

Acuity Indiana Social Studies - Diagnostic Blueprints

Social Studies Diagnostic Blueprints						
Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4
		Testing Window	10/13-11/03/10	01/05-01/26/11	03/09-03/30/11	05/04-05/25/11
		Total # of Item	30	30	30	30
	<b>1. History</b>					
	<b>Historical Knowledge</b>					
3	3.1.1.	Identify and describe North American Woodland Indians who lived in the region when European settlers arrived.	4	0	0	0
3	3.1.2	Explain why and how the local community was established and identify founders and early settlers.	0	0	0	0
3	3.1.3	Describe the role of specific communities in the development of the state's regions.	0	0	0	0
3	3.1.4	Give examples of people, events, and developments that brought important changes to the regions of Indiana.	0	0	0	0
	<b>Chronological Thinking, Comprehension, Analysis, and Interpretation, Research</b>					
3	3.1.5	Create simple timelines that identify important events in various regions of the state.	1	2	2	1
3	3.1.6	Use a variety of community resources to gather information about regional communities.	0	0	0	0
3	3.1.7	Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories	1	0	1	0
3	3.1.8	Write and illustrate descriptions of local communities and regions in Indiana, past and present.	0	0	0	0
	<b>2. Civics and Government</b>					
	<b>Foundations of Government</b>					
3	3.2.1	Discuss the reasons why governments are needed and identify specific goods and services that governments provide.	0	2	2	2
3	3.2.2	Identify fundamental democratic principles and ideals.	0	2	2	0
	<b>Functions of Government</b>					
3	3.2.3	Identify the duties of and selection process for local and state government official who make, implement, and enforce laws. .	0	3	2	1

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3	3.2.4	Explain that the United States has different levels of government (local, state, and national) and that each has special duties and responsibilities.	0	2	1	2
	<b>Roles of Citizens</b>					
3	3.2.5	Explain the importance of being a good citizen of the state and nation. Identify people in the state who exhibit the characteristics of good citizenship.	0	0	0	0
3	3.2.6	Explain the role of citizens have in making decisions and rules within the community, state, and nation.	0	2	2	1
3	3.2.7	Use a variety of information resources to gather information about local, state, and national leaders and civic issues.	0	0	1	2
	<b>3. Geography</b>					
	<b>The World in Spatial Terms</b>					
3	3.3.1	Use labels and symbols to locate and identify physical and political features on maps and globes. Label a map of the Midwest identifying states, major rivers, and the Great Lakes.	4	0	1	1
3	3.3.2	Locate Indiana and other Midwestern states on maps using simple grid systems.	3	1	2	0
3	3.3.3	Identify northern, southern, eastern, and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another.	4	0	0	1
	<b>Places and Regions</b>					
3	3.3.4	Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region.	1	2	1	0
3	3.3.5	Observe and describe the physical characteristics of Indiana using words and illustrations and compare them to the characteristics of neighboring states.	1	2	1	1
	<b>Physical Systems</b>					
3	3.3.6	Explain the basic Earth/sun relationship, including how it influences climate and identify major climate regions of the United States.	1	0	1	0
3	3.3.7	Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.	2	1	1	1
	<b>Human Systems</b>					

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3	3.3.8	Construct maps and graphs that show aspects of human/environment interaction in the local community, Indiana, and communities within the region.	2	1	1	1
3	3.3.9	Identify factors that make the region unique, including cultural diversity, industry, the arts, and architecture.	0	0	0	2
<b>Environment and Society</b>						
3	3.3.10	Use a variety of information resources to identify regional environmental issues and examine the ways that people have tried to solve these problems.	1	1	0	0
3	3.3.11	Identify and describe the relationship between human systems and physical systems and the impact they have on each other.	2	1	2	2
<b>4. Economics</b>						
3	3.4.1	Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.	0	1	1	2
3	3.4.2	Give examples of goods and services provided by local business and industry.	0	0	0	0
3	3.4.3	Give examples of trade in the local community and explain how trade benefits both parties.	1	1	1	2
3	3.4.4	Define interdependence and give examples of how people in the local community depend on each other for goods and services.	1	1	1	1
3	3.4.5	List characteristics of money and explain how money makes trade easier.	1	2	1	1
3	3.4.6	Identify different ways people save their income and explain advantages and disadvantages of each.	0	1	1	2
3	3.4.7	Explain that buyers and sellers interact to determine the prices of goods and services in markets.	0	1	1	2
3	3.4.8	Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.	0	1	1	2
3	3.4.9	Gather data from a variety of information resources about a change that will have an economic impact on the community.	0	0	0	0

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		<b>Total # of Item</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
	<b>1. History</b>					
	<b>Historical Knowledge</b>					
	<b>American Indians and the Arrival of Europeans to 1770</b>					
4	4.1.1.	Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.	1	0	0	0
4	4.1.2	Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration and settlement, including ways these groups adapted to and interacted with the physical environment.	3	0	0	0
	<b>The American Revolution and the Indian Territory: 1702 to 1816</b>					
4	4.1.3	Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.	0	3	0	0
4	4.1.4	Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.	0	2	0	0
	<b>Statehood and Development: 1816 to 1850's</b>					
4	4.1.5	Identify the causes of removal of Native American Indian groups in the state and their resettlement during the 1830s.	0	0	1	0
4	4.1.6	Explain how key individuals and events influenced the early growth and changes Indiana.	0	2	2	0
	<b>The Civil War and Later Development: 1850 to 1900</b>					
4	4.1.7	Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.	0	0	2	0
4	4.1.8	Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.	0	0	2	0

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4	4.1.9	Give examples of Indiana's increasing agricultural, industrial, and business development in the nineteenth century.	0	0	2	0
	<b>Growth and Development: 1900 to 1950</b>					
4	4.1.10	Describe participation of Indiana citizens in World War I and World War II.	0	0	0	2
4	4.1.11	Identify and describe important events and movements that changed life in Indiana in the early twentieth century.	0	0	0	1
4	4.1.12	Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.	0	0	2	2
	<b>Contemporary Indiana: 1950 - Present</b>					
4	4.1.13	Identify important events and movements that changed life in Indiana from the mid-twentieth century to the present.	0	0	0	2
4	4.1.14	Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation, and global connections.	0	0	0	1
	<b>Chronological Thinking, Comprehension, Analysis, and Interpretation</b>					
4	4.1.15	Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.	1	2	1	1
4	4.1.16	Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses.	1	1	2	1
4	4.1.17	Using primary sources, secondary source, and online source materials, construct a brief comments about an event in Indiana history.	0	0	0	0
4	4.1.18	Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.	0	1	0	1
	<b>2. Civics and Government</b>					
	<b>Foundations of Government</b>					

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4	4.2.1	Explain the major purposes of Indiana's Constitution as stated in the Preamble.	0	1	0	0
4	4.2.2	Describe individual rights, such as freedom of speech and freedom of religion and right to public education, that people have under Indiana's Bill of Rights.	0	0	1	1
<b>Functions of Government</b>						
4	4.2.3	Identify and explain major responsibilities of the legislative, executive, and judicial branches of state government as written in the Indiana Constitution.	0	0	0	1
4	4.2.4	Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.	0	1	1	1
<b>Roles of Citizens</b>						
4	4.2.5	Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.	0	1	1	1
4	4.2.6	Define and provide examples of civic virtues in a democracy.	0	0	0	0
4	4.2.7	Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.	0	0	0	0
<b>3. Geography</b>						
<b>The World in Spatial Terms</b>						
4	4.3.1	Use longitude and latitude to identify physical and human features of Indiana.	2	2	0	0
4	4.3.2	Estimate distances between two places on a map, using a scale of miles, and use of cardinal and intermediate directions when referring to relative location.	2	1	1	0
<b>Places and Regions</b>						
4	4.3.3	Locate Indiana on a map of the 50 United States. Identify and describe the location of the state capital, major cities, and rivers in Indiana; and place these on a blank map of the state.	3	2	0	0
4	4.3.4	Map and describe the physical regions of Indiana and identify major natural resources and crop regions.	2	2	0	0
<b>Physical Systems</b>						
4	4.3.5	Explain how glacial periods shaped Indiana's landscape and environment.	2	0	0	0

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4	4.3.6	Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).	1	1	0	0
4	4.3.7	Explain the effects of the Earth/sun relationship on the climate of Indiana.	2	1	0	1
4	4.3.8	Identify the challenges in the physical landscape of Indiana to early settlers and to modern day economic development.	1	1	1	1
	<b>Human Systems</b>					
4	4.3.9	Explain the importance of major transportation routes, including rivers, in the exploration, settlement, and growth of Indiana and in the state's location as a crossroad of America.	2	1	0	1
4	4.3.10	Identify immigration patterns and describe the impact the diverse ethnic and cultural groups have had on Indiana.	2	0	2	1
4	<b>Environment and Society</b>					
4	4.3.11	Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.	1	0	0	1
4	4.3.12	Read and interpret thematic maps - such as transportation, population, and products - to acquire information about Indiana in the present and the past.	1	0	2	1
	<b>4. Economics</b>					
4	4.4.1	Give examples of the kinds of goods and services produced in Indiana in different historical periods.	1	1	1	1
4	4.4.2	Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.	0	0	2	1
4	4.4.3	Explain why both parties benefit from trade and give examples of how people in Indiana engage in trade in different time periods.	1	1	1	1
4	4.4.4	Explain that prices change as a result of changes in supply and demand for specific products.	0	0	0	1
4	4.4.5	Describe Indiana's emerging global connections.	0	0	0	0
4	4.4.6	List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.	1	1	0	1

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4	4.4.7	Identify entrepreneurs who have influenced Indiana and the local community.	0	1	1	1
4	4.4.8	Define profit and describe how profit is an incentive for entrepreneurs.	0	1	1	1
4	4.4.9	Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.	0	0	1	1
4	4.4.10	Explain how people save and develop a plan in order to make a future purchase.	0	0	0	1

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		<b>Total # of Item</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
	<b>1. History</b>					
	4.1.16	Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses.	1	1	0	0
	<b>Ways of Life Before and After the Arrival of Europeans to 1610</b>					
5	5.1.1.	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	2	0	0	0
5	5.1.2	Examine accounts of early European explorations of North America including major land and water routes, their reasons for exploration, and the impact they had.	3	0	0	0
5	5.1.3	Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic, and sub-Arctic, Great Plains, and the Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.	3	0	0	0
5	5.1.4	Locate and compare the origins, physical structure, and social structure of early Spanish, French, and British settlements.	0	1	0	0
	<b>Colonization and Settlements: 1607 to 1763</b>					
5	5.1.5	Explain the religious, political, and economic reasons for movement of people from Europe to the Americas.	0	2	1	0
5	5.1.6	Identify and discuss instances of both cooperation and conflict between Native American Indians and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land.	0	2	1	0
5	5.1.7	Identify and locate the thirteen British colonies that became the United States and describe daily life.	0	1	0	0

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5	5.1.8	Identify the early founders of colonial settlements and describe early colonial resistance to British rule.	0	2	1	0
<b>The American Revolution: 1763 to 1783</b>						
5	5.1.9	Analyze the causes of the American Revolution, as outlined in the Declaration of Independence.	0	2	1	0
5	5.1.10	Identify major British and American leaders such as King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington and describe their roles in key events of the war for independence.	0	0	2	0
5	5.1.11	Describe foreign aid to the colonies during the American Revolution.	0	0	1	0
5	5.1.12	Identify contributions of women and minorities during the American Revolution.	0	0	1	0
5	5.1.13	Explain consequences of the American Revolution, including the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.	0	0	2	0
<b>Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800</b>						
5	5.1.14	Explain why the United States Constitution was created in 1787, how it established a stronger union among the original thirteen states by making it the supreme law of the law. Identify people who were involved in its development.	0	0	0	2
5	5.1.15	Describe the origins and drafting of the Bill of Rights, ratified in 1791.	0	0	0	2
5	5.1.16	Explain the development of the first American political parties and describe early presidential elections.	0	0	1	1
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>						

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5	5.1.17	Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.	0	0	1	1
5	5.1.18	Read historical fiction and nonfiction about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved, and analyze the accuracy of the stories' historical details and sequence of events.	0	0	0	2
5	5.1.19	Using primary and secondary sources examine an historical account about an issue of the time, reconstruct literal meaning of passages by identifying who was involved, what happened, where it happened, what events led to these development, and what consequences or outcomes followed.	1	1	1	0
5	5.1.20	Read and interpret primary source and secondary source accounts that pertain to a problem confronting people during the founding period of the United States.	0	0	1	1
5	5.1.21	Formulate historical questions from encounters with primary sources and identify and describe the consequences of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.	0	0	0	1
<b>2. Civics and Government</b>						
	4.2.4	Identify major state offices, the duties and powers associated with them, and how they are chosen such as by election or appointment.	0	0	0	1
<b>Foundations of Government</b>						
5	5.2.1	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	0	0	1	1
5	5.2.2	Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial-era documents.	0	1	1	0
5	5.2.3	Give examples of how the British colonies in America developed forms of representative government, self-government, and democratic practices.	0	1	0	0

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5	5.2.4	Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.	0	0	1	1
5	5.2.5	Describe and give examples of individual rights guaranteed by the Bill of Rights	0	0	1	1
<b>Functions of Government</b>						
5	5.2.6	Describe the primary and general election process for local, state, and national offices including those used to select congressional and presidential office holders	0	0	1	1
5	5.2.7	Describe the three branches of the United States government, their functions, and their relationships.	0	0	1	1
<b>Roles of Citizens</b>						
5	5.2.8	Describe group and individual actions that illustrate civic virtues such as civility, cooperation, respect, and responsible participation.	2	1	0	0
5	5.2.9	Examine ways by which citizens effectively voice opinions, monitor government, and bring about change in government, including voting and participation in the election process.	1	0	1	1
5	5.2.10	Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.	0	1	1	1
<b>3. Geography</b>						
	4.3.2	Estimate differences between two places on a map, using scale of miles, and use cardinal and intermediate directions when referring to relative location.	2	1	0	0
	4.3.12	Read and interpret thematic maps - such as transportation, population, and products produced - to acquire information about Indiana in the present and the past.	1	0	1	0
<b>The World in Spatial Terms</b>						
5	5.3.1	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that located can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.	2	1	0	0

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5	5.3.2	Identify regions of the United States and explain the advantages and disadvantages of using maps, globes, and photographs to locate and describe these regions.	0	0	1	0
<b>Places and Regions</b>						
5	5.3.3	Name and locate states, regions, major cities and capitols, major rivers, and mountain ranges in the United States.	2	0	0	1
5	5.3.4	Locate Native American Indian and colonial settlements on maps and suggest reasons for the locations of these places.	2	0	0	0
<b>Physical Systems</b>						
5	5.3.5	Locate the continental divide and the major drainage basins in the United States.	0	1	1	0
5	5.3.6	Map and describe the characteristics of climate regions of the United States.	1	1	0	0
5	5.3.7	Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.	0	1	0	0
<b>Environment and Society</b>						
5	5.3.8	Explain how the Spanish, French, and British colonists altered the character and land use of early America.	0	1	1	0
5	5.3.9	Identify the major manufacturing and agricultural regions in colonial America and cite ways that agriculture and manufacturing have changed from 1600-1800.	0	0	0	1
5	5.3.10	Using historical maps, locate and explain how the conflict over the use of land by Native American Indians and the European colonists.	0	1	0	0
5	5.3.11	Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.	2	1	1	0
5	5.3.12	Describe and analyze how specific physical features influenced historic events and movements.	2	1	0	2
<b>4. Economics</b>						
	4.4.6	List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.	2	1	0	0
	4.4.8	Define profit and describe how profit is an incentive for entrepreneurs.	0	1	1	0

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	4.4.10	Explain how people save and develop a savings plan in order to make a future purchase.	0	0	0	1
5	5.4.1	Describe economic activities within and among Native American Indian cultures prior to contact with Europeans, Examine the economic incentives that helped motivate European exploration and colonization.	1	1	0	0
5	5.4.2	Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.	0	0	0	1
5	5.4.3	Define types of trade barriers.	0	1	0	0
5	5.4.4	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.	0	0	1	1
5	5.4.5	Explain how education and training, specialization, and investment in capital resources increased productivity.	0	1	0	1
5	5.4.6	Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.	0	0	0	1
5	5.4.7	Predict the effect of changes in supply and demand on price.	0	0	0	1
5	5.4.8	Analyze how the causes and effects of change in price of certain goods and services had significant influence on events in United States history.	0	0	1	1
5	5.4.9	Identify the elements of a personal budget and explain why personal spending and saving decisions are important.	0	0	0	1

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	<b>1. History</b>					
	<b>Early and Classical Civilizations: 1900 B.C./B.C.E.-700 A.D./C.E.</b>					
6	6.1.1.	Describe the rise; the political, technical, and cultural achievements; and the decline of ancient civilizations in Europe and Mesoamerica.	3	0	0	0
6	6.1.2	Describe and compare beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica.	3	0	0	0
6	6.1.3	Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.	2	0	0	0
6	6.1.4	Describe and explain the development and organization of political, cultural, social, and economic systems in Europe and the Americas.	3	2	0	0
6	6.1.5	Analyze diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.	2	2	0	0
6	6.1.6	Examine the importance of Asian trade routes and trace the rise of cultural centers and trading cities in Europe and Mesoamerica.	0	3	0	0
6	6.1.7	Explain the effects of the Black Death, or bubonic plague, along with economic, environmental, and social factors that led to the decline of medieval society.	0	2	0	0
6	6.1.8	Compare the diverse perspectives, ideas, interests, and people that brought about the Renaissance in Europe.	0	2	0	0
6	6.1.9	Analyze the interconnections of people, places, and events in the economic, scientific, and cultural exchanges of the European Renaissance that led to the scientific revolution, voyages of discovery, and imperial conquest.	0	3	1	0
	<b>Early Modern Era: 1500-1800</b>					
6	6.1.10	Examine and explain the outcomes of European colonization on the Americas and the rest of the world.	0	0	2	0

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6	6.1.11	Compare Spanish colonies in Mexico and South America with French and British colonies in North America.	0	0	1	0
6	6.1.12	Describe the Reformations and their effects on European and American society.	0	0	2	1
6	6.1.13	Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment.	0	0	2	0
6	6.1.14	Describe the origins, developments, and innovations of the Industrial Revolution and explain the changes it brought about.	0	0	2	1
<b>Modern Era: 1700-Present</b>						
6	6.1.15	Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.	0	0	0	2
6	6.1.16	Trace the individuals, beliefs, and events that represent various political ideologies during the nineteenth and twentieth centuries.	0	0	0	2
6	6.1.17	Compare the opportunities and dangers related to the development of a highly technological society.	0	0	0	1
<b>Chronological Thinking and Comprehension</b>						
6	6.1.18	Create and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.	2	1	2	2
6	6.1.19	Use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designed by identifying the organizing principals upon which each is based.	0	2	0	0
6	6.1.20	Recognize historical perspectives in fiction and nonfiction stories by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.	0	0	0	0
6	6.1.21	Analyze cause-and-effect relationships, keeping in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.	2	1	0	0

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6	6.1.22	Differentiate between factual and fictional historical accounts; explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.	0	0	0	0
6	6.1.23	Form research questions and use a variety of information resources to obtain, evaluate, and present data on the people, cultures, events, and developments in Europe and the Americas.	1	0	1	1
6	6.1.24	Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved.	1	0	1	0
<b>2. Civics and Government</b>						
<b>Foundations of Government</b>						
6	6.2.1	Identify and compare major forms of historical and contemporary governments in Europe and the Americas.	2	2	1	0
6	6.2.2	Examine how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.	1	0	0	1
6	6.2.3	Examine key ideas of the Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy.	0	0	2	0
6	6.2.4	Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.	0	0	2	0
<b>Functions of Government</b>						
6	6.2.5	Describe how major forms of government in Europe and the Americas protect or protected citizens and their civil and human rights.	0	0	1	2
6	6.2.6	Identify the functions of international political organizations in the world today.	0	0	0	2
<b>Roles of Citizens</b>						
6	6.2.7	Define and compare citizenship and roles of citizens in selected countries of Europe and the Americas.	0	1	0	2
<b>3. Geography</b>						

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<b>The World in Spatial Terms</b>						
6	6.3.1	Identify and locate on maps the countries and capital cities of Europe and the Americas such as Great Britain, Russia, Mexico, Canada, and Brazil.	0	1	1	2
6	6.3.2	Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the use of locational technology, such as Global Positioning System (GPS) to distinguish absolute and relative location and to describe Earth's surfaces.	2	1	0	0
<b>Places and Regions</b>						
6	6.3.3	Describe and compare major physical characteristics of regions in Europe and the Americas.	1	2	1	2
6	6.3.4	Describe and compare the major cultural characteristics of regions in Europe and the Western Hemisphere.	1	1	1	1
<b>Physical Systems</b>						
6	6.3.5	Give examples and describe the formation of important river deltas, mountains, and bodies of water in Europe and the Americas.	1	1	1	1
6	6.3.6	Explain how ocean currents and winds influence climate differences in Europe and the Americas.	0	0	0	0
6	6.3.7	Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.	0	1	1	0
6	6.3.8	Identify major biomes of Europe and the Americas and explain how these are influenced by climate.	0	1	1	0
<b>Human Systems</b>						
6	6.3.9	Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, satellite images, and aerial photography.	0	0	2	1
6	6.3.10	Explain that cultures change in three ways: cultural diffusion, invention, and innovation.	2	1	1	0
6	6.3.11	Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the past and present. Also assessed on grade 7 Indiana summative test.	2	0	0	0

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Environment and Society						
6	6.3.12	Compare the distribution of natural gas, oil, forests, uranium, minerals, coal, seafood, and water in countries such as Brazil, Mexico, Canada, Great Britain, and Russia.	0	0	1	1
6	6.3.13	Explain the impact of humans on the physical environment in Europe and the Americas.	0	0	1	1
6	6.3.14	Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.	0	0	1	1
<b>4. Economics</b>						
6	6.4.1	Give examples of how trade related to key developments in the history of Europe and the Americas.	2	2	1	0
6	6.4.2	Analyze how countries of Europe and the Americas have benefited from trade in different historical periods.	1	0	1	1
6	6.4.3	Explain why international trade requires a system for exchanging currency between various countries.	1	2	0	1
6	6.4.4	Describe how different economic systems (traditional, command, market, mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce.	0	1	0	1
6	6.4.5	Explain how financial institutions (banks, credit unions, stocks-and-bonds markets) channel funds from savers to borrowers to investors.	0	0	0	1
6	6.4.6	Compare the standard of living of various countries of Europe and the Americas today using the Gross Domestic Product (GDP) per capita as an indicator.	0	0	0	1
6	6.4.7	Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.	0	0	0	1
6	6.4.8	Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.	0	0	0	1

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6	6.4.9	Identify situations in which the actions of consumers and producers in Europe or the Americas create helpful "spillovers" or harmful "spillovers" to people inside a country who are not directly involved in the consumption or production of a product.	0	0	1	1
6	6.4.10	Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.	0	0	0	0

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Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4
		<b>Testing Window</b>	<b>10/13-11/03/10</b>	<b>01/05-01/26/11</b>	<b>03/09-03/30/11</b>	<b>05/04-05/25/11</b>
		<b>Total # of Item</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>
	<b>1. History</b>					
7	6.1.19	Define and use the terms decade, century, millennium and compare alternative ways that historical periods are designated by identifying organizing principles upon which each is based.	2	1	0	0
7	6.1.22	Differentiate between fact and interpretation in historical accounts, and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.	1	1	1	1
	<b>Early Civilizations, States, and Empires: 3500 B.C./B.C.E. - 650 A.D./C.E.</b>					
7	7.1.1.	Identify and compare the rise of early agricultural river valley civilizations in Africa and Asia.	3	0	0	0
7	7.1.2	Describe the achievements of ancient Egypt in art, architecture, religion, and government and the development of the concept of theocracy.	3	0	0	0
7	7.1.3	Trace the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics, and Chinese calligraphy.	2	0	0	0
	<b>The Spread of Cultural, Economic, Social, and Political Ideas: 50 B.C./B.C.E. - 1600 A.D./C.E.</b>					
7	7.1.4	Describe the historical origins, central beliefs, and spread of major religions.	2	2	0	0
7	7.1.5	Describe the development of sub-Saharan civilization in Africa, including the kingdoms of Ghana, Mali, and Songhai, and the importance of historic political and trading centers, such as Timbuktu.	0	2	0	0

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7	7.1.6	Explain the importance of the early trade routes in the eastern Mediterranean, India, and China, including the early Silk Road.	0	2	0	0
7	7.1.7	Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, and scientific and cultural contributions to other cultures of the time.	0	2	0	0
7	7.1.8	Describe the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific.	0	1	0	0
7	7.1.9	Trace the rise, spread, and influence of Mongols, including the Mughal control of South Asia.	0	2	0	0
	<b>Major Civilizations, States, Empires: 300-1650</b>					
7	7.1.10	Describe the developments in political institutions; agriculture and environment; technology; the art; and commerce of various dynasties in China.	0	0	2	0
7	7.1.11	Explain how Japan became more independent of earlier Chinese influences, developing its own political, religious, social, and artistic traditions.	0	0	2	0
	<b>Exploration, Conquest, and Post-Colonial States: 1500 to the Present</b>					
7	7.1.12	Describe worldwide voyages of exploration and discovery.	0	1	2	0
7	7.1.13	Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific.	0	0	2	0
7	7.1.14	Describe and compare the responses of the indigenous people of India, South Africa, and China to European imperialism.	0	1	1	1
7	7.1.15	Describe the Japanese imperial period (1868-1945), including Japan's involvement in World War II.	0	0	0	2
7	7.1.16	Identify and describe historical events in the Middle East since the end of World War II.	0	0	0	2
7	7.1.17	Describe the impact of industrialization, urbanization, and globalization in post-colonial South Africa, India, Japan, China, and Kenya.	0	0	0	2
7	7.1.18	Identify and describe recent conflicts and political issues between nations or cultural groups.	0	0	0	1

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	<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>					
7	7.1.19	Create and compare timelines that identify major people, events, and developments in the history of civilizations and/or countries of Africa, Asia, and the Southwest Pacific.	1	1	0	0
7	7.1.20	Draw on visual, literary, and musical sources to describe the development and transmission of culture over time.	0	0	0	0
7	7.1.21	Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs, and chance in history.	0	1	1	1
7	7.1.22	Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.	1	0	1	1
7	7.1.23	Compare perspectives of history in Africa, Asia, and the Southwest Pacific using fiction and non-fiction accounts.	0	1	1	1
7	7.1.24	Formulate historical questions and use a variety of information resources to find, summarize, and evaluate historical data on the people, places, events, and developments that have played a part in the history of Africa, Asia, and the Southwest Pacific.	0	1	1	1
	<b>2. Civics and Government</b>					
7	6.2.1	Identify and compare major forms of historical and contemporary governments in Europe and the Americas.	2	2	0	0
	<b>Foundations of Government</b>					
7	7.2.1	Give examples of the different routes to independence from colonial rule taken by countries in Asia, Africa, and the Southwest Pacific.	0	0	1	1
7	7.2.2	Identify and compare historical and contemporary governments in Japan, North Korea, India, South Africa, and China.	0	0	1	1
	<b>Functions of Government</b>					

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7	7.2.3	Using a variety of resources, describe how major forms of governments of Japan, North Korea, India, South Africa, and China protect or protected citizens and their civil and human rights.	0	0	1	1
7	7.2.4	Identify the function of international organizations in Africa, Asia, and the Southwest Pacific.	0	0	0	1
<b>Roles of Citizens</b>						
7	7.2.5	Define and compare citizenship and the citizen's role in selected countries in Africa, Asia, and the Southwest Pacific.	0	0	0	2
<b>3. Geography</b>						
7	6.3.3	Describe and compare major physical characteristics of regions in Europe and the Americas.	2	0	0	0
7	6.3.7	Locate and describe climate regions of Europe and the Americas and explain how and why they differ.	2	0	0	0
7	6.3.9	Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, satellite images, and serial photography.	0	0	0	1
7	6.3.10	Explain that culture changes in three ways: cultural diffusion, invention, and innovation.	1	0	1	0
7	6.3.11	Define the terms anthropology and archeology and explain how these field contribute to our understanding of societies in the present and the past.	1	1	0	0
7	6.3.12	Compare the distribution of natural gas, oil, forests, uranium, coal, seafood, and water in countries such as Brazil, Mexico, Canada, Great Britain, and Russia.	0	0	0	0
7	6.3.13	Explain the impact of humans on the physical environment in Europe and the Americas.	0	1	0	0
<b>The World in Spatial Terms</b>						
7	7.3.1	Identify and locate on maps the countries of Africa, Asia, and the Southwest Pacific.	0	2	2	0
7	7.3.2	Locate capital cities in Africa, Asia, and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems and Geographic Information Systems.	0	1	1	0
<b>Physical Systems</b>						

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7	7.3.3	Use historical maps to identify changes in Africa, Asia, and the Southwest Pacific over time.	0	1	1	1
7	7.3.4	Identify and compare physical characteristics of regions in Africa, Asia, and the Southwest Pacific.	2	0	1	0
7	7.3.5	Explain how ocean currents and winds influence climate differences in Africa, Asia, and the Southwest Pacific and explain how they are adapted through industry, agriculture, and housing.	1	0	0	0
7	7.3.6	Compare climate regions of Asia, Africa, and the Southwest Pacific and explain why they differ.	2	0	1	0
7	7.3.7	Give examples and describe the formation of important river deltas, mountains, and bodies of water in Africa, Asia, and the Southwest Pacific.	1	0	1	0
7	7.3.8	Describe ecosystems of Africa's deserts, Asia's mountain ranges, and the Coral Reefs of Australia.	1	0	1	0
7	7.3.9	Compare and contrast the distribution of natural resources in Africa, Asia, and the Southwest Pacific.	0	2	2	0
7	7.3.10	Describe the limitations that climate and land forms place on land or people in the regions of Africa, Asia, and the Southwest Pacific.	0	1	1	0
<b>Human Systems</b>						
7	7.3.11	Identify and explain the importance of early cultural hearths in the Nile River Valley, Mesopotamia, the Indus River Valley, and the Huang River Valley.	2	0	0	1
7	7.3.12	Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific.	0	0	0	2
7	7.3.13	Define the term ethnocentrism and give examples of how this attitude affected the relationships between English settlers and the Kikuyu in Kenya and the British immigrants and the aborigines of Australia.	0	2	1	1
<b>Environment and Society</b>						
7	7.3.14	Use of variety of information resources to identify current issues related to the environment in selected countries in Africa, Asia, and the Southwest Pacific.	0	0	0	2
<b>4. Economics</b>						

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7	6.4.4	Describe how different economic systems (traditional, command, market, mixed) in Europe and the Americas answer the basic economic questions of what to produce, how to produce, and for whom to produce.	1	0	1	1
7	7.4.1	Give examples of trade between countries in Africa, Asia, and the Southwest Pacific. Explain how voluntary trade benefits countries and results in higher standards of living.	1	0	0	0
7	7.4.2	Identify economic connections between the local community and the countries of Africa, Asia, and the Southwest Pacific.	0	0	0	0
7	7.4.3	Illustrate how international trade requires a system for exchanging currency between and among nations.	1	1	0	1
7	7.4.4	Trace the development over time of the economic systems of various cultures, societies, and nations in Africa, Asia, and the Southwest Pacific.	0	1	1	1
7	7.4.5	Explain how banks and other financial institutions use saving deposits to help borrowers and savers.	0	0	1	1
7	7.4.6	Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator.	0	0	0	1
7	7.4.7	Describe ways that people increase individual human capital.	0	1	1	1
7	7.4.8	Identify ways that societies deal with helpful "spillovers" (e.g. education) or harmful "spillovers" (pollution).	0	0	1	1
7	7.4.9	Explain how saving and investing help increase productivity and economic growth and examine how individual savings can grow through regular saving and the power of compound interest.	0	0	0	1

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Grade	Standard	Indicator	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4
		<b>Testing Window</b>	<b>10/13-11/03/10</b>	<b>01/05-01/26/11</b>	<b>03/09-03/30/11</b>	<b>05/04-05/25/11</b>
		<b>Total # of Item</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>
	<b>1. History</b>					
	<b>Historical Knowledge</b>					
	<b>The American Revolution and Founding of the United States: 1754 to 1801</b>					
8	8.1.1.	Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other.	1	0	0	0
8	8.1.2	Explain the struggle of the British, French, Spanish, and Dutch to gain control of North America during settlement and colonization.	1	0	0	0
8	8.1.3	Identify and explain the conditions, causes, consequences, and significance of the French and Indian War (1754-1763), and the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761-1775).	1	0	0	0
8	8.1.4	Identify the fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775-1783), including enactment of the Articles of Confederation and the Treaty of Paris.	4	0	0	0
8	8.1.5	Identify and explain key events leading to the creation of a strong union among the thirteen original states and in the establishment of the United States as a federal republic.	4	2	0	0
8	8.1.6	Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789-1792).	0	2	0	0
8	8.1.7	Describe the origin and development of political parties, the Federalists, and the Democratic Republicans (1793-1801) and examine points of agreement and disagreement between these parties.	0	2	0	0

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8	8.1.8	Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican party led by the new President, Thomas Jefferson (1801).	0	2	0	0
8	8.1.9	Describe the influence of important individuals on social and political developments of the time such as the Independence movement and the framing of the Constitution.	0	2	0	0
8	8.1.10	Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and growing dependence on slavery in the South.	0	2	0	1
	<b>National Expansion and Reform: 1801 to 1861</b>					
8	8.1.11	Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803-1806).	0	0	1	0
8	8.1.12	Explain the main issues, decisions, and consequences of landmark Supreme Court cases.	0	0	1	0
8	8.1.13	Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).	0	0	1	0
8	8.1.14	Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences.	0	0	1	0
8	8.1.15	Explain the concept of Manifest Destiny and describe its impact on westward expansion of the United States.	0	0	1	0
8	8.1.16	Describe the abolition of slavery in the northern states; conflict and compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820), The Compromise of 1850, Kansas-Nebraska Act (1854), and the continued resistance to slavery by people such as Frederick Douglas, Harriet Tubman, William Lloyd Garrison, and Harriet Beecher Stowe.	0	0	1	0
8	8.1.17	Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government.	0	0	1	0

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8	8.1.18	Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist, and social reform movements and in sectional conflicts.	0	0	1	0
8	8.1.19	Explain the influence of early social reformers and movements.	0	0	1	0
	<b>The Civil War and Reconstruction Period: 1860-1877</b>					
8	8.1.20	Analyze the causes and effects of events leading to the Civil War, including the development of sectional conflict over slavery.	0	0	0	2
8	8.1.21	Describe the importance of key events and individuals in the Civil War.	0	0	0	2
8	8.1.22	Explain and evaluate the policies, practices, and consequences of Reconstruction, including the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	0	0	0	3
8	8.1.23	Describe conflicts between Native American Indians and settlers of the Great Plains.	0	0	1	0
8	8.1.24	Identify the influence of individuals on political and social events and movements such as the abolition movement, the Dred Scott case, women rights, and Native American Indian removal.	0	0	0	2
8	8.1.25	Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrialism in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.	0	0	1	1
8	8.1.26	Give examples of changing role of women and minorities in the northern, southern, and western part of the United States in the mid-nineteenth century, and examine possible causes for these changes.	0	0	1	1

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8	8.1.27	Give examples of scientific and technological developments that changed cultural life in the nineteenth-century United States, such as the use of photography, growth in the use of the telegraph, the completion of the transcontinental railroad, and the invention of the telephone.	0	0	1	0
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making</b>						
8	8.1.28	Recognize historical perspective and evaluate alternative course of action by describing the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.	2	1	1	1
8	8.1.29	Differentiate between historical facts and historical interpretations recognizing that the historians' narrative reflects his or her judgment about the significance of particular facts.	0	0	0	0
8	8.1.30	Formulate historical questions and seek responses by analyzing primary sources and secondary sources about an issue confronting the United States during the period from 1754-1877.	0	0	1	1
8	8.1.31	Obtain historical data from a variety of sources to compare and contrast examples of art, music, and literature during the nineteenth century and explain how these reflect American culture during this time period.	0	0	1	1
<b>2. Civics and Government</b>						
<b>Foundations of Government</b>						

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8	8.2.1	Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, Virginia Statute of Religious Freedom, Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Washington's Farewell Address (1796), and Jefferson's First Inaugural Address (1801).	0	2	1	0
8	8.2.2	Identify and explain the relationship between rights and responsibilities of citizenship in the United States.	0	1	1	1
8	8.2.3	Explain how and why legislative, executive, and judicial powers are distributed, shared, and limited in the constitutional government of the United States.	0	2	0	1
8	8.2.4	Examine functions of the national government in the lives of people.	0	2	1	2
	<b>Functions of Government</b>					
8	8.2.5	Compare and contrast the powers reserved to the federal and state governments under the Articles of Confederation and the United States Constitution.	0	2	0	2
8	8.2.6	Distinguish among the different functions of national and state government within the federal system by analyzing the Constitution of the United States and the Indiana Constitution.	0	2	1	0
	<b>Roles of Citizens</b>					
8	8.2.7	Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/nongovernmental organizations that comprise civil society.	0	0	0	0
8	8.2.8	Explain ways that citizens can participate in political parties, campaigns, and elections.	1	2	0	1
8	8.2.9	Explain how citizens can monitor and influence the development and implementation of public policies at local, state, and national levels of government.	3	0	0	0

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8	8.2.10	Research and defend positions on issues in which fundamental values and principles related to the Constitution of the United States are in conflict, using a variety of information resources.	0	0	0	0
<b>3. Geography</b>						
<b>The World in Spatial Terms</b>						
8	8.3.1	Read maps to interpret its symbols and determine the land forms and human features that represent physical and cultural characteristics of areas in the United States.	2	1	1	1
<b>Places and Regions</b>						
8	8.3.2	Identify and create maps showing the physical growth and development of the United States from settlement of the original thirteen colonies through Reconstruction (1877) including transportation routes used during the period.	2	2	1	1
<b>Physical Systems</b>						
8	8.3.3	Identify and locate the major climate regions in the United States and describe the characteristics of each of these regions.	2	0	1	0
8	8.3.4	Name and describe processes that build up the land and processes that erode it and identify places these occur.	1	0	1	0
8	8.3.5	Describe the importance of the major mountain ranges and the major river systems in the development of the United States.	2	0	1	0
<b>Human Systems</b>						
8	8.3.6	Identify the agricultural regions of the United States and be able to give reasons for the type of land use and subsequent land development during different historical periods.	2	2	1	1
8	8.3.7	Using maps, identify changes influenced by growth, economic development, and human migration in the eighteenth and nineteenth centuries.	0	0	1	1
8	8.3.8	Gather information on ways people changed the physical environment of the United States in the nineteenth century using primary sources and secondary sources, including digitized photo collections and historic maps.	0	0	0	0

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8	8.3.9	Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.	0	0	1	1
<b>Environment and Society</b>						
8	8.3.10	Create maps, graphs, and charts showing the distribution of natural resources - such as forests, water sources, and wildlife - in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.	0	0	1	1
8	8.3.11	Identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.	2	0	1	1
<b>4. Economics</b>						
8	8.4.1	Identify economic factors contributing to the European exploration and colonization in North America, and the American Revolution, and the drafting of the Constitution of the United States.	3	1	0	0
8	8.4.2	Illustrate elements of the three types of economic systems, using cases from United States history.	1	0	1	1
8	8.4.3	Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.	1	1	1	1
8	8.4.4	Explain the basic economic functions of the government in the economy of the United States.	0	1	1	1
8	8.4.5	Analyze the contributions of entrepreneurs and inventors in the development of the United States economy.	0	1	1	1
8	8.4.6	Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.	0	0	1	1
8	8.4.7	Trace the development of different kinds of money used in the United States and explain how money helps make saving easier.	0	0	0	0
8	8.4.8	Examine the development of the banking system in the United States.	0	0	0	0
8	8.4.9	Explain and evaluate examples of domestic and international interdependence throughout United States history.	0	0	0	0

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8	8.4.10	Examine the importance of borrowing and lending (the use of credit) in the United States and list the advantages and disadvantage of using credit.	0	0	0	0
8	8.4.11	Use a variety of information resources to compare and contrast job skills needed in different time periods in United States history.	0	0	0	1