

**CONTENT STANDARD 10: Physical Systems**

*Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.*

**K - 12 PERFORMANCE STANDARDS**

Educational experiences in **Grades K-4** will assure that students:

- identify the types of physical systems and their characteristics that affect the Earth's surface;
- demonstrate how Earth-sun relationships shape climate and vegetation patterns;
- explain the factors that affect the location, distribution and associations of features of the physical environment;
- define local environmental features;
- draw a simple map of continents and oceans; and
- locate Earth's major physical and human features (including cities, countries, bodies of water, etc.).

Educational experiences in **Grades 5-8** will assure that students:

- understand how concepts of physical geography can be applied to explain natural processes;
- understand and apply how natural processes influence the formation and location of resources;
- use basic climatic and other physical data to understand how natural processes shape environmental patterns; and
- explain local and world patterns of ecosystem distribution.

Educational experiences in **Grades 9-12** will assure that students:

- describe regional variations of physical processes;
- explain the operation and interaction of different natural systems (such as climate and oceans) to understand global change;
- analyze the distribution of ecosystems by interpreting relationships between soil and climate, and plant and animal life;
- evaluate ecosystems in terms of biodiversity and productivity and show how they are dynamic and interactive;
- draw a freehand map of the world with continents (appropriate shape and size) located in relation to equator, tropics, circles and prime meridian; and
- use geographic tools to represent and interpret Earth's physical and human systems.

**CONTENT STANDARD 11: Human Systems**

*Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.*

**K - 12 PERFORMANCE STANDARDS**

<p>Educational experiences in <b>Grades K-4</b> will assure that students:</p> <ul style="list-style-type: none"> <li>• explain the patterns, distributions and relocations of people;</li> <li>• identify the political, social and economic units of an area;</li> <li>• understand the elements of culture and how they change;</li> <li>• locate Earth's major physical and human features (including cities, countries, bodies of water, etc.);</li> <li>• explain locations and characteristics of human settlements and how they have changed over time;</li> <li>• describe the characteristics of a physical and a human system;</li> <li>• locate places within their own and nearby communities in Connecticut; and</li> <li>• locate major physical and human features in the New England region and the United States.</li> </ul>	<p>Educational experiences in <b>Grades 5-8</b> will assure that students:</p> <ul style="list-style-type: none"> <li>• explain the patterns and characteristics of human migrations at various levels;</li> <li>• explain how patterns of international trade change technology, transportation and communication, and affect economic activities and human migration;</li> <li>• analyze the formation, characteristics and functions of urban, suburban and rural settlements; and</li> <li>• identify processes that divide Earth's surface into different political and economic units from local to international levels.</li> </ul>	<p>Educational experiences in <b>Grades 9-12</b> will assure that students:</p> <ul style="list-style-type: none"> <li>• describe the consequences of human population patterns and growth trends over time;</li> <li>• explain the characteristics, distribution and relationships of economic systems at various levels;</li> <li>• explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement;</li> <li>• explain and analyze the causes of change in the political, social and economic division of the Earth's surface at different scales;</li> <li>• use geographic tools to represent and interpret Earth's physical and human systems; and</li> <li>• draw a freehand map demonstrating political, cultural or economic relationships.</li> </ul>
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**CONTENT STANDARD 12: Human And Environment Interaction**

*Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.*

**K - 12 PERFORMANCE STANDARDS**

Educational experiences in **Grades K-4** will assure that students:

- explain the characteristics and purposes of maps, globes and other geographical tools and technologies;
- create information from maps, globes and geographic models in graphs, diagrams and charts;
- use maps, globes, graphs, models, computer programs and texts, as appropriate;
- explain how human and natural processes shape places;
- explain ways in which humans use and interact with environments;
- identify locations of various economic activities and understand how physical and human factors influence them; and
- describe how and why physical and human systems function and interact and the consequences of these interactions.

Educational experiences in **Grades 5-8** will assure that students:

- explain the essential features and functions of maps, globes, photographs, geographic models and satellite images;
- make maps, globes, models, charts and geographic databases;
- compare and contrast differences among maps, globes, photographs, models and satellite images for solving geographic problems;
- use maps, globes, models, graphs, charts and databases to analyze distributions and patterns;
- describe human and natural characteristics of places and how they shape or place identity;
- draw a freehand map from memory of increasing and appropriate complexity to display geographic information and answer geographic questions;

**(continued)**

Educational experiences in **Grades 9-12** will assure that students:

- use maps, globes, charts and databases to analyze and suggest solutions to real-world problems;
- create appropriate maps and other tools to solve, illustrate or answer geographic problems;
- analyze how human systems interact, connect and cause changes in physical systems;
- locate at least 50 major countries and physical features on a map or globe; and
- apply concepts of ecosystems to understand and solve environmental problems.

K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades 5-8** will assure that students:

- demonstrate and explain ways that humans depend on, adapt to and alter the physical environment; and
- identify the ways ecosystems are transformed through physical and human activities, and can predict the consequences of these activities.

**CONTENT STANDARD 13: Limited Resources**

*Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.*

**K - 12 PERFORMANCE STANDARDS**

<p>Educational experiences in <b>Grades K-4</b> will assure that students:</p> <ul style="list-style-type: none"> <li>• define scarcity and abundance;</li> <li>• identify goods and services and give an example of each;</li> <li>• identify and give examples of resources: human, natural and capital, and explain how they are used;</li> <li>• explain why some countries are richer than others; and</li> <li>• identify alternative uses of resources found in their home, school or neighborhood.</li> </ul>	<p>Educational experiences in <b>Grades 5-8</b> will assure that students:</p> <ul style="list-style-type: none"> <li>• compare the resources used by various cultures, countries and/or regions throughout the world;</li> <li>• explain that households, businesses, governments and societies face scarcity just as individuals do;</li> <li>• define opportunity and cost, giving examples;</li> <li>• present historical and current controversies about the use of resources;</li> <li>• illustrate how resources can be used in a variety of ways;</li> <li>• explain economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output; and</li> <li>• explain how technological change and innovation improves a society's productivity and economic growth.</li> </ul>	<p>Educational experiences in <b>Grades 9-12</b> will assure that students:</p> <ul style="list-style-type: none"> <li>• compare the resources used by various cultures, countries and/or regions throughout the world;</li> <li>• analyze the impact of economic choices on the allocation of scarce resources;</li> <li>• explain that a country's potential Gross Domestic Product depends on the quantity and quality of natural resources, the size and skills of the population, and the amount and quality of its capital stock;</li> <li>• define, defend and predict how the use of specific resources may impact the future;</li> <li>• analyze how technological change can affect long-range productivity; and</li> <li>• analyze how market forces and government regulation impact the use of resources.</li> </ul>
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**CONTENT STANDARD 14: Economic Systems**

*Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.*

**K - 12 PERFORMANCE STANDARDS**

<p>Educational experiences in <b>Grades K-4</b> will assure that students:</p> <ul style="list-style-type: none"> <li>• identify the three basic questions all economic systems must answer: What will be produced? How will it be produced? For whom will it be produced?;</li> <li>• explain that there are different economic systems in the world and that these systems use different means to produce, distribute and exchange goods and services;</li> <li>• explain that a market exists whenever buyers and sellers exchange goods and services;</li> <li>• define a consumer and a producer and their roles in a market system;</li> <li>• describe how the price of a good or service in a market is related to how much of it there is and how many people want it;</li> <li>• explain that some goods and services are provided by the government; and</li> </ul> <p align="right"><b>(continued)</b></p>	<p>Educational experiences in <b>Grades 5-8</b> will assure that students:</p> <ul style="list-style-type: none"> <li>• explain how different economic systems (traditional, market and command) use different means to produce, distribute and exchange goods and services;</li> <li>• explain that all countries' economies reflect a mix of market, command and traditional elements;</li> <li>• describe the relationships among demand, supply and price and their roles in a market system;</li> <li>• identify how fundamental characteristics of a market system (e.g., private property, profits and competition, businesses, labor, banks and government) influence decision making;</li> <li>• identify governmental activities that affect the local, state, national and international economy;</li> </ul> <p align="right"><b>(continued)</b></p>	<p>Educational experiences in <b>Grades 9-12</b> will assure that students:</p> <ul style="list-style-type: none"> <li>• evaluate economic systems by their ability to achieve broad societal goals, such as efficiency, equity, security, employment, stability and economic growth;</li> <li>• identify and explain the factors that determine and cause changes in demand, supply and the market-clearing (equilibrium) price;</li> <li>• compare and contrast the characteristics and effects of different market structures, including pure competition, monopolistic competition, oligopoly and monopoly;</li> <li>• interpret important statistics about the national economy: the inflation rate, unemployment rate, Gross Domestic Product and its growth rate;</li> </ul> <p align="right"><b>(continued)</b></p>
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**K-12 PERFORMANCE STANDARDS, continued**

Educational experiences in **Grades K-4** will assure that students:

- explain that government raises money by taxing and borrowing to pay for the goods and services it provides.

Educational experiences in **Grades 5-8** will assure that students:

- describe how, in a market system, government enforces property rights and provides for standardized systems (e.g., weights and measures, and money); and
- analyze the impact of government taxing and spending decisions on specific individuals, businesses, organizations and groups.

Educational experiences in **Grades 9-12** will assure that students:

- understand the causes and effects of periods of growth and recession evident in the history of market economies;
- analyze the impact of government taxing and spending actions and changes in the money supply and interest rates on the national economy;
- contrast and compare different types of taxes, including progressive, regressive and proportional taxes;
- explain reasons for government action in the economy, including providing public goods and services, maintaining competition, redistributing income, promoting employment, stabilizing prices and sustaining reasonable rates of economic growth; and
- analyze the impact of specific government actions in the economy on different groups, including consumers, employees and businesses.

**CONTENT STANDARD 15: Economic Interdependence**

*Students will demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and how trade results in change.*

**K - 12 PERFORMANCE STANDARDS**

Educational experiences in **Grades K-4** will assure that students:

- describe how voluntary exchange benefits all parties involved in the exchange of goods and services;
- describe how the exchange of goods and services around the world creates interdependence among people in different places; and
- recognize that money is a generally accepted medium of exchange and that different countries use different currencies.

Educational experiences in **Grades 5-8** will assure that students:

- explain how specialization leads to more efficient use of economic resources and economic growth;
- explain why trade encourages specialization; and
- explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living.

Educational experiences in **Grades 9-12** will assure that students:

- illustrate the international differences in resources, productivity and prices that are a basis for international trade;
- evaluate the effects of national policies (e.g., on trade, immigration and foreign investments, as well as fiscal and monetary policies) on the international exchange of goods, services and investments; and
- explain that a nation has a comparative advantage when it can produce a product at a lower opportunity cost than its trading partner.