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DEPARTMENT OF EDUCATION

*Working Together for Student Success*



# Indiana Academic Standards Geography and History of the World Crosswalk

2014 Standard Language	2020 Standard Language	Changes
<b>Geography and History of the World</b>		
<b>Standard 1: Cultural Hearths</b>		
GHW.1.1: Use maps, timelines, and/or other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa.	GHW.1.1: Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa.	Added <i>pastoral societies</i> to Examples
GHW.1.2: Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.	GHW1.2: Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.	No change to standard indicator.  Updated Examples: <i>Indus River Valley civilization; Longshan Civilization; Pueblo Cliff Dwellers; Olmec; Mayan</i>
<b>Standard 2: World Religions</b>		
GHW.2.1: Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.	GHW.2.1: Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.	No change to standard indicator.  Added to Examples: ( <i>Qufu</i> ) and <i>Sikhism (India)</i>
GHW.2.2: Differentiate among selected countries in terms of how their identities, cultural, and physical environments, and functions and forms of government are affected by	GHW.2.2: Differentiate among selected countries in terms of how their identities, cultural, and physical environments, and functions and forms of government are affected by	No change to standard indicator.  Added to Examples and <i>Saudia Arabia</i>

world religions.	world religions.	
GHW.2.3: Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.	GHW.2.3: Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.	No change to standard indicator.  Added to Examples <i>indigenous people of Australia and the Americas balance of humans and the environment.</i>
GHW.2.4: Analyze and assess the rise of fundamentalist movements in the world’s major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.	GHW.2.4: Analyze and assess the rise of fundamentalist movements in the world’s major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.	No change to standard indicator.  Added to Examples <i>ISIS; US Christianity (1970’s to present); Myanmar/Burma (Buddhism)</i>
<b>Standard 3: Population Characteristics, Distribution, and Migration</b>		
GHW.3.1: Map and analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions.	GHW.3.1: Map and analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions.	No change to standard indicator.  Added to Examples <i>population pyramids, CIA World Factbook, United States Census Bureau</i>
GHW.3.4: Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.	GHW.3.4: Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.	No change to standard indicator.  Added Examples: <i>Alaskan Native populations to global warming; large urban areas</i>
GHW.3.5: Analyze population trends in the local community and suggest the impact of	GHW.3.5: Analyze population trends in the local community and suggest the impact of	No change to standard indicator.

these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation.	these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation.	Added to Examples <i>Burmese migration to Ft. Wayne, Indiana and Perry Township/Greenwood, IN; Latinx migration to Indianapolis, Sikh migration to Indianapolis' south suburbs</i>
<b>Standard 4: Exploration, Conquest, Imperialism, and Post Colonialism</b>		
GHW.4.5: Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.	GHW.4.5: Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.	No change to standard indicator.  Added to Examples <i>modern economic imperialism, including the United States/United Nations via the World Bank and International Monetary Fund (IMF); belt and road system in China</i>
<b>Standard 5: Urban Growth</b>		
NO CHANGES TO STANDARD 5 INDICATORS.		
<b>Standard 6: Innovations and Revolutions</b>		
GHW.6.1: Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines, and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world.	GHW.6.1: Distinguish between violent and non-violent revolution(s). Use a variety of text (writing, maps, timelines, and/or other graphic representations) to document the spread of political ideas that resulted from those revolutions to other regions of the world.	Removed <i>Describe the causes and events of political revolutions in two distinct regions of the world and Use maps, timelines and/or other graphic representations</i>  Added <i>Use a variety of text (writing, maps, timelines, and/or other graphic representations)</i>  Removed <i>events</i>

		Added revolutions
<p>GHW.6.2: Prepare maps, timelines, and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) . Assess the impact of these innovations on the human and physical environments of the regions to which they spread.</p>	<p>GHW.6.2: Use a variety of text (writing, maps, timelines, and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.</p>	<p>Removed <i>Prepare maps, timelines, and/or other graphic representations</i></p> <p>Added <i>use a variety of text (writing, maps, timelines, and/or other graphic representations)</i></p> <p>Removed (e.g. <i>Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology</i>)</p> <p>Added to Examples <i>Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology</i></p>
<p>GHW.6.3: Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.</p>	<p>GHW.6.3: Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.</p>	<p>No change to standard indicator.</p> <p>Added to Examples <i>east Asian anime and video gaming competitions.</i></p>
<p>GHW.6.4: Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes;</p>	<p>GHW.6.4: Analyze how transportation and communication changes have led to both cultural convergence and divergence in</p>	<p>Removed (e.g. <i>Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications</i>)</p>

<p>Computer Technology; Television; Cell Phones; Satellite Communications) have led to both cultural convergence and divergence in the world.</p>	<p>the world.</p>	<p>Added to Examples <i>railroads; automobiles and airplanes; computer technology; television; cell phones; satellite communications; virtual reality; artificial intelligence</i></p>
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**Standard 7: Conflict and Cooperation**

<p>GHW.7.1: Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic, and resource concerns that generally involve agreements and disagreements related to territory on Earth’s surface.</p>	<p>GHW.7.1: Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic, and resource concerns that generally involve agreements and disagreements related to territory on Earth’s surface.</p>	<p>No change to standard indicator.</p> <p>Removed from Examples <i>Turkey and Iraq conflict and cooperation related to the headwaters of the Tigris and Euphrates</i></p> <p>Added to Examples <i>Chinese and Southeast Asian struggles over territorial sovereignty in the South China Sea. (1900–present)</i></p>
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<p>GHW.7.3: Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.</p>	<p>GHW.7.3: Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.</p>	<p>No change to standard indicator.</p> <p>Removed from Examples <i>compare and contrast</i> throughout the Examples</p> <p>Added to Examples <i>compare and contrast</i> to beginning of Examples</p> <p>Added to Examples <i>Jasmine Revolution and Arab Spring (2000’s)</i></p>
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**Standard 8: Trade and Commerce**

NO CHANGE TO STANDARD 8 INDICATORS.

**Standard 9: Human and Environmental Interactions - Resources, Hazards, and Health**

<p>GHW.9.2: Identify regional resource issues that may impede sustainability, economic expansion, and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.</p>	<p>GHW.9.2: Identify regional resource issues that may impede sustainability, economic expansion, and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.</p>	<p>No change to standard indicator.</p> <p>Removed from Examples <i>Europe: dependence on the Persian Gulf for fossil energy</i></p> <p>Added to Examples <i>India water quality and basic sanitation</i></p>
<p>GHW.9.3: Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.</p>	<p>GHW.9.3: Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.</p>	<p>No change to standard indicator.</p> <p>Added to Examples: <i>Northeast Africa new dam construction and electricity projects (Sudan and Ethiopia)</i></p>
<p>GHW.9.4: Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time.</p>	<p>GHW.9.4: Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and propose strategies for limiting the spread of diseases.</p>	<p>Added <i>propose strategies for limiting the spread of diseases</i></p> <p>Removed from Examples <i>cholera pandemic, influenza pandemic</i></p> <p>Added to Examples <i>ebola, zika</i></p> <p>Removed from Examples <i>propose strategies for limiting the spread of diseases</i></p>

**Standard 10: States, Nations, and Nation-States**

<p>GHW.10.1: Differentiate</p>	<p>GHW.10.1: Differentiate</p>	<p>No change to standard</p>
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between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie.	between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie.	indicator.  <i>Added to Examples Armenians and Turkey (1900 to present), Australia and Aborigines</i>
GHW.10.2: Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.	GHW.10.2: Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.	No change to standard indicator.  Removed from Examples <i>potential</i>  <i>Added to Examples Sudan, South Sudan, and Kurds</i>
GHW.10.4: Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world.	GHW.10.4: Investigate and assess the lasting impact of imperialistic policies on the formation of new countries in various regions of the world.	<i>Added lasting</i>
GHW.10.5: Use a variety of sources, such as atlases, written materials, and statistical source materials to identify countries of the world that are true nation-states and draw conclusions about why certain regions of the world contain more nation-states than others.	GHW.10.5: Use a variety of data, such as atlases, written materials, and statistical source materials to identify countries of the world that are true nation-states and draw conclusions about why certain regions of the world contain more nation-states than others.	Removed <i>sources</i>  <i>Added data</i>
<b>Standard 11: Sports, Recreation, and Tourism</b>		
GHW.11.2: Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect	GHW.11.2: Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect	No change to standard indicator.  <i>Added to Examples 2008</i>

cultural changes.	cultural changes.	Removed from Examples <i>parks</i>  Added to Examples <i>greenspaces</i>
<b>Standard 12: Global Change</b>		
GHW Standard 12: Students examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.	GHW Standard 12: Students examine the human causes of change to the environment on a global scale along with the impact of these changes all life.	Removed <i>lives of humans</i>  Added <i>all life</i>
GHW.12.1: Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable, climate changes it forecasts for different parts of Earth and the implications of these changes for humans.	GHW.12.1: Analyze global climate change forecasts for different parts of Earth and the implications of these changes for humans.	Standard rewritten with similar content.
	GHW.12.3: Evaluate the emerging trends toward reducing environmental footprints. Examples: renewable energy, carbon neutrality, pollution, plastics reduction, fresh accessible water	New standard indicator and examples for 2020.