

**ISPS Social Studies Arts Pre-K-12
Standards and Benchmarks**

Grade 10

Strands

1. Culture
2. Belief Systems
3. Time, Continuity, and Change
4. Conflict
5. People, Places, and Environment
6. Individual Development and Identify
7. Governance and Citizenship
8. Production, Distribution, and Consumption
9. Science, Technology, and Society
10. Global Connection

ISPS Social Studies Arts Pre-K-12 Standards and Benchmarks

Strand 1 – Culture

Standard 1 - Students will understand the diversity of cultures.

Benchmarks - By the end of Grade 10, students will:

- 1 – 1 Evaluate the effects of cultural diversity.
- 1 – 2 Explain how the physical environment contributes to the development of distinct cultural identities.
- 1 – 3 Understand how trans-regional alliances and multinational organizations can encourage or discourage cultural solidarity and diversity.
- 1 – 4 Explain how the elements of heroes, myths, and rituals contribute to the development of distinct cultures.

Strand 2 – Belief Systems

Standard 2 - Students will understand the concepts underpinning major religions and belief systems.

Benchmarks - By the end of Grade 10, students will:

By the end of grade 10:

- 2 – 1 Trace the development, diffusion, and impact of central ideas of major ethical systems and religions on individuals' beliefs.

Strand 3 – Time, Continuity and Change

Standard 3 - Students will understand the relationship between people and events through time and various interpretations of these relationships.

Benchmarks - By the end of Grade 10, students will:

- 3 – 1 Critique historians' interpretations of the past using a variety of sources.
- 3 – 2 Evaluate issues concerning historical and contemporary disparities between ideals and realities.
- 3 – 3 Analyze the sources and characteristics of cultural, religious, and social reform movements.
- 3 – 4 Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.
- 3 – 5 Compare alternative models for organizing history into periods.
- 3 – 6 Perform analyses of quantitative historical data.

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Strand 4 – Conflict

Standard 4 - Students will understand the causes, course, and consequences of conflict between human groups and efforts to prevent and resolve.

Benchmarks - By the end of Grade 10, students will:

- 4 – 1 Analyze the role that culture has played and continues to play in incidents of cooperation and conflict.
- 4 – 2 Evaluate examples in the history of political conflict and its effects.
- 4 – 3 Analyze the impact of revolution on politics, economies, and societies.
- 4 – 4 Analyze how cooperation and conflict influence the development and control of social, political, and economic entities.
- 4 – 5 Analyze the impact of rival national foreign policy positions on global competition and cooperation.

Strand 5 – People, Places and Environment

Standard 5 - Students will understand the influence of geography on human history.

Benchmarks - By the end of Grade 10, students will:

- 5 – 1 Use special models to explain relationships between places and patterns of settlement and trade.
- 5 – 2 Describe geographic factors that affect the cohesiveness and integration of countries.
- 5 – 3 Explain how social, cultural, and economic factors shape physical and other human features of places and regions.
- 5 – 4 Know how the physical environment contributes to the development of distinct cultural identities.
- 5 – 5 Analyze the connections within and among the parts of a regional system.
- 5 – 6 Evaluate the impact of human migration on human systems.
- 5 – 7 Explain the changes that occur within a spatial context and how they relate to the organizational structure of social, political, and economic organizations.

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Strand 6 – Individual Development and Identify

Standard 6 - Students will understand how cultures and institutions influence individuals.

Benchmarks - By the end of Grade 10, students will:

6 – 1 Analyze how sociological and biographical differences influence an individual's perceptions of and reactions to the world.

6 – 2 Analyze how individuals are socialized by groups, organizations, and institutions.

Strand 7 – Governance and Citizenship

Standard 7 - Students will understand why societies create and adopt systems or government and how each addresses human needs, rights, and citizen responsibilities.

Benchmarks - By the end of Grade 10, students will:

7 – 1 Understand the strengths and weaknesses of various kinds of political institutions, systems, and processes.

7 – 2 Analyze the impact of civic life and politics on government's role in distributing benefits and burdens.

7 – 3 Analyze how social, economic, and political conditions contribute to the establishment and preservation of constitutional governments.

7 – 4 Evaluate the effects of political conflict on national unity.

7 – 5 Evaluate issues regarding distribution of powers and responsibilities within national governments.

7 – 6 Understand the major responsibilities of national governments for domestic and foreign policy.

7 – 7 Evaluate the role of public opinion in politics.

7 – 8 Explain the roots of contemporary political systems.

7 – 9 Evaluate advantages and disadvantages of alternative means of achieving specific political objectives.

7 – 10 Explain the importance of shared political and civic beliefs, and values, and of economic prosperity, to the preservation of constitutional democracy.

7 – 11 Evaluate the role of voluntarism and organized groups in society and their relationship to the functions of government.

7 – 12 Evaluate the role of law in political systems.

7 – 13 Evaluate how media communicate, shape, and control ideas in political life.

7 – 14 Evaluate the functions and responsibilities of, and challenges to, government leaders and public servants.

7 – 15 Understand how ideals and institutions of freedom, equality, justice, and citizenship have changed over time from one society to another.

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Strand 8 – Production, Distribution and Consumption

Standard 8 - Students will understand the ways in which geographical and human factors shape production, distribution, and consumption of goods and services.

Benchmarks - By the end of Grade 10, students will:

8 – 1 Explain the major economic systems and evaluate their relative merits in terms of productivity, social welfare, distribution of goods and services, and allocation of resources.

8 – 2 Analyze how physical geography influences economic systems at local, national, and international levels.

8 – 3 Trace the major patterns of long distant trade from ancient times to the cultural change in selected societies or civilizations.

8 – 4 Analyze the relationships between economic activity and the historical movement of patterns of people and goods.

8 – 5 Analyze and evaluate international economic issues from a geographical point of view.

8 – 6 Describe the reciprocal influences of changes in transportation and communication and changes in trade and economic activities.

Strand 9 – Science, Technology and Society

Standard 9 - Students will understand the impact of science and technology on society.

Benchmarks - By the end of Grade 10, students will:

9 – 1 Explain how technology both contributes to and hinders the spread of culture and the preservation of cultural separateness.

9 – 2 Evaluate the effects of changing technology on the environment.

9 – 3 Analyze technological developments that have raised issues with social, moral, ethical, religious, and legal implications.

Strand 10 – Global Connection

Standard 10 - Students will understand how diverse connections among world societies develop.

Benchmarks - By the end of Grade 10, students will:

10 – 1 Evaluate the relationships between political systems and the development of multi-national alliances.

10 – 2 Analyze the political, economic, and cultural effects of the world's superpowers on other groups and cultures.

10 – 3 Evaluate the effectiveness of international organizations.