

# Capitol Forum Indiana and the Indiana State Standards

## Economics

- E.1.3 Identify and explain broad economic and social goals, such as freedom, efficiency, equity, security, growth, price stability, and full employment. (Civics and Government)
- E.4.8 Describe how costs of government policies may exceed benefits, because social or political goals other than economic efficiency are being pursued. (Civics and Government)
- E.5.5 Analyze the impact of events in United States history, such as wars and technological developments on business cycles. (History)
- E.8.1 Explain the benefits of trade among individuals, regions, and countries. (Geography; Individuals, Society, and Culture)
- E.8.2 Define and distinguish between absolute and comparative advantage.
- E.8.3 Define trade barriers, such as quotas and tariffs. (Civics and Government)
- E.8.4 Explain why countries sometimes erect barriers to trade. (Civics and Government)
- E.8.5 Explain the difference between balance of trade and balance of payments.
- E.8.6 Compare and contrast labor productivity trends in the United States and other developed countries.
- E.8.7 Explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
- E.8.8 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries. (Individuals, Society, and Culture)
- E.8.9 Evaluate the arguments for and against free trade.
- E.8.10 Identify skills individuals need to be successful in the workplace. (Individuals, Society, and Culture)

## Psychology

- P.5.2 Describe the components of culture, such as symbols, language, norms, and values. (Geography)
- P.5.9 Explain how social and cultural factors affect behavior. (Economics; Geography)
- P.5.12 Discuss conflict and the processes involved in conflict resolution.
- P.5.16 Describe how a social group can influence the behavior of an individual or another group.
- P.5.17 Explore the nature of bias and discrimination.

## **Sociology**

- S.2.1** Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects. (Geography; History)
- S.2.11** Identify both rights and responsibilities the individual has to the group. (Civics and Government)
- S.2.12** Demonstrate democratic approaches to managing disagreements and resolving conflicts. (Civics and Government) Example: Persuasion, compromise, debate, and negotiation.
- S.4.5** Analyze what can occur when the rules of behavior are broken, and analyze the possible consequences for unacceptable behavior.
- S.6.1** Describe how and why societies change over time. (Economics; Geography; History)
- S.6.2** Examine various social influences that can lead to immediate and long-term changes. (Economics; Geography; History) Example: Natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.
- S.6.3** Describe how collective behavior (working with others) can influence and change society.
- S.6.4** Examine how technological innovations and scientific discoveries have influenced major social institutions. (Economics; History) Example: Examine the impacts that mass telecommunications, television, and innovations in transportation had on the family, education, government, or other institutions.
- S.7.6** Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

## **United States Government**

- USG.1.8** Define and provide examples of the rule of law and constitutionalism, which reveal how these two ideas in concert are essential characteristics of limited government. (History; Individuals, Society, and Culture)
- USG.1.9** Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals. (History; Individuals, Society, and Culture)
- USG.1.10** Examine the sources of authority from ancient to modern times, and explain popular sovereignty, or consent of the governed, as the source of legitimate authority of government in a representative democracy or democratic republic. (History; Individuals, Society, and Culture)
- USG.1.11** Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law. (History; Individuals, Society, and Culture)

- USG.2.3** Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
- USG.2.4** Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republic or representative government, federalism, and individual rights, which are embedded in founding-era documents.
- USG.2.6** Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, social diversity, civic unity, constitutionalism, popular sovereignty, and representative democracy. (Individuals, Society, and Culture)
- USG.2.7** Explain the importance for diverse individuals, groups, and communities to make a common commitment to foundational ideas and values of American democracy, which constitutes a unifying civic identity in a pluralistic society. (History; Individuals, Society, and Culture)
- USG.3.11** Define the relationship between the public agenda, special interest agendas, and the political agenda acted on by the national, state, and local government. (Economics; History; Individuals, Society, and Culture)
- USG.3.16** Use a variety of sources, including newspapers and Web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, special interest groups, public opinion, the news media, and individual voters. (Economics; Individuals, Society, and Culture)
- USG.4.1** Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, diplomacy, treaties and agreements, and military action. (Economics; Geography; Individuals, Society, and Culture)
- USG.4.2** Compare and contrast the structure and organization of various forms of political systems, and describe how they interact in world affairs. (Individuals, Society, and Culture)
- USG.4.3** Examine reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflict. (Economics; Individuals, Society, and Culture)
- USG.4.4** Identify and explain powers that the United States Constitution gives to the executive, legislative, and judicial branches of government in the area of foreign affairs, such as the making of treaties. (History; Individuals, Society, and Culture)
- USG.4.5** Describe the approaches used to carry out United States foreign policy. (Economics; Geography; History; Individuals, Society, and Culture) Example: Diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention.
- USG.4.6** Examine the influence of individuals, businesses, labor, and other segments of the economy on United States foreign policy. (Economics; Individuals, Society, and Culture)

- USG.4.7** Differentiate among various governmental and non-governmental international organizations, and describe their purposes and functions. (Economics; Individuals, Society, and Culture)  
Example: Major governmental international organizations include the North American Treaty Organization (NATO), the World Court, and the Organization of American States (OAS). The International Red Cross and the Catholic Relief Services are examples of non-governmental organizations.
- USG.4.8** Explain and evaluate participation by the United States in international organizations. (Economics; Individuals, Society, and Culture) Example: The United Nations.
- USG.4.9** Use a variety of sources, including newspapers, magazines, and the Internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world. (Economics; Geography; Individuals, Society, and Culture)
- USG.4.10** Use information technology to research critical international issues facing the United States, to develop hypothetical solutions, and to analyze their potential effectiveness. (Economics; Geography; Individuals, Society, and Culture)
- USG.4.11** Use a variety of information sources, including electronic media, to gather information about the impact of American ideas about democracy and individual rights in other areas of the world. (Individuals, Society, and Culture)
- USG.4.12** Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world. (Individuals, Society, and Culture)
- USG.4.13** Evaluate, take, and defend positions on specific foreign policy issues in light of local community and state interests and constitutional principles. (Economics; Individuals, Society, and Culture)
- USG.4.14** Examine the effects of developments in other nations on state and community life in Indiana, and explain the role of individual citizens in world affairs. (Individuals, Society, and Culture)
- USG.5.1** Explain the meaning of citizenship in the United States and Indiana.
- USG.5.2** Describe roles of citizens in Indiana and the United States, including voting in public elections, participating in voluntary associations of civil society to promote the common good, and participating in political activities to influence public policy decisions of government. (Individuals, Society, and Culture)
- USG.5.3** Describe the political, personal, and economic rights of citizens embedded in the United States Constitution and in constitutional law developed through decisions of the United States Supreme Court. (Economics; Individuals, Society, and Culture)
- USG.5.4** Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.

- USG.5.9** Evaluate, take, and defend positions on criteria used for the attainment of the status of citizen through naturalization, and research Indiana's record in working with immigrants. (Individuals, Society, and Culture)
- USG.5.12** Identify a significant issue in the community, gather information about the issue, and make a justifiable decision to resolve the issue. (Individuals, Society, and Culture)
- USG.5.13** Practice civic skills and dispositions by participating in a group of activities, such as simulated public hearings, mock trials, and debates. (Individuals, Society, and Culture)

### **United States History**

- USH.2.2** Describe the economic development by which the United States became a major industrial power in the world and identify the factors necessary for industrialization. (Economics)
- USH.2.4** Explain how industrialization affected the environment and the emergence of a conservation movement. (Economics; Individuals, Society, and Culture)
- USH.2.5** Analyze how new immigrant groups affected United States society and culture generally and Indiana particularly. (Individuals, Society, and Culture)
- USH.2.9** Identify the main ideas from primary sources, such as nineteenth century political cartoons, about urban government, corruption, and social reform. (Civics and Government; individuals, Society, and Culture)
- USH.2.10** Compare primary sources from different perspectives about immigrant experiences in the urban setting. (Individuals, Society, and Culture)
- USH.2.11** Consider the different perspectives on industrial development and social problems expressed in primary documents. (Individuals, Society, and Culture)
- USH.3.1** Identify and explain the importance of key events and people in the emergence of the United States as a global power.
- USH.3.2** Identify and explain the importance of key events, people, and groups associated with problems of industrial capitalism, urbanization, and political corruption.
- USH.3.9** Create and explain a timeline of key events by which the United States became a world power.
- USH.3.10** Locate on a world map the territories acquired by the United States during its emergence as an imperial power in the world, and explain how these territories were acquired. (Civics and Government; Geography)
- USH.6.3** Analyze President Truman's proclamation of a new foreign policy, the Truman Doctrine, in his Address to Congress (March 12, 1947), and evaluate his decision to contain expansion of Soviet power in the world. (Civics and Government)
- USH.6.8** Construct a timeline to show United States conflicts with other nations.

- USH.7.3** Identify and explain the importance of key events and people associated with foreign policy during the 1960s and 1970s. (Civics and Government; Individuals, Society, and Culture)
- USH.7.5** Recognize the changing relationship, as demonstrated in the Cuban Missile Crisis, the space race, the Vietnam War, and the SALT agreements, between the United States and the Soviet Union from 1960 to 1980. (Civics and Government)
- USH.7.6** Analyze and explain the impact on American society and culture of the new immigration policies after 1965 that led to a new wave of immigration. (Individuals, Society, and Culture)
- USH.8.2** Identify and explain the importance of key events and people associated with foreign policy from 1980.
- USH.8.3** Analyze and evaluate President Ronald Reagan’s decision to confront and contest the Soviet Union and its satellite countries in foreign affairs (known as the Reagan Doctrine). (Civics and Government)
- USH.8.4** Identify and explain the trends and events that led to the fall of the Soviet Union and the communist regimes of Soviet satellite nations in Europe and explain the role of the United States as a superpower in the post-Cold War world. (Civics and Government)
- USH.8.5** Analyze and evaluate President Bill Clinton’s decision to use United States armed forces against Yugoslavia to stop human rights abuses in Kosovo. (Civics and Government)
- USH.9.1** Locate and analyze primary and secondary sources presenting differing perspectives on events and issues of the past.

## **World Geography**

- WG.4.2** Develop maps of human migration and settlement patterns at different times in history, and compare to the present. (Civics and Government; History; Individuals, Society, and Culture)
- WG.4.3** Hypothesize about the impact of push/pull factors on human migration in selected regions and about the changes in these factors over time. (Economics; Civics and Government; History; Individuals, Society, and Culture)
- WG.4.4** Describe the worldwide trend toward urbanization and be able to graph this trend. (Individuals, Society, and Culture)
- WG.4.14** Devise ways of illustrating the economic interdependence of countries and regions. (Economics)
- WG.4.17** Explain how different points of view influence policies relating to the use and management of Earth’s resources. (Economics; Civics and Government; Individuals, Society, and Culture)
- WG.4.18** Identify international organizations of global power and influence (North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, Association of Southeast Asian Nations/ASEAN), and form committees to report on the influence and limits to influence that each experiences. (Economics; Civics and Government)

- WG.5.1** Identify human-caused threats to the world's environment: atmospheric and surface pollution, deforestation, desertification, salinization, over-fishing, urban sprawl, species extinction. Map the worldwide occurrence of each of these phenomena. (Economics; Civics and Government; Individuals, Society, and Culture)
- WG.5.3** Examine ways that people in different parts of the world have adapted to the physical environment.
- WG.5.6** Analyze examples of changes in the physical environment that have reduced the capacity of the environment to support human activity. (Economics; Individuals, Society, and Culture)
- WG.5.8** Analyze world patterns of resource distribution and utilization, and explain the consequences of use of renewable and non-renewable resources. (Economics; Individuals, Society, and Culture)
- WG.6.5** Understand the relationships between changing transportation technologies and increasing urbanization. (Economics; Individuals, Society, and Culture)
- WG.6.6** Evaluate the impact of human migration on physical and human systems. (Economics; Civics and Government; Individuals, Society, and Culture)
- WG.6.7** Assess how people's changing perceptions of geographic features have led to changes in human societies. (Individuals, Society, and Culture)
- WG.6.8** Compare the attitudes of different religions toward the environment and resource use; consider the effect of religion on world economic development patterns, cultural conflict, and social integration. (Economics; Individuals, Society, and Culture)

## **World History and Civilization**

- WH.9.2** Define and explain the causes, main events, and global consequences of nineteenth-century imperialism.
- WH.9.3** Analyze the causes and consequences of the partition of Africa by European imperialists. (Civics and Government; Individuals, Society, and Culture)
- WH.9.4** Analyze the causes and consequences of domination in China by European powers. (Civics and Government; Individuals, Society, and Culture)
- WH.9.5** Analyze the causes and consequences of British and French imperialism in India. (Civics and Government; Individuals, Society, and Culture)
- WH.9.6** Analyze the causes and consequences of Russian imperialism on central Asia and Siberia. (Civics and Government; Individuals, Society, and Culture)
- WH.9.7** Explain the impact of imperialism upon indigenous peoples and cultures in Africa and Asia with particular emphasis on Japanese responses to challenges by Western imperial powers, which influenced Japan to become an industrial, military, and imperial power.

- WH.10.9** Explain the origins of the modern state of Israel, the reactions of Arabic peoples and states, and the conflicts between Israel and other states in its region. (Civics and Government; Individuals, Society, and Culture)
- WH.10.11** Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and Central Africa. (Individuals, Society, and Culture)
- WH.10.12** Analyze and evaluate the global expansion of liberty and democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe, and Latin America.

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