

<b>SOCIAL STUDIES</b>
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**Grade:** 6**Academic Standard:** 6.1 (History)**Academic Standard Indicator:** 6.1.15

**Standard Description (Academic or Indicator):** Modern Era: 1700 to the present.  
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.

**Suggestion for Integrating International Content:** After studying industrialization and its global impact, have students discuss the connection between technological advancements and the changes they can bring to cultures.  
**Extension:** Ask students to read about Japan's rapid industrialization. **Suggested resource:** <http://web-japan.org/kidsweb/explore/economy/>.

**Grade:** 6**Academic Standard:** 6.1 (History)**Academic Standard Indicator:** 6.1.16

**Standard Description (Academic or Indicator):** Modern Era: 1700 to the present.  
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.

**Suggestion for Integrating International Content:** Using three Power Point slides, have students create a profile (similar to a Facebook profile) of a global mover and shaker in history. The first slide should include a picture and basic biographical facts (hometown, birthday, political and religious views, education, employer, etc.). The second slide should focus on relationships (friends, family, political allies and opponents, etc.). Finally, the third slide should be filled with one status update after another (just like those found on a Facebook news feed) which are told from the position of the chosen historical figure. Written in first person format, these should include fictionalized accounts based on actual events in the life of the historical figure.  
**Example:** A status update for FDR in 1933 might read: "Played cards with Eleanor and friends tonight. As I was shuffling the cards, it

struck me, 'What this country needs is a New Deal!'"

**Grade:** 6**Academic Standard:** 6.2 (Civics & Government)**Academic Standard Indicator:** 6.2.1

**Standard Description (Academic or Indicator):** Foundations of Government.  
Compare and contrast major forms of government in Europe and the Americas throughout history.

**Suggestion for Integrating International Content:** Have students color code a map of the western hemisphere to identify socialist, communist, and democratic governments. Then have students discuss the roles of citizens therein. **Extension:** Examine the differences between "Communism" and "Socialism." What makes a country Communist and what makes a country socialist. **Suggested resource:** <http://www.auburn.edu/~johnspm/gloss/communism>.

**Grade:** 6**Academic Standard:** 6.2 (Civics & Government)**Academic Standard Indicator:** 6.2.2

**Standard Description (Academic or Indicator):** Foundations of Government.  
Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.

**Suggestion for Integrating International Content:** Have students analyze the value and protection of the individual in ancient Greece and Rome.

**Grade:** 6**Academic Standard:** 6.2 (Civics & Government)**Academic Standard Indicator:** 6.2.7

**Standard Description (Academic or Indicator):** Roles of Citizens. Define and

compare citizenship and the citizen's role throughout history in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students consider what it would be like to establish their own country. As original citizens, have students explain how they might build a foundational identity, secure the country's economic and political systems, and establish foreign diplomacy. **Suggested resource:** *How to Build Your Own Country* by Valerie Wyatt and Fred Rix (Kids Can Press, 2009).

**Grade:** 6

**Academic Standard:** 6.3 (Geography)

**Academic Standard Indicator:** 6.3.1

**Standard Description (Academic or Indicator):** The World in Spatial Terms.

Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Divide students into pairs or small groups to briefly research major thriving world cities. Have teams try to determine what helped these cities to thrive. **Examples:** Good port; abundant natural resources. **Extension:** Have groups meet to pool collective research and chart the results, comparing their cities with developing areas. **Suggested resources:** Dubai before and after the oil boom <http://www.dailymail.co.uk/news/article-2144613/Pictures-Dubai-1960s-1970s-city-fishing-settlement.html>.

**Grade:** 6

**Academic Standard:** 6.3 3 (Geography)

**Academic Standard Indicator:** 6.3.3

**Standard Description (Academic or Indicator):** Places and Regions. Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students explore what the perfect place for them to live might be by making a wish list of factors, including urban or rural, warm or cool climate, and topography. Based on their own key factors, have students research maps of the world to find their perfect destinations.

**Grade:** 6

**Academic Standard:** 6.3 3 (Geography)

**Academic Standard Indicator:** 6.3.3

**Standard Description (Academic or Indicator):** Places and Regions. Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students research the geography of two non-U.S. countries in the western hemisphere and compare them to the U.S.

**Grade:** 6

**Academic Standard:** 6.3 (Geography)

**Academic Standard Indicator:** 6.3.4

**Standard Description (Academic or Indicator):** Places and Regions. Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.

**Suggestion for Integrating International**

**Content:** Have students examine how various cultures have developed traditions and customs and expressed themselves through the years ("told their stories"). After considering what the media indicate about the characteristics of these cultures, have students tell their own stories based on what they have learned. **Extension:** Have students compare Romanian culture and customs with American culture and customs and discuss what they like, dislike, or are surprised by regarding Romanian culture. **Suggested resource:** <http://www.kwintessential.co.uk/resources/global-etiquette/romania.html>.

**Grade:** 6

**Academic Standard:** 6.3 3 (Geography)

**Academic Standard Indicator:** 6.3.3

**Standard Description (Academic or Indicator):** Places and Regions. Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students select a folktale from another country and rewrite it by adding more

detail for texture, including cultural universals.

**Examples:** Shelter; food; rituals; technology; weaponry; religion; customs; superstitions; family dynamics; medical treatment; health; recreation. **Suggested resource:** <http://www.pitt.edu/~dash/folktexts.html>.

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**Grade:** 6

**Academic Standard:** 6.3 (Geography)

**Academic Standard Indicator:** 6.3.3

**Standard Description (Academic or Indicator):** Places and Regions. Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** By studying maps to draw conclusions about the similarities of features across the world, have students explore the physical features that the U.S. shares with other parts of the world. **Example:** Have students discuss similarities and differences between the Alps and the Rockies; the northern European Plain to the Great Plains, etc.

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**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.7

**Standard Description (Academic or Indicator):** Physical systems: Locate and describe the climate regions of Europe and the Americas, and explain how and why they differ.

**Suggestion for Integrating International**

**Content:** Have students use the British Broadcast Corporation's (BBC) world weather source to examine Earth's weather patterns. Then assign each student a different world city to research by using the search box provided on the site. Once students have found their respective five-day forecasts, including highs, lows, winds, and humidity, have them compare these facts with a world weather map. **Suggested resource:** <http://news.bbc.co.uk/weather/>.

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**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.9

**Standard Description (Academic or Indicator):** Human Systems. Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger immigrations.

**Suggestion for Integrating International**

**Content:** Have students identify current patterns of population distribution and growth in Europe and the Americas. They can place dot stickers or push pins on a map of the world to illustrate population distribution. **Suggested resource:**

*If the World Were a Village* by David J. Smith and Shelagh Armstrong (A & C Black, 2004).

**Extension:** Have students research population trends in Italy and Spain and discuss how demographics affect these countries' economies. Have them propose potential solutions (i.e. immigration). **Suggested resource:**

<http://www.forbes.com/sites/joelkotkin/2012/05/30/whats-really-behind-europes-decline-its-the-birth-rates-stupid/2/>.

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**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.11

**Standard Description (Academic or Indicator):** Define the terms anthropology and archeology, and explain how these fields contribute to our understanding of societies in the present and the past.

**Suggestion for Integrating International**

**Content:** Investigate the types of policies and programs that governmental and non-governmental organizations establish to protect places of historical and cultural significance throughout the world. **Example:** Have students research various historical sites in Central Asia and Iran like Isfahan, Persepolis, and Samarkand protected by UNESCO. **Suggested resource:** <http://whc.unesco.org/en/list/114>.

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**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4.3

**Standard Description (Academic or Indicator):** Explain why international trade

requires a system for exchanging currency between various countries.

**Suggestion for Integrating International**

**Content:** Have students identify businesses, products, food, and cultural elements in their community that have roots in another country. Have them look at their shirt tags to see where their clothing was made. Are different countries represented? If so, how many different ones? List them.

**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4.5

**Standard Description (Academic or**

**Indicator):** Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

**Suggestion for Integrating International**

**Content:** Have students compare the GDP or Purchasing Power Parity using online resources such as the CIA World Factbook or data from the International Monetary Fund and the World Bank. After gathering information about a variety of countries, have students look for any correlations between GDP and per capita income, population density, life expectancy, and rank of influence based on the chart provided at the back of *Material World: A Global Family Portrait* by Peter Menzel, Charles C. Mann, and Paul Kennedy (Sierra Club Books, 1995).

**Suggested resources:**

<https://www.cia.gov/library/publications/the-world-factbook/>;

<http://www.imf.org/external/index.html>.

**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4

**Standard Description (Academic or**

**Indicator):** Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

**Suggestion for Integrating International**

**Content:** Have students research data on economic indicators from several countries in the western or eastern hemisphere. Then have the

students create charts from the data to help them draw conclusions.

**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4.7

**Standard Description (Academic or**

**Indicator):** 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.

**Suggestion for Integrating International**

**Content:** Have students assume roles of international workers, from executives to blue collar laborers. Then have them answer “interview” questions posed by classmates about their respective professions. Students should answer questions based on research conducted about their workers and the countries in which they live. **Extension:** When a new country joins the European Union, it becomes easier for blue-collar workers in that country to move to a wealthier nation to seek higher pay and better living conditions. Have students research examples including Croatians moving to Poland, Romanians moving to France, Hungarians to Germany, etc. **Suggested resource:** <http://www.eurasianet.org/node/66602>.

**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.1

**Standard Description (Academic or**

**Indicator):** Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E. Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchies.

**Suggestion for Integrating International**

**Content:** Have students develop a hypothetical student code of conduct based on the Code of Hammurabi principle “an eye for an eye.” Discuss the pros and cons of such a code.

**Suggested resource:**

[http://www.aramcoworld.com/issue/young\\_readers.world/i.pillar.of.justice/default.htm](http://www.aramcoworld.com/issue/young_readers.world/i.pillar.of.justice/default.htm).

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**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.2

**Standard Description (Academic or Indicator):** The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.). Describe, compare, and contrast the historical origins, central beliefs, and spread of major religions.

**Suggestion for Integrating International**

**Content:** Have students create a comparison table for the major world religions with various column headings. **Examples:** Founder; Religious Text; Name Given to Believers; Place of Worship; View of the Afterlife. **Extension:** Have students research the spread of religions along the Silk Road. **Suggested resource:** Islam: Empire of Faith (PBS lesson plans) <http://www.pbs.org/empires/islam/educ12plan.html>; <https://depts.washington.edu/silkroad/exhibit/religion/religion.html>; <http://asiasociety.org/belief-systems-along-silk-roads>.

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**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.2

**Standard Description (Academic or Indicator):** The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.). Describe, compare, and contrast the historical origins, central beliefs, and spread of major religions.

**Suggestion for Integrating International**

**Content:** Have students identify the nations with flags containing Islamic symbols. **Examples:** The crescent moon and five pointed star symbols. **Extension:** Have students discuss Confucianism, an ethics system developed in China that has spread to many East Asian countries. As students to write about how the United States would be different if people adopted Confucian ideas.

**Suggested resource:**

<http://asiasociety.org/confucianism>.

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**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.4

**Standard Description (Academic or Indicator):** The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.). Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia

**Suggestion for Integrating International**

**Content:** Have students simulate the exchange of goods on the Silk Road that connected the Mediterranean basin with China. **Suggested resource:** <http://www.indiana.edu/~iaunrc/outreach/video Conferencing>.

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**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.11

**Standard Description (Academic or Indicator):** Exploration, Conquest and Post-Colonial States: 1500 to the Present. Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.

**Suggestion for Integrating International**

**Content:** Have students color code a map of Asia or Africa, indicating which nations were colonized, when they were colonized, and by what European country. In parenthesis, indicate date of independence; **Extension:** Have students write an essay about the French colonization of Algeria, looking at the history of this colonization and its implications on Algerian culture/politics up to the present day. Have them also include an assessment of how the French state today deals with the legacy of colonialism and how the French treat Algerian immigrants.

**Suggested resource:**

<http://www.history.ac.uk/ihr/Focus/Migration/articles/house.html>.

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**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.11

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**Suggestion for Integrating International**

**Content:** Have students create maps illustrating how the European powers divided and colonized countries in Africa and Asia. Have them consider if this could happen again and discuss why or why not. **Extension:** Have students compare how the Russian colonization of the Caucasus differs from the European colonization of Africa.

**Suggested resource:**

[http://en.wikipedia.org/wiki/Caucasian\\_War](http://en.wikipedia.org/wiki/Caucasian_War).

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**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.11

**Standard Description (Academic or Indicator):** Exploration, Conquest and Post-Colonial States: 1500 to the Present. Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.

**Suggestion for Integrating International**

**Content:** Using the movie *Ghandi* and related primary sources, have students write an essay describing the negative effects of British imperialism on India.

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**Grade:** 7

**Academic Standard:** 7.1

**Academic Standard Indicator:** 7.1.18

**Standard Description (Academic or Indicator):** Chronological Thinking, Historical Comprehension, Analysis and

Interpretation, Research. Compare perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources.

**Suggestion for Integrating International**

**Content:** Use the Socratic Method or another discussion form to help students understand why it is important for U.S. officials and business people to be respectful of various cultural norms when negotiating deals and contracts internationally.

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**Grade:** 7

**Academic Standard:** 7.2

**Academic Standard Indicator:** 7.2.2

**Standard Description (Academic or Indicator):** Foundations of Government.

Identify and compare historical and contemporary governments in Asia, Africa and the Southwest Pacific.

**Suggestion for Integrating International**

**Content:** Have students create maps in which they color code the various types governments in the eastern hemisphere, ranging from most autocratic to most democratic. Have them use almanacs in their research.

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**Grade:** 7

**Academic Standard:** 7.2

**Academic Standard Indicator:** 7.2.5

**Standard Description (Academic or**

**Indicator):** Roles of Citizens. Define and compare and contrast citizenship and the citizen's role in selected countries of Africa, Asia and the Southwest Pacific.

**Suggestion for Integrating International**

**Content:** Have students create a "Citizen's Role Analysis Table" for the nations of Australia, China, Egypt, Japan, and South Africa with various column headings. **Examples:** Nations; Suffrage Requirements; Voting Methods; Voluntary Organizations. **Suggested resource:** <https://www.cia.gov/library/publications/the-world-factbook/>.

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**Grade: 7**

**Academic Standard: 7.3**

**Standard Description (Academic or Indicator):** Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They will use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.

**Suggestion for Integrating International**

**Content:** Have students create a line graph comparing the land area of five African or Asian nations. **Suggested resource:**

<http://nces.ed.gov/nceskids/createagraph/>.

**Grade: 7**

**Academic Standard: 7.3**

**Academic Standard Indicator: 7.3.1**

**Standard Description (Academic or Indicator):** The World in Spatial Terms.

Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific.

**Suggestion for Integrating International**

**Content:** Have students learn the locations of the nations in Africa, Asia, and the Southwest Pacific by using online interactive geography quizzes. **Suggested resource:**

<http://www.ilike2learn.com/>.

**Grade: 7**

**Academic Standard: 7.3**

**Academic Standard Indicator: 7.3.4**

**Standard Description (Academic or Indicator):** Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation

**Suggestion for Integrating International**

**Content:** On a blank map of Africa or Asia, have students locate and identify the major physical characteristics of that continent. **Examples:** Oceans; seas; gulfs; lakes; rivers; deserts; mountains.

**Grade: 7**

**Academic Standard: 7.3**

**Academic Standard Indicator: 7.3.8**

**Standard Description (Academic or Indicator):** Human Systems. Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes of these patterns.

**Suggestion for Integrating International**

**Content:** Using the “Create a Graph” website or a similar resource, have students create a population pie chart of the world’s continents and/or African and Asian nations. **Suggested resource:**

[http://nces.ed.gov/nceskids/createagraph/default.aspx](http://nces.ed.gov/nceskids/createagraph/default.aspx;);

[http://www.cepar.edu.au/media/113761/asia\\_in\\_the\\_ageing\\_century\\_-\\_part\\_i\\_-\\_demography.pdf](http://www.cepar.edu.au/media/113761/asia_in_the_ageing_century_-_part_i_-_demography.pdf).

**Grade: 7**

**Academic Standard: 7.3**

**Academic Standard Indicator: 7.3.8**

**Standard Description (Academic or Indicator):** Human Systems. Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes of these patterns.

**Suggestion for Integrating International**

**Content:** Have students create a line graph comparing the population of five African or Asian nations. Students can then create pie charts showing the split between the urban and rural population of each nation. **Suggested resource:** <http://nces.ed.gov/nceskids/createagraph/default.aspx>.

**Grade: 7**

**Academic Standard: 7.3**

**Academic Standard Indicator: 7.3.8**

**Standard Description (Academic or Indicator):** Human Systems. Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia,

and the Southwest Pacific and analyze the causes of these patterns.

**Suggestion for Integrating International**

**Content:** Using Microsoft Publisher or similar software, have students create a travel brochure for an Asian or African nation, identifying important facts. **Examples:** Population; languages; religions; landmarks; points of interest.

**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.2

**Standard Description (Academic or**

**Indicator):** Illustrate how international trade requires a system for exchanging currency between and among nations.

**Suggestion for Integrating International**

**Content:** Using a map of Indiana which illustrates the state's global business connections, have students discuss why international trade is important. **Suggested resource:**

<http://www.locationindiana.com>, specifically <http://www.locationindiana.com/pdfs/0901016-EDForeignInvestMap11x17-IN-FINAL.pdf>.

**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.2

**Standard Description (Academic or**

**Indicator):** Illustrate how international trade requires a system for exchanging currency between and among nations.

**Suggestion for Integrating International**

**Content:** Have students identify items at home that are produced in other countries. After they share their lists of items with the class, have each student choose one item and draw a picture of it. Next, place the pictures on the corresponding countries of a wall map. Discuss how not all countries use the same currency, making an exchange system necessary.

**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.4

**Standard Description (Academic or**

**Indicator):** Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)\*<sup>1</sup> per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.

**Suggestion for Integrating International**

**Content:** Have students create a bar graph of the GDP for selected African and Asian nations.

**Suggested resources:**

<http://nces.ed.gov/nceskids/createagraph/default.aspx>;  
<https://www.cia.gov/library/publications/the-world-factbook/>.

**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.4

**Standard Description (Academic or**

**Indicator):** 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; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.

**Suggestion for Integrating International**

**Content:** Have students create two line graphs. One graph should compare the literacy rate of five African or Asian nations and the other should compare the per capita GDP of these African or Asian nations. Discuss the connection between literacy rate and GDP. **Suggested resource:**

<http://nces.ed.gov/nceskids/createagraph/default.aspx>.

<sup>1</sup> **Gross Domestic Product (GDP):** The value of all final goods and services produced in a country in a year

**Grade:** 7

**Academic Standard:** 7.4

**Academic Standard Indicator:** 7.4.4

**Standard Description (Academic or Indicator):** Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)\*<sup>2</sup> per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.

**Suggestion for Integrating International**

**Content:** Have students create a graph of various economic indicators in several countries.

**Examples:** GDP; Human Development Index; literacy rates; number of television sets. Have students compare their data, drawing conclusions about what the quality of life and standard of living might be like in other nations.

**Suggested resources:**

<https://www.cia.gov/library/publications/the-world-factbook/>;

[http://www.nationmaster.com/graph/med\\_tel\\_per\\_cap-media-televisions-per-capita](http://www.nationmaster.com/graph/med_tel_per_cap-media-televisions-per-capita).

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.1

**Standard Description (Academic or Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and these Native American groups.

**Suggestion for Integrating International**

**Content:** Have students identify the various crops, animals, and diseases that were transferred between the western and eastern hemispheres as a result of the Columbian Exchange.

<sup>2</sup> **Gross Domestic Product (GDP):** The value of all final goods and services produced in a country in a year

**Suggested resources:**

[http://www.economics.harvard.edu/faculty/nunn/files/Nunn\\_Qian\\_JEP\\_2010.pdf](http://www.economics.harvard.edu/faculty/nunn/files/Nunn_Qian_JEP_2010.pdf);

<http://www.ihs.issaquah.wednet.edu/Teachers/petersen/European%20Studies/Textbook/Chapter%2020/Columbian%20Exchange%2020%204.pdf>.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.1

**Standard Description (Academic or Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and these Native American groups.

**Suggestion for Integrating International**

**Content:** Have students write a petition to King Ferdinand and Queen Isabella of Spain supporting or opposing Columbus' voyage. Petitions should include critical historical consequences.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.2

**Core Standard:** No

**Standard Description (Academic or Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.

**Suggestion for Integrating International**

**Content:** Have students complete a map (perhaps using a color code) of the areas in North America colonized by France, Great Britain, the Netherlands, and Spain.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.2

**Standard Description (Academic or Indicator):** The American Revolution and Founding of the United States of America: 1754

to 1801. Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.

**Suggestion for Integrating International**

**Content:** Have students compare and contrast the way indigenous people were treated in the European colonies of New England, New France, New Netherlands, and New Spain.

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**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.2

**Standard Description (Academic or Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.

**Suggestion for Integrating International**

**Content:** Have each student choose a colony to research. After research has been conducted, each student should create a handbill to attract other settlers to the chosen colony. The handbills should reflect the culture of the selected colony, illustrating how colonies took on the flavors (cultures) of the various immigrants who first settled there. **Example:** Pennsylvania was heavily influenced by German culture.

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**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.6

**Standard Description (Academic or Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.

**Suggestion for Integrating International**

**Content:** Have students create newspaper articles which report on matters with international elements faced by the new American Republic. **Examples:** XYZ Affair (1797-98); Alien and Sedition Acts (1798); Jay's

Treaty (1794); Washington's Farewell Address (1796).

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**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.8

**Standard Description (Academic or Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.

**Suggestion for Integrating International**

**Content:** As a class, create a Venn Diagram which illustrates points of agreement and disagreement between Federalists and Democratic-Republicans (1793-1801).

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**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.9

**Standard Description (Academic or Indicator):** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801). Evaluate the significance of these events.

**Suggestion for Integrating International**

**Content:** Have students describe how the founding fathers, Thomas Jefferson included, were influenced by political fundamentals from foreign nations, such as England, France, ancient Greece, and ancient Rome. **Examples:** Concept of unalienable rights (England); power of self-determination (ancient Greece and Rome).

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**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.12

**Standard Description (Academic or Indicator):** National Expansion and Reform: 1801 to 1861. Interpret how the events

surrounding the Louisiana Purchase (1803) and the Lewis and Clark expedition (1803-1806) allowed for America to push towards westward expansion and the concept of Manifest Destiny.

**Suggestion for Integrating International Content:** Have students analyze the six major territorial acquisitions (Louisiana Purchase; Florida Cession; Texas Annexation; Mexican Cession; Northwestern [Oregon] Boundary Dispute; Gadsden Purchase) that led to the U.S. becoming a continental nation. Specifically, have them learn which nations were involved in each acquisition, the method of acquisition, the territory acquired, and the treaty or resolution which formalized the acquisition.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.14

**Standard Description (Academic or Indicator):** National Expansion and Reform: 1801 to 1861. Analyze the causes and consequences of the War of 1812.

**Suggestion for Integrating International Content:** Have students write an essay about the causes of the War of 1812. Major topics for individual paragraphs of this essay might include impressment, British support of Native American uprisings, and the desire for Canadian territory. Have students assess the outcome, noting that no land was really gained or lost. Then have them analyze what constitutes a “necessary” or “just” war.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.18

**Standard Description (Academic or Indicator):** National Expansion and Reform: 1801 to 1861. Describe the causes, courses, challenges, and consequences associated with westward expansion, including the concept of Manifest Destiny.

**Suggestion for Integrating International Content:** Have students compare America’s Manifest Destiny and Westward Expansion to European exploration. Ask them to consider how foreign nations reacted to a growing U.S.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.16

**Standard Description (Academic or Indicator):** National Expansion and Reform: 1801 to 1861. Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson’s actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson’s Indian policy.

**Suggestion for Integrating International Content:** Have students read excerpts from Alexis de Tocqueville’s *Democracy in America* (Harper Perennial Classics, 2000) for another perspective on American politics and society in the 1830s.

**Grade:** 8

**Academic Standard:** 8.1

**Academic Standard Indicator:** 8.1.24

**Standard Description (Academic or Indicator):** The Civil War and Reconstruction Period: 1850 to 1877. Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states’ rights and slavery had in developing America’s sectional conflict.

**Suggestion for Integrating International Content:** Have students study modern examples of slavery and human trafficking around the world. Then have them compare similarities and differences with early U.S. slavery. **Extension:** Have students research forced labor in Southeast Asia. **Suggested resource:** <http://libertyasia.org/> Have students research how the collapse of the Soviet Union allowed for an increase in human trafficking. **Suggested resource:** [http://en.wikipedia.org/wiki/Human\\_trafficking\\_in\\_Europe](http://en.wikipedia.org/wiki/Human_trafficking_in_Europe). Have students research modern slavery in Uzbekistan. **Suggested resources:** <http://www.nytimes.com/2013/12/18/world/asia/forced-labor-lives-on-in-uzbekistans-cotton-fields.html>.

**Grade: 8****Academic Standard:** 8.2**Academic Standard Indicator:** 8.2.1**Standard Description (Academic or Indicator):** Foundations of Government

Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.

**Suggestion for Integrating International**

**Content:** Have students compare and contrast American ideas of constitutional government with those of European nations, particularly England and France. They should also read the constitutions of new democratic nations and compare the civil rights and liberties of those nations to our own. **Example:** South Africa.

**Grade: 8****Academic Standard:** 8.3**Academic Standard Indicator:** --**Standard Description (Academic or Indicator):** Students identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

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**Suggestion for Integrating International**

**Content:** Have students identify what ethnic groups may have influenced the settlement of major cities and possibly their own community. Have them research and share how early settlers from various parts of the world, and their respective traditions and customs, are still evident in regions and cities across the country. Students can access related information on city websites in Indiana and other states. **Example:** Jasper, IN, has many German street names and Pfaffenweiler, Germany is it's sister city. The sharing could be done through a classroom cultural fair and/or by students creating family trees.

**Grade: 8****Academic Standard:** 8.4**Academic Standard Indicator:** 8.4.1**Standard Description (Academic or Indicator):** Identify economic factors contributing to European exploration and colonization in North America, the American Revolution, and the drafting of the Constitution of the United States.

Identify economic factors contributing to European exploration and colonization in North America, the American Revolution, and the drafting of the Constitution of the United States.

**Suggestion for Integrating International**

**Content:** Have students look at how the market economy in the U.S. affords the consumer many choices and then compare it to a closed (or limited) economy in another country.

**Grade: 8****Academic Standard:** 8.4**Academic Standard Indicator:** 8.4.6**Standard Description (Academic or Indicator):** Trace the development of different kinds of money used in the United States.

Trace the development of different kinds of money used in the United States.

**Suggestion for Integrating International**

**Content:** Have students make lists of different types of money used around the world.

**Suggested resource:**

<http://www.banknotes.com/images.htm>.

**Grade: 8****Academic Standard:** 8.4**Academic Standard Indicator:** 8.4.8**Standard Description (Academic or Indicator):** Explain and evaluate examples of domestic and international interdependence throughout United States history.

Explain and evaluate examples of domestic and international interdependence throughout United States history.

**Suggestion for Integrating International**

**Content:** Have students discuss how international trade has changed over time and how policies of foreign governments have influenced U.S. governmental decisions.

**Suggested resource:**

<http://www.wncumw.org/PDF%20&%20Word%20Files/Globalization%20Timeline.pdf>.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.8

**Standard Description (Academic or Indicator):** Explain and evaluate examples of domestic and international interdependence throughout United States history.

**Suggestion for Integrating International Content:** Have students define and discuss the terms “mercantilism” and “imperialism.” Ask them to assess how these have impacted domestic and international policy both historically and recently. **Example:** Compare U.S. imperialism in the 1890s, including the Spanish American War, to globalization in developing countries today.

**Grade:** 8

**Academic Standard:** 8.4

**Academic Standard Indicator:** 8.4.8

**Standard Description (Academic or Indicator):** Explain and evaluate examples of domestic and international interdependence throughout United States history.

**Suggestion for Integrating International Content:** Have students identify the routes, the continents, and the “goods” exchanged through the Triangular Trade. Ask them to assess where human rights might be sacrificed for profit in areas of the world today and how the U.S. may or may not play a role in that. **Suggested resource:**  
[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u3/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html)

**Subject:** Economics

**Academic Standard:** E.1

**Academic Standard Indicator:** --

**Standard Description (Academic or Indicator):** Students understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.

**Suggestion for Integrating International Content:** Have students analyze various reasons

why people come to or leave the U.S., including the desire for certain goods and services.

**Example:** Higher education. Invite people who are in the U.S. on work/student visas, or who have become naturalized citizens, to share their stories in the classroom. Students can also interview friends, relatives, and co-workers who have moved to the U.S.

**Subject:** Economics

**Academic Standard:** E.1

**Academic Standard Indicator:** E.1.2

**Standard Description (Academic or Indicator):** Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.

**Suggestion for Integrating International Content:** Have students describe the process of starting a business and what an entrepreneur might experience going through that process in various countries throughout the world.

**Subject:** Economics

**Academic Standard:** E.1

**Academic Standard Indicator:** E.1.6

**Standard Description (Academic or Indicator):** Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.

**Suggestion for Integrating International Content:** Have each student pick a different country to use as a case study and explain why it makes good economic sense to produce certain goods in that country. They should also identify which goods it does not make economic sense to produce in their chosen countries.

**Subject:** Economics

**Academic Standard:** E.2

**Academic Standard Indicator:** E.2.1

**Standard Description (Academic or Indicator):** Define supply and demand and explain the causes of the Law of Supply and the Law of Demand.

**Suggestion for Integrating International**

**Content:** Have students describe how events around the globe, such as natural disasters and political tensions, can impact markets for goods and services and business in general. **Example:** Have them research how the 2011 earthquake and tsunami in Japan impacted global markets, the availability of technology products, and Japanese businesses in Indiana. Have students assess whether the Arab Spring significantly impacted business, especially the price of oil.

**Suggested resource:**

<http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>.

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**Subject:** Economics

**Academic Standard:** E.2

**Academic Standard Indicator:** E.2.4

**Standard Description (Academic or Indicator):** Identify factors that cause changes in market supply and demand and how these changes affect price and quantity in a competitive market.

**Suggestion for Integrating International**

**Content:** Have students describe how events around the globe such as natural disasters and political tensions can affect markets for goods and services. **Example:** Have them research how the 2011 earthquake and 2010 tsunami in Japan affected global markets, the availability of technology products, and Japanese businesses in Indiana. **Extension:** Have students assess whether the political unrest in Egypt, Libya, and other Middle Eastern nations significantly impacted the price of oil. **Suggested resource:**

<http://www.imf.org/external/pubs/ft/wp/2014/wp14100.pdf>;

<http://blogs.worldbank.org/arabvoices/which-arab-cities-are-growing-fastest>.

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**Subject:** Economics

**Academic Standard:** E.3

**Academic Standard Indicator:** --

**Standard Description (Academic or Indicator):** Students understand the role of business firms and analyze the various types of market structures in the United States economy.

**Suggestion for Integrating International**

**Content:** Have students explore how

international organizations like the Organization of Petroleum Exporting Countries (OPEC) and companies like DeBeers Diamonds impact what Hoosier consumers pay for specific goods and services.

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**Subject:** Economics

**Academic Standard:** E.4

**Academic Standard Indicator:** E.4.4

**Standard Description (Academic or Indicator):** Describe major revenue and expenditure categories and their respective proportions of state and federal budgets.

**Suggestion for Integrating International**

**Content:** Have students deliberate how much money the federal government should spend on military operations and foreign aid. Students can also research how much money our state government spent from 2004-2012 to bring foreign businesses to Indiana. Students should analyze the job growth and revenue foreign businesses have produced during this time and if the revenue produced justifies the time and money invested in attracting these businesses to the state.

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**Subject:** Economics

**Academic Standard:** E.5

**Academic Standard Indicator:** E.5.4

**Standard Description (Academic or Indicator):** Identify the different causes of inflation (including cost-push and demand-pull) and explain the impact of inflation on economic decisions.

**Suggestion for Integrating International**

**Content:** Have students consider the impact of a “weak dollar” (generally caused by inflation) on the U.S. balance of trade, foreign investments, etc. Speculation in commodities such as oil and gold could also be used as points of discussion. **Example:** Have students research how a weak dollar negatively impacts tourism in other countries.

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**Subject:** Economics

**Academic Standard:** E.6

**Academic Standard Indicator:** E.6.1

**Standard Description (Academic or Indicator):** Explain the basic functions of money.

**Suggestion for Integrating International Content:** Have students do a comparative analysis of what has been used for “money” in other countries and cultures. Discuss what makes a particular item, such as green paper with pictures of former presidents, valuable in specific countries at certain times in history.

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**Subject:** Economics  
**Academic Standard:** E.7  
**Academic Standard Indicator:** E.7.6

**Standard Description (Academic or Indicator):** Compare and contrast the major macroeconomic theories.

**Suggestion for Integrating International Content:** Have students examine and describe the impact that government borrowing may have on international relations and public policy. Have them analyze the risks of quantitative easing when the U.S. is so dependent on foreign investments to sustain its economy.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.2  
**Academic Standard Indicator:** GHW.2.3

**Standard Description (Academic or Indicator):** Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.

**Suggestion for Integrating International Content:** Have students identify indigenous groups in various countries around the world and explain their perspectives on the environment.  
**Extension:** Have students learn about Shinto, an animist religion in Japan that focuses on humanity’s links with the natural world.

**Suggested resource:**  
<http://asiansociety.org/shinto>.

**Extension:** Ask students to research the Saami in Finland, Sweden, and Norway to learn about their customs for respecting the environment.

**Suggested resource:**  
<http://www.unric.org/en/indigenous-people/27307-the-sami-of-northern-europe--one-people-four-countries>.

**Differentiated Instruction- Special Needs Accommodations:** After identifying Native American groups, have students make posters illustrating their beliefs about nature.

**Differentiated Instruction- Highly Able Accommodations:** Provide students with a variety of product choices, such as a PowerPoint presentation, diorama, or chart, so that they can demonstrate their understanding of perspectives.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.3  
**Academic Standard Indicator:** GHW.3.2

**Standard Description (Academic or Indicator):** Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.

**Suggestion for Integrating International Content:** Have students identify factors that brought immigrants from around the world to the U.S. **Example:** Explore the persecution of Polish Jews and their migration to the U.S.; Irish Potato Famine; Escaping army conscription in Germany; Lack of arable land in Scandinavia; Religious persecution in England  
**Suggested resource:**  
<http://www.bbc.com/news/world-europe-22205454>.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.4  
**Academic Standard Indicator:** GHW.4.4

**Standard Description (Academic or Indicator):** Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.

**Suggestion for Integrating International Content:** Have students analyze the impact of the French and Indian War on the settlement of Indiana. Have them research the histories of Fort Ouiatenon, Fort Miami, and Fort Vincennes.

**Extension:** Have students research Chinese colonization in Mongolia, Tiber, and Xinjiang.

**Suggested resource:**  
[http://en.wikipedia.org/wiki/Sinicization\\_of\\_Tibet](http://en.wikipedia.org/wiki/Sinicization_of_Tibet).

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.5  
**Academic Standard Indicator:** GHW.5.1

**Standard Description (Academic or Indicator):** Ask and answer geographic and historical questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.

**Suggestion for Integrating International Content:** Have students consider why cities around the world are located where they are and describe the factors that have led to the growth of various cities. Students should also analyze factors that have led to the decline of some cities. **Extension** Have students learn about the Yellow River and its significance for Chinese civilization. Students compare the consequences of it never having existed with it running dry now. **Suggested resource:** <http://asianhistory.about.com/od/china/f/Yellow-River-Chinese-History.htm>

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.6  
**Academic Standard Indicator:** GHW.6.5

**Standard Description (Academic or Indicator):** Analyze and assess the impact of the four major agricultural revolutions on the world's human and physical environments.

**Suggestion for Integrating International Content:** Interview someone locally in agribusiness and ask him/her to share how technology has helped productivity and the economy compared to farming in the past. Ask the interviewee to share the importance of food production for global markets. **Extension:** Have students compare and contrast the changes in agriculture in the U.S., France, and Romania in the last two centuries. What technologies have been adopted? Has the emphasis switched to large-scale farming, rather than small-scale family farms? Why the differences? What are the pros and cons of these transitions?

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.8  
**Academic Standard Indicator:** GHW.8.1

**Standard Description (Academic or Indicator):** Use maps to show the location and distribution of Earth's resources and analyze how this distribution affects trade between and among countries and regions.

**Suggestion for Integrating International Content:** Have students explore Indiana resources and where they or related products are sent, determining which are Indiana's major international trading partners.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.8  
**Academic Standard Indicator:** GHW.8.3

**Standard Description (Academic or Indicator):** Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.

**Suggestion for Integrating International Content:** Explore how urbanization affects the environment. **Example:** Completion of the I-69 corridor, which may further open trade with Mexico. Students should also research what happens to the environment and culture in developing countries when American businesses build facilities there. Have students identify Indiana companies that have outsourced jobs or created factories in foreign countries and the costs and benefits of this.

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**Subject:** Geography & History of the World  
**Academic Standard:** GHW.11  
**Academic Standard Indicator:** GHW.11.4

**Standard Description (Academic or Indicator):** Analyze and predict the changing patterns of space devoted to sports and recreation in the local community and region.

**Suggestion for Integrating International Content:** Have students analyze and describe the impact of sports and sporting events in Indiana and their global connections. **Examples:** Indiana high school sports; basketball; Indianapolis 500.

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**Subject:** Psychology  
**Academic Standard:** P.7  
**Academic Standard Indicator:** --

**Standard Description (Academic or Indicator):** Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.  
**Suggestion for Integrating International Content:** Have students discuss the stereotypes about people of Middle Eastern descent and how stereotyping impacts people's relationships and interactions in a post-9/11 world.

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**Subject:** Psychology  
**Academic Standard:** P.7  
**Academic Standard Indicator:** P.7.1

**Standard Description (Academic or Indicator):** Understand and identify social norms and how they differ across cultures.

**Suggestion for Integrating International Content:** Have students engage in a comparative analysis of cultural symbols, values, and norms from societies around the world. Discuss how understanding the importance of these in other nations broadens one's perspective and helps one empathize with others when looking at the world. **Extension:** Students should research the importance of head coverings worn by some Muslim females and why this is important to their identity. Compare and contrast the mandate of this in some Middle Eastern countries, the freedom to choose in other Middle Eastern countries and the U.S., and the French headscarf ban. **Suggested resource:** <http://teachmiddleeast.lib.uchicago.edu/historical-perspectives/the-question-of-identity/islamic-period-diversity/framing-the-issues/issue-01.html>.

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**Subject:** Psychology  
**Academic Standard:** P.7  
**Academic Standard Indicator:** P.7.3

**Standard Description (Academic or Indicator):** Analyze the studies that led to current understandings of conformity, obedience, nonconformity, and compliance.

**Suggestion for Integrating International Content:** Have students look at various religious

rules or guidelines that different people throughout the world feel compelled to follow and how that may affect international relations or travel, both here and overseas.

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**Subject:** Sociology  
**Academic Standard:** S.2  
**Academic Standard Indicator:** S.2.5  
**Standard Description (Academic or Indicator):** Identify culture conflict, cultural similarity, and cultural diversity.

**Suggestion for Integrating International Content:** Have students create charts comparing social norms among various global cultures.

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**Subject:** Sociology  
**Academic Standard:** S.2  
**Academic Standard Indicator:** S.2.8

**Standard Description (Academic or Indicator):** Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.

**Suggestion for Integrating International Content:** Have students investigate societies around the globe today and at various stages in history. **Extension:** Have students think about class and status in the U.S. in comparison to class and status in the U.K. Does the U.S. have its own nobility? What functions does status have in society?

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**Subject:** Sociology  
**Academic Standard:** S.4  
**Academic Standard Indicator:** S.4.3

**Standard Description (Academic or Indicator):** Identify how different types of societies compare regarding stratification (i.e. competitive vs. noncompetitive, cast and class systems, ascribed vs. achieved status).

**Suggestion for Integrating International Content:** Have students explore how cultures around the world differ from or are similar to U.S. culture regarding certain people's status and roles. **Example:** Have students learn about Respect for the Aged Day in Japan. **Suggested resource:**

<https://www.motionelements.com/blog/respect-for-the-aged-day-paying-homage-to-the-wise>.

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**Subject:** Sociology

**Academic Standard:** S.8

**Academic Standard Indicator:** S.8.1

**Standard Description (Academic or Indicator):** Describe how and why societies change over time.

**Suggestion for Integrating International**

**Content:** Have students consider modern world events such as civil war, genocide, or natural disasters. Then have them describe social change and how societies adapt to these events in order to recover or change. **Extension:** Have students research radical nationalist movements in Europe since 1989 (the Yugoslav Wars, the conflict in Ukraine, Hungarian politics under Victor Orban) and discuss what these events/trends indicate about the societies in which they took place. Have students share their thoughts on whether these conflicts could have/should have been avoided. How? What can be done to prevent more conflict, hatred, and discrimination in our modern world?

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**Subject:** Sociology

**Academic Standard:** S.8

**Academic Standard Indicator:** S.8.3

**Standard Description (Academic or Indicator):** Using an example, describe how collective behavior can influence and change society.

**Suggestion for Integrating International**

**Content:** Have students study social movements in countries outside the U.S., successful or unsuccessful, and the influence of collective behavior. Students should describe responses of the different governments and the respective general populations to these occurrences. **Example:** Have students examine the causes and results of the Orange Revolution in Ukraine. How is this movement currently affecting Ukraine? **Suggested resource:** <http://www.foreignaffairs.com/articles/60620/adrian-karatnycky/ukraines-orange-revolution>.

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**Subject:** Sociology

**Academic Standard:** S.8

**Academic Standard Indicator:** S.8.6

**Standard Description (Academic or Indicator):** Examine how technological innovations and scientific discoveries have influenced major social institutions.

**Suggestion for Integrating International**

**Content:** Describe how the role of the mass media has changed over time and project what changes might occur in the future. **Example:** Have students compare the status and freedom of the media in Russia (TV, web, newspapers, etc.) with that of the United States. **Suggested resource:** <http://en.rsrf.org/russia-russia-12-03-2012,42075.html>.

**Extension:** Have students explore how Khomeini's supporters smuggled tapes of his sermons in Iran

**Suggested resource:**

<http://www.britannica.com/EBchecked/topic/316812/Ruhollah-Khomeini>.

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**Subject:** Sociology

**Academic Standard:** S.9

**Academic Standard Indicator:** S.9.6

**Standard Description (Academic or Indicator):** Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

**Suggestion for Integrating International**

**Content:** Have students identify contemporary or historical social problems around the world. They should describe how the governments of various countries responded to these problems or otherwise became involved to address them. **Example:** Have students learn about China's efforts to curb population growth through the One Child Policy. Why curb population growth? Are there better ways to approach this problem? What would happen if such a policy were introduced here? **Suggested resource:** <http://www.telegraph.co.uk/news/worldnews/asia/china/11197594/What-is-Chinas-one-child-policy.html>.

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**Subject:** Sociology

**Academic Standard:** S.10

**Academic Standard Indicator:** S.10.6

**Standard Description (Academic or Indicator):** Discuss the impact of leaders of different social movements.

**Suggestion for Integrating International**

**Content:** Have students pick an historical or contemporary world leader of a social movement and discuss his or her impact on the culture.

**Example:** Have students research Deng Xiaoping, the influential leader of China during the Opening and Reform Period. How would the U.S. react to various policies during this period?

**Suggested resource:**

<http://chineseposters.net/themes/dengxiaoping.php>.

**Subject:** United States Government

**Academic Standard:** USG.1

**Academic Standard Indicator:** USG.1.5

**Standard Description (Academic or Indicator):** Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.

**Suggestion for Integrating International**

**Content:** Have students contrast limited and unlimited government models, as well as unitary, confederal, and federal systems, using historical and modern global examples. **Extension:** Compare the American Articles of Confederation to the Maastricht Treaty of 1992 for the European Union. Compare the three branches of the American federal government to branches of government in Pakistan and Venezuela.

**Subject:** United States Government

**Academic Standard:** USG.1

**Academic Standard Indicator:** USG.1.6

**Standard Description (Academic or Indicator):** Compare and contrast unitary, confederate, and federal systems of government.

**Suggestion for Integrating International**

**Content:** Have students contrast limited and unlimited government models, as well as unitary, confederal, and federal systems, using historical and modern global examples. Students should also compare a presidential system of government to parliamentary systems in other countries. Have students recognize the strengths and weaknesses of each. **Example:** Examine

how a parliamentary system has functioned well in Great Britain, compared to Hezbollah winning parliamentary elections in Lebanon or the Nazis in Germany.

**Subject:** United States Government

**Academic Standard:** USG.1

**Academic Standard Indicator:** USG.1.8

**Standard Description (Academic or Indicator):** Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.

**Suggestion for Integrating International**

**Content:** Have students compare the written constitutions of the U.S. and the state of Indiana to other written and unwritten constitutions around the world. **Suggested resource:** *Constitutions of the World* by Robert L. Maddex (CQ Press, 2008).

**Subject:** United States Government

**Academic Standard:** USG.3

**Academic Standard Indicator:** USG.3.12

**Standard Description (Academic or Indicator):** Analyze the functions of major departments of the executive branch in the United States and in Indiana.

**Suggestion for Integrating International**

**Content:** Have students list and describe the global impact of decisions made by the major departments of the executive branch.

**Subject:** United States Government

**Academic Standard:** USG.3

**Academic Standard Indicator:** USG.3.13

**Standard Description (Academic or Indicator):** Explain the electoral process in terms of election laws and election systems on the national, state, and local level.

**Suggestion for Integrating International**

**Content:** Have students compare the U.S. electoral process to that of other countries. Students can research suffrage requirements in the U.S. and in other countries. They can also assess the pros and cons of mandatory participation in elections. Have students explore the advantages and disadvantages of candidates

financing their own campaigns in America versus government subsidies for national campaigns in countries such as Canada.

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**Subject:** United States Government

**Academic Standard:** USG.3

**Academic Standard Indicator:** USG.3.21

**Standard Description (Academic or Indicator):** Describe the influence of the media and technology on public opinion and public policy.

**Suggestion for Integrating International**

**Content:** Have students investigate how American public opinion on international issues can be shaped by the media and then how these altered opinions can subsequently shape public policy. Compare a free press society to a country such as China, where the government controls the media. **Suggested resource:** *Red Scarf Girl* by Ji-li Jang (HarperCollins, 1997).

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students thoughtfully deliberate as a class on the issue of censorship, incorporating reference materials and primary sources in their deliberation.

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**Subject:** United States Government

**Academic Standard:** USG.5

**Academic Standard Indicator:** USG.5.2

**Standard Description (Academic or Indicator):** Analyze the roles and responsibilities of citizens in Indiana and the United States.

**Suggestion for Integrating International**

**Content:** Have students compare the roles of citizens in Indiana and the U.S. with the roles of citizens in other countries. Have them identify important issues and examine whether or not these are state, national, or international issues. Then have students discuss about what it means to be a citizen of the state in which you reside, a citizen of the U.S., and a global citizen. Students should discuss the legal and moral obligations of citizenry at all levels.

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**Subject:** United States Government

**Academic Standard:** USG.5

**Academic Standard Indicator:** USG.5.5

**Standard Description (Academic or Indicator):** Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this.

**Suggestion for Integrating International**

**Content:** Have students compare countries that limit liberties and rights versus those that try not to. Have them assess when it is necessary to limit rights, if ever. Also have them assess the security risks and cultural traditions in other nations versus the U.S. and whether or not those should be factors in limiting individual rights.

**Example:** Have students compare hate speech laws in Europe (France, Denmark, etc.) with hate speech legislation in the United States. Then, have students discuss which of these approaches to hate speech they most approve of. Should speech ever be curtailed? Why/why not? Is there a real danger in condoning hate speech? If some forms of speech should be curtailed, how should the law be made to reflect that? Discuss.

**Suggested resource:**

<http://www.npr.org/2011/03/03/134239713/France-Isnt-The-Only-Country-To-Prohibit-Hate-Speech>.

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**Subject:** United States Government

**Academic Standard:** USG.5

**Academic Standard Indicator:** USG.5.6

**Core Standard:**

**Standard Description (Academic or Indicator):** Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups.

**Suggestion for Integrating International**

**Content:** Have students describe the impact interest groups with global concerns have on U.S. and foreign governments. Have students assess the most effective ways interest groups can raise awareness and communicate their messages to the public and government entities.

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**Subject:** United States Government

**Academic Standard:** USG.5

**Academic Standard Indicator:** USG.5.8

**Standard Description (Academic or Indicator):** Describe opportunities available to

individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.

**Suggestion for Integrating International**

**Content:** Have students compare ways to participate responsibly in U.S. world affairs and how to impact global issues. **Suggested resource:** *The Good Citizen: How a Younger Generation is Reshaping American Politics* by Russell J. Dalton (CQ Press, 2008).

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**Subject:** United States Government

**Academic Standard:** USG.5

**Academic Standard Indicator:** USG.5.9

**Standard Description (Academic or Indicator):** Use information from a variety of resources to describe and discuss current American political issues.

**Suggestion for Integrating International**

**Content:** Explain how many American political issues are also global issues. Have students compare and contrast how American policies and other countries' policies on these issues are similar or different. **Example:** U.S. policies in Afghanistan and Pakistan toward the Taliban. **Suggested resource:** <http://www.economist.com/news/asia/21645837-chances-are-growing-afghan-taliban-will-be-brought-negotiating-table-hope>.

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**Subject:** United States History

**Academic Standard:** USH.1

**Academic Standard Indicator:** USH.1.1

**Standard Description (Academic or Indicator):** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents.

**Suggestion for Integrating International**

**Content:** Explain how the U.S. Declaration of Independence and the French Declaration of the Rights of Man and of the Citizen are both considered to be precursors to international human rights instruments.

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**Subject:** United States History

**Academic Standard:** USH.2

**Academic Standard Indicator:** USH.2.5

**Standard Description (Academic or Indicator):** Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups.

**Suggestion for Integrating International**

**Content:** Have students describe the role the international community has played in the development of industry in the U.S., historically and today.

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**Subject:** United States History

**Academic Standard:** USH.3

**Academic Standard Indicator:** USH.3.1

**Standard Description (Academic or Indicator):** Describe the events and people central to the transformation of the United States developing into a world power.

**Suggestion for Integrating International**

**Content:** Have students describe the impact of American involvement in international affairs, such as the Panama Canal.

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**Subject:** United States History

**Academic Standard:** USH.3

**Academic Standard Indicator:** USH.3.7

**Standard Description (Academic or Indicator):** Analyze President Wilson's Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.

**Suggestion for Integrating International**

**Content:** Have students compare and contrast the French and British views on Wilson's Fourteen Points with those held by Americans.

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**Subject:** United States History

**Academic Standard:** USH.3

**Academic Standard Indicator:** USH.3.8

**Standard Description (Academic or Indicator):** Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate.

**Suggestion for Integrating International**

**Content:** Have students describe the international views on the League of Nations and the Treaty of Versailles. Then compare those views to those of Henry Cabot Lodge and American isolationists.

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**Subject:** United States History

**Academic Standard:** USH.3

**Academic Standard Indicator:** USH.3.9

**Standard Description (Academic or**

**Indicator):** Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth.

**Suggestion for Integrating International**

**Content:** Have students identify groups of immigrants that came to the U.S. and how they impacted society here.

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**Subject:** United States History

**Academic Standard:** USH.4

**Academic Standard Indicator:** USH.4.5

**Standard Description (Academic or**

**Indicator):** Analyze the causes of the Great Depression and explain how they affected American society.

**Suggestion for Integrating International**

**Content:** Have students identify ways that the stock market crash of 1929 impacted not only the U.S., but other parts of the world. **Suggested resource:**

[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=2&psid=3433](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3433).

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**Subject:** United States History

**Academic Standard:** USH.5

**Academic Standard Indicator:** USH.5.1

**Standard Description (Academic or**

**Indicator):** Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America’s war preparation.

**Suggestion for Integrating International**

**Content:** Have students explore how the U.S. policy of isolationism affected other countries

economically and militarily. **Example:** How U.S. military and economic strength behind an institution like the League of Nations could have added significant legitimacy when dealing with Italian intervention in Ethiopia and German expansion under the Nazis. **Suggested resource:** *The League of Nations* by Ruth Hening (Haus Publishing, 2010).

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**Subject:** United States History

**Academic Standard:** USH.5

**Academic Standard Indicator:** USH.5.2

**Standard Description (Academic or**

**Indicator):** Compare and contrast President Franklin D. Roosevelt’s world view with that of Germany’s Adolf Hitler, Italy’s Benito Mussolini, the Soviet Union’s Joseph Stalin, and Japan’s Hideki Tojo.

**Suggestion for Integrating International**

**Content:** Compare how the Roosevelt’s and Hitler’s world views continue to impact the world.

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**Subject:** United States History

**Academic Standard:** USH.5

**Academic Standard Indicator:** USH.5.2

**Standard Description (Academic or**

**Indicator):** Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.

**Suggestion for Integrating International**

**Content:** Have students explore how the U.S. impacted the Pacific and European theaters of war during World War II.

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**Subject:** United States History

**Academic Standard:** USH.5

**Academic Standard Indicator:** USH.5.4

**Standard Description (Academic or**

**Indicator):** Identify and describe key leaders and events during World War II and explain the significance of each.

**Suggestion for Integrating International**

**Content:** Have students examine how U.S. leaders and U.S.-led events affected the outcome of World War II. **Example:** What was the United States’ relationship with Stalin and the Soviet Union during World War II? **Suggested**

**resource:**

<https://history.state.gov/milestones/1937-1945/us-soviet>.

[http://www.peace-nagasaki.go.jp/english/download/images/walk\\_e\\_n.pdf](http://www.peace-nagasaki.go.jp/english/download/images/walk_e_n.pdf).

**Subject:** United States History  
**Academic Standard:** USH.5  
**Academic Standard Indicator:** USH.5.5

**Subject:** United States History  
**Academic Standard:** USH.7  
**Academic Standard Indicator:** USH.7.8

**Standard Description (Academic or Indicator):** Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust and war crimes.

**Standard Description (Academic or Indicator):** Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.

**Suggestion for Integrating International Content:** Have students research the varied Allies' views on the Holocaust and then describe the conflicting views held by the Allies and the Axis powers. **Extension:** Have students compare this to situations where genocide happens in the world today.

**Suggestion for Integrating International Content:** Have students describe the impact of U.S. foreign policy on countries around the world during this era. **Example:** Have students read excerpts from the Helsinki Accords (1975), an agreement between the USSR and the US.

**Suggested resource:**  
<http://www1.umn.edu/humanrts/osce/basics/finact75.htm>.

**Subject:** United States History  
**Academic Standard:** USH.6  
**Academic Standard Indicator:** USH.6.1

**Subject:** United States History  
**Academic Standard:** USH.7  
**Academic Standard Indicator:** USH.7.8

**Standard Description (Academic or Indicator):** Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War).

**Standard Description (Academic or Indicator):** Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.

**Suggestion for Integrating International Content:** Have students describe the role the U.S. had in Asia and its impact. Have students consider the Chinese Nationalist perspective compared to the Chinese Communist perspective toward the U.S. and why they would have different perspectives. **Example:** Students should also explore the United Nations perspective and the U.S. perspective regarding the Korean Conflict. **Extension:** When studying Vietnam, students should weigh the pros and cons of unilateral, preemptive military action and how the international community views those actions. **Suggested resource:** The documentary film *Fog of War* by Errol Morris (Sony Pictures Classics, 2004).

**Suggestion for Integrating International Content:** Have students consider how events such as the Cuban Missile crisis, the Berlin Wall, and the SALT agreements influenced policies of countries around the world.

**Suggested resource:**  
<http://microsites.jfklibrary.org/cm/>.

**Extension:** Have students analyze Japan's transition from a warring country to a peace-seeking nation after the atomic bombs were dropped on Nagasaki and Hiroshima.

**Suggested resource:**

**Subject:** United States History  
**Academic Standard:** USH.8  
**Academic Standard Indicator:** USH.8.5

**Standard Description (Academic or Indicator):** Explain how the Cold War ended and identify new challenges to U.S. leadership in the world.

**Suggestion for Integrating International Content:** Have students research how U.S. foreign policy impacted other countries, issues,

and events. **Examples:** Afghanistan; nuclear proliferation; Persian Gulf War; the relationship between the United States and Great Britain, which was exemplified by the friendship between their two leaders near the end of the Cold War, Ronald Reagan and Margaret Thatcher. Reagan and Thatcher's policies of spending exorbitant amounts on their militaries, leading the Soviets to neglect their economic infrastructure, which was a large part of the Soviet collapse.

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**Subject:** United States History  
**Academic Standard:** USH.8  
**Academic Standard Indicator:** USH.8.2

**Standard Description (Academic or Indicator):** Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet global climate change; and U.S. energy policy.

**Suggestion for Integrating International Content:** Have students describe the impact of U.S. energy policy, including what impact science and technology have on American and international lives today. Students should weigh the advantages and disadvantages of the government investing in green technology and the U.S. reliance on oil from other nations. They should study how government policies on these issues affect quality of life here and abroad.  
**Extension:** Have students explore Brazil's sustainable ethanol industry, including exports, as well as China's current monopoly on hybrid batteries, and their effects on the U.S.

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**Subject:** United States History  
**Academic Standard:** USH.8  
**Academic Standard Indicator:** USH.8.9

**Standard Description (Academic or Indicator):** Analyze the impact of globalization on U.S. economic, political, and foreign policy.

**Suggestion for Integrating International Content:** Have students describe how U.S. economic, political or foreign policy has impacted other countries around the world.  
**Example:** The North American Free Trade Agreement.

**Subject:** World Geography  
**Academic Standard:** WG.2  
**Academic Standard Indicator:** WG.2.1

**Standard Description (Academic or Indicator):** Give examples of how and why places and regions change or do not change over time.

**Suggestion for Integrating International Content:** Have students explore how Indiana has changed from an agrarian to a more diversified economy and how Indiana business and industry connect our state to people in other countries.  
**Suggested resource:**  
<http://www.locationindiana.com/pdfs/0901016-EDForeignInvestMap11x17-IN-FINAL.pdf>

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**Subject:** World History & Civilization  
**Academic Standard:** WH.2  
**Academic Standard Indicator:** WH.2.5

**Standard Description (Academic or Indicator):** Analyze the development of Roman Republican government and society.

**Suggestion for Integrating International Content:** Have students identify components of the U.S. and Indiana governments that can be traced back to Roman law. They should explore examples of how ancient Rome influenced the culture and politics of other countries and what the similarities and differences are of those nations compared to the U.S. **Extension:** Have students look up government/administrative buildings in Indiana and in major European capitals. Are there similarities? Discuss how this architecture was influenced by neo-classicism and what the use of this architectural design might symbolize.

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**Subject:** World History & Civilization  
**Academic Standard:** WH.8  
**Academic Standard Indicator:** WH.6.7

**Standard Description (Academic or Indicator):** Describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East.

**Suggestion for Integrating International Content:** Have students examine and describe Indiana's role in the Vietnam War, considering troops from Indiana, the role of the Crane Naval

Depot, and other factors. **Suggested resource:**  
<http://teachmiddleeast.lib.uchicago.edu/historical-perspectives/empires-to-nation-states/index.html>.

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**SOCIAL STUDIES**

**Create Your Own Suggestions for Integrating International Content**

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**Grade/Subject:**

**Academic Standard:**

**Academic Standard Indicator:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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