or Mexico and/or Europe or China. (E) ● **Examples:** U.S.: relate resources to the interstate highway system (present); natural gas pipeline throughout the U.S. and Canada (Keystone-present); U.S. Postal Service to mail delivery.
GHW.8.3: Analyze the impact of changing global patterns of trade and commerce on the state and local community, and predict the impact of these patterns in the future.	**GHW.8.3a:** Describe the impact of global patterns of trade on the state and local community.
Human and Environmental Interactions: Resources, Hazards, and Health	
GHW.9.1: Use maps to identify regions in the world where particular natural disasters occur frequently, and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.	**GHW.9.1a:** Use a map to identify one region in the world where a natural disaster has occurred frequently and describe how the physical and/or human environment has changed over time as a result of the natural disaster. ● **Examples:** Caribbean, Central America, Small Oceanian Islands.

GHW.9.2: Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions, and evaluate the impact of these technologies on the physical and human environments affected. (E) • **Examples:** Netherlands: use of dams and dikes; U.S. (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers; Northeast Africa new dam construction and electricity projects (Sudan and Ethiopia).	**GHW.9.2a:** Identify one or more ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and describe the impact of these technologies on the physical or human environments affected. (E) • **Examples:** U.S. (New Orleans) levees and dams; Netherlands: use of dams and dikes; Southwest Asia (Qatar and United Arab Emirates): changing desert into areas of agricultural productivity and developing urban centers.
GHW.9.3: Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time, and propose strategies for limiting the spread of diseases. (E)	**GHW 9.3a:** Identify the human and/or physical factors associated with the spread of an epidemic and/or pandemic over time and strategies for limiting the spread of diseases. (E)
States, Nations, and Nation-States	
GHW.10.1: Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs, and analyze the relationship between nations and the states in which they lie. (E) • **Examples:** Iraq and Kurdistan (1930–present), China and Tibet (1949–present), and Spain and the Basque region (1492–present), Armenians and Turkey (1900 to present), Australia and Aborigines.	**GHW.10.1a:** Differentiate between a state (country) and a nation (a tightly-knit group of people who share a common culture). (E) • **Examples:** Navajo Nation in the U.S.; Choctaw Nation of Oklahoma in the U.S.; Tibetan Nation in China.

GHW.10.2: Use a variety of data, such as atlases, written materials, and statistical source materials to identify countries of the world that are true nation-states, and draw conclusions about why certain regions of the world contain more nation-states than others. ● **Examples:** development of France (500–1850); comparison between Europe and Africa (1700–1990); emergence of the federal state of Australia (1775–1925); the increase of homogeneity in Japan (1945–present).	**GHW.10.2a:** Define nation-states and identify modern-day examples of nation-states using a variety of data, such as atlases, written materials, and statistical source materials. ● **Examples:** Japan, Greece, Australia, Germany, Egypt, Iceland
GHW.10.3: Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries, and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces. (E) ● **Examples:** Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian subcontinent (1775–1985); the road to federalism in Nigeria(1925–present); and the evolution of countries of contemporary Europe, such as Great Britain, France, Spain and Italy.	**GHW.10.3a:** Analyze the human and/or geographic forces that unite and/or divide countries. Identify one or more countries that are examples of unification or division. (E) ● **Examples:** Divided: Ireland, North and South Korea, India/Pakistan/Bangladesh, Yugoslavia; United: United Kingdom of Great Britain, East and West Germany.
Sports, Recreation, and Tourism	
GHW.11.1: Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions. (E) ● **Examples:** ecotourism (Costa Rica); tourism sustainability (Venice, Italy).	**GHW.11.1a:** Analyze one or more impacts of tourism on the physical and/or human environments of selected world regions. (E) ● **Examples:** ecotourism (Costa Rica, Galapagos Islands); tourism sustainability (Venice, Italy, Solar power resort in Fiji).

Global Change	
GHW.12.1: Analyze global climate change forecasts for different parts of Earth and the implications of these changes for humans.	**GHW.12.1a:** Analyze global climate change forecasts for different parts of Earth and identify one or more effects of these changes for humans.
GHW.12.2: Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses. ● **Examples:** The "doubling time" for the global population and the implications of this doubling in various world regions (1750–present), economic growth curves for various countries, the implications for resource use and environmental pollution (present).	**GHW.12.2a:** Explain the concepts of linear and exponential growth, and explain one or more effects of rapid human population growth across the globe.
GHW.12.3: Evaluate the emerging trends toward reducing environmental footprints. ● **Examples:** renewable energy, carbon neutrality, pollution, plastics reduction, fresh accessible water.	**GHW.12.3a:** Identify one or more practical ways to reduce environmental footprints. (E) ● **Examples:** recycle responsibly, reduce plastic usage, reduce electricity usage, reduce food waste, choose energy-efficient appliances.