



Social Studies: Geography & History of the World

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Cultural Hearths		Domain: Cultural Hearths	
Number	Text	Number	Text
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. <ul style="list-style-type: none"> ● Examples: irrigation-based civilizations; rainforest; land-based civilization, pastoral societies. 	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. <ul style="list-style-type: none"> ● Examples: Irrigation-based civilizations; Rainforest; Land-based civilization, pastoral societies
GHW.1.2	Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of cultural hearths in various regions of the world. (E)	GHW.1.3	Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.
GHW.1.3	Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were	GHW.1.4	Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were

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	modified over time in terms of such features as urban development and agricultural activities. (E)		modified over time in terms of such features as urban development and agricultural activities.
		GWH.1.2	<p>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.</p> <ul style="list-style-type: none"> ● Examples: Indus River Valley civilization; Longshan Civilization; Pueblo Cliff Dwellers; Olmec, and Mayan
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: World Religions		Domain: World Religions	
Number	Text	Number	Text
GHW.2.1	<p>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.</p> <ul style="list-style-type: none"> ● Examples: Universal religions/beliefs: Judaism (Jerusalem), Christianity (Jerusalem), Islam (Mecca, Medina), and Buddhism (Varanasi); Ethnic religions: Hinduism (Indus River), Confucianism (Qufu), Taoism (Yellow River), Shintoism (Japan), and Sikhism (South Asia) 	GHW.2.1	<p>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.</p> <ul style="list-style-type: none"> ● Examples: Universal religions/beliefs: Judaism (Jerusalem), Christianity (Jerusalem), Islam (Mecca, Medina) and Buddhism (Varanasi); Ethnic religions: Hinduism (Indus River), Confucianism (Qufu), Taoism (Yellow River), Shintoism (Japan), and Sikhism (South Asia)

<p>GHW.2.2</p>	<p>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. (E)</p> <ul style="list-style-type: none"> ● Examples: Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present) 	<p>GHW.2.4</p>	<p>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. (E)</p> <ul style="list-style-type: none"> ● Examples: Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present)
		<p>GHW.2.2</p>	<p>Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.</p> <ul style="list-style-type: none"> ● Examples: Spain: Muslim, Jewish and Christian influences on government, considering their similarities and differences (100–1500); Russia: influences of the Eastern Orthodox Church (1400–1917), Iran and Saudi Arabia: how religion (Shia Islam and Sunni Islam) affects culture and government (1917–present); Israel: the Jewish state and a possible future Palestinian State (1948–present)

		GHW.2.3	<p>Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.</p> <ul style="list-style-type: none"> • Examples: Japan (Shintoism and Buddhism): natural beauty; India (Hinduism and Jainism): reverence for living things, especially for selected animal species; Sub-Saharan Africa (rise of animism): animistic perception of land, resources and natural events; Western World (Christianity): environment and attitudes toward resource use; indigenous people of Australia and the Americas balance of humans and the environment.
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Population Characteristics, Distribution, and Migration		Domain: Population Characteristics, Distribution, and Migration	
Number	Text	Number	Text
GHW.3.1	<p>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.</p> <ul style="list-style-type: none"> • Examples: population pyramids, CIA World Factbook, U.S. Census Bureau. 	GHW.3.1	<p>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.</p> <ul style="list-style-type: none"> • Examples: population pyramids, CIA World Factbook, U.S. Census Bureau.
GHW.3.2	<p>Identify and describe the push-pull factors that resulted in the migration of human population over time, and detect changes in these factors. (E)</p>	GHW.3.2	<p>Identify and describe the push-pull factors that resulted in the migration of human population over time, and detect changes in these factors.</p>

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GHW.3.3	Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.	GHW.3.3	Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions
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. (E)	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.3.5	Analyze population trends in the local community, and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation. (E) <ul style="list-style-type: none"> Examples: Burmese migration to Ft. Wayne, Indiana and Perry Township/Greenwood, IN; Latinx migration to Indianapolis, Sikh migration to Indianapolis' south suburbs 	GHW.3.5	Analyze population trends in the local community, and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation. <ul style="list-style-type: none"> Examples: Burmese migration to Ft. Wayne, Indiana and Perry Township/Greenwood, IN; Latinx migration to Indianapolis, Sikh migration to Indianapolis' south suburbs
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Exploration, Conquest, Imperialism, and Post Colonialism		Domain: Exploration, Conquest, Imperialism, and Post Colonialism	
Number	Text	Number	Text
GHW.4.1	Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. (E) <ul style="list-style-type: none"> Examples: modern economic imperialism, including U.S./United Nations via the World 	GHW.4.5	Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. <ul style="list-style-type: none"> Examples: modern economic imperialism, including U.S./United Nations via the World

	Bank and International Monetary Fund (IMF); belt and road system in China		Bank and International Monetary Fund (IMF); belt and road system in China
		GHW.4.1	Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.
		GHW.4.2	Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved.
		GHW.4.3	Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps.
		GHW.4.4	<p>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.</p> <ul style="list-style-type: none"> ● Examples: Native Americans in Mesoamerica in relationship to Spanish conquistadors, missionaries and traders; Africa and the Atlantic slave trade involving

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			Europeans and Africans; the Arabic-Islamic slave trade involving indigenous African peoples and directed northward and eastward within the continent of Africa and into the Middle East; and the slave trade involving only indigenous black Africans in the interior of the continent; economic dislocations in India (1500–1947)
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Urban Growth		Domain: Urban Growth	
Number	Text	Number	Text
GHW.5.1	Ask and answer geographic and historic questions about the origin and growth of towns, cities, and metropolitan areas 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.	GHW.5.1	Ask and answer geographic and historic questions about the origin and growth of towns, cities, and metropolitan areas 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.

<p>GHW.5.2</p>	<p>Describe, using a variety of texts (writing, maps, timelines, and/or other graphic representations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. (E)</p> <ul style="list-style-type: none"> ● Examples: Latin America: compare and contrast the urban centers of Mexico, Brazil, and Peru (1800–present); New Orleans: growth as gateway to the heartland of the U.S. (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present). 	<p>GHW.5.2</p>	<p>Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.</p> <ul style="list-style-type: none"> ● Examples: Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present)
		<p>GHW.5.3</p>	<p>Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.</p> <ul style="list-style-type: none"> ● Examples: Examine similarities and differences among the urban development of Salt Lake City (central temple focus), Paris (circular with spokes), Rio de Janeiro (physical geographic constraints of sea and mountains), and Mumbai (peninsular location)

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		GHW.5.4	Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Innovations and Revolutions		Domain: Innovations and Revolutions	
Number	Text	Number	Text
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. (E)	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.
GHW.6.2	Use a variety of texts (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. <ul style="list-style-type: none"> ● Examples: explosives, paper, printing press, steam engine, pasteurization, electricity, immunization, atomic energy; computer and digital technology. 	GHW.6.2	Use a variety of texts (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. <ul style="list-style-type: none"> ● Examples: explosives, paper, printing press, steam engine, pasteurization, electricity, immunization, atomic energy; computer and digital technology.
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.	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.

	<ul style="list-style-type: none"> Examples: Italian Renaissance and the growth of egg tempera paintings and frescoes, chemistry of oil paints (1500s); European Renaissance and the development of scientific ideas (1600–1800); England and the Industrial Revolution and its diffusion (1700–present); compare and contrast the spread of Asian, African, and Latin American art forms (1900s–present); development of twentieth century music (e.g., jazz) in North America (1900s–present); east Asian anime and video gaming competitions. 		<ul style="list-style-type: none"> Examples: Italian Renaissance and the growth of egg tempera paintings and frescoes, chemistry of oil paints (1500s); European Renaissance and the development of scientific ideas (1600–1800); England and the Industrial Revolution and its diffusion (1700–present); compare and contrast the spread of Asian, African, and Latin American art forms (1900s–present); development of twentieth century music (e.g., jazz) in North America (1900s–present); east Asian anime and video gaming competitions.
GHW.6.4	Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed and developing countries in the contemporary world. (E)	GHW.6.6	Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed and developing countries in the contemporary world.
		GHW.6.4	<p>Analyze how transportation and communication changes have led to both cultural convergence and divergence in the world.</p> <ul style="list-style-type: none"> Examples: railroads; automobiles and airplanes; computer technology; television; cell phones; satellite communications; virtual reality; artificial intelligence
		GHW.6.5	Analyze and assess the impact of the four major agricultural revolutions on the world’s human and physical environments.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Conflict and Cooperation		Domain: Conflict and Cooperation	
Number	Text	Number	Text
GHW.7.1	<p>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> <ul style="list-style-type: none"> ● Examples: Chinese and Southeast Asian struggles over territorial sovereignty in the South China Sea (1900– present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present). 	GHW.7.1	<p>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> <ul style="list-style-type: none"> ● Examples: Chinese and Southeast Asian struggles over territorial sovereignty in the South China Sea (1900– present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present).
GHW.7.2	<p>Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study. (E)</p> <ul style="list-style-type: none"> ● Examples: Indian subcontinent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics 	GHW.7.2	<p>Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.</p> <ul style="list-style-type: none"> ● Examples: Indian subcontinent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics

	<p>(1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in Rwanda, Nigeria, and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945).</p>		<p>(1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in Rwanda, Nigeria, and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945).</p>
<p>GHW.7.3</p>	<p>Prepare a variety of texts (writing, maps, timelines, and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations during different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish. (E)</p> <ul style="list-style-type: none"> ● Examples: League of Nations, North Atlantic Treaty Organization (NATO), United Nations (UN), North American Free Trade Association (NAFTA), Free Trade Association (FTA), World Trade Organization (WTO), World Health Organization (WHO), European Union (EU), Triple Entente, Quintuple Alliance, Free Trade Area of the Americas (FTAA). 	<p>GHW.7.4</p>	<p>Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.</p> <ul style="list-style-type: none"> ● Examples: League of Nations, North Atlantic Treaty organization (NATO), United Nations (UN), North American Free Trade Association (NAFTA), Free Trade Association (FTA), World Trade Organization (WTO), World Health Organization (WHO), European Union (EU), Triple Entente, Quintuple Alliance and Free Trade Area of the Americas (FTAA)

		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.
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Trade and Commerce		Domain: Trade and Commerce	
Number	Text	Number	Text
GHW.8.1	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.	GHW.8.1	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.
GHW.8.2	<p>Prepare graphic representations, such as maps, tables, and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence. (E)</p> <ul style="list-style-type: none"> • Examples: U.S.: relate resources to the interstate highway system (present), Russia: discuss the importance of the Baikal-Amur Mainline Railway (BAM) project and the Trans-Siberian Railroad system in making more resources accessible to world trade (present), Europe and China: compare and contrast the movement of goods and services (present). 	GHW.8.2	<p>Prepare graphic representations, such as maps, tables, and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence.</p> <ul style="list-style-type: none"> • Examples: U.S.: relate resources to the interstate highway system (present), Russia: discuss the importance of the Baikal-Amur Mainline Railway (BAM) project and the Trans-Siberian Railroad system in making more resources accessible to world trade (present), Europe and China: compare and contrast the movement of goods and services (present).

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GHW.8.3	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.	GHW.8.3	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.
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Human and Environmental Interactions: Resources, Hazards, and Health		Domain: Human and Environmental Interactions: Resources, Hazards, and Health	
Number	Text	Number	Text
GHW.9.1	Use maps to identify regions in the world where particular natural disasters occur frequently, and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.	GHW.9.1	Use maps to identify regions in the world where particular natural disasters occur frequently, and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.
GHW.9.2	<p>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. (E)</p> <ul style="list-style-type: none"> Examples: Netherlands: use of dams and dikes; U.S. (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers; Northeast Africa new dam construction and 	GHW.9.3	<p>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> <ul style="list-style-type: none"> Examples: Netherlands: use of dams and dikes; United States (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers; Northeast Africa new dam construction and

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	electricity projects (Sudan and Ethiopia).		electricity projects (Sudan and Ethiopia)
GHW.9.3	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. (E)	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.
		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. <ul style="list-style-type: none"> ● Examples: United States: distribution of freshwater in western states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; India water quality and basic sanitation
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: States, Nations, and Nation-States		Domain: States, Nations, and Nation-States	
Number	Text	Number	Text
GHW.10.1	Differentiate 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. (E) <ul style="list-style-type: none"> ● Examples: Iraq and Kurdistan 	GHW.10.1	Differentiate 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. <ul style="list-style-type: none"> ● Examples: Iraq and Kurdistan (1930–present), China and Tibet

	(1930–present), China and Tibet (1949–present), and Spain and the Basque region (1492–present), Armenians and Turkey (1900 to present), Australia and Aborigines.		(1949–present), and Spain and the Basque region (1492–present), Armenians and Turkey (1900 to present), Australia and Aborigines.
GHW.10.2	<p>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.</p> <ul style="list-style-type: none"> ● Examples: development of France (500–1850); comparison between Europe and Africa (1700–1990); emergence of the federal state of Australia (1775–1925); the increase of homogeneity in Japan (1945–present). 	GHW.10.5	<p>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.</p> <ul style="list-style-type: none"> ● Examples: development of France (500–1850); comparison between Europe and Africa (1700–1990); emergence of the federal state of Australia (1775–1925); the increase of homogeneity in Japan (1945–present).
GHW.10.3	<p>Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries, and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces. (E)</p> <ul style="list-style-type: none"> ● Examples: Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian subcontinent (1775–1985); the road to federalism in Nigeria (1925–present); and the evolution of 	GHW.10.6	<p>Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries, and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces.</p> <ul style="list-style-type: none"> ● Examples: Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian subcontinent (1775–1985); the road to federalism in Nigeria (1925–present); and the evolution of

	countries of contemporary Europe, such as Great Britain, France, Spain and Italy.		countries of contemporary Europe, such as Great Britain, France, Spain and Italy.
		GHW.10.2	<p>Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.</p> <ul style="list-style-type: none"> ● Examples: The development of the United States from the 13 colonies (1763–1825), the development of the countries of Columbia and Venezuela from the Viceroyalty of New Granada (1775–1825), the formation of Germany (1848–1989), the formation of the Republic of China on Taiwan (1945–present), nationalistic movements with the Palestinians, Sudan, and South Sudan and Kurds (present)
		GHW.10.3	<p>Evaluate and predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries.</p> <ul style="list-style-type: none"> ● Examples: Brazil: formation (1820–1875), Russia: from Czar to federalism (1905–1995), the future of Iraq (1945–present), Korea (1945–present), South Africa: from white supremacy to black majority rule with protection of the rights of minorities (1900s), Nigeria: from dictatorship to democracy (1960–present)

		GHW.10.4	Investigate and assess the lasting impact of imperialistic policies on the formation of new countries in various regions of the world. <ul style="list-style-type: none"> ● Examples: The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea (1910–1945)
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Sports, Recreation, and Tourism		Domain: Sports, Recreation, and Tourism	
Number	Text	Number	Text
GHW.11.1	Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions. (E) <ul style="list-style-type: none"> ● Examples: ecotourism (Costa Rica); tourism sustainability (Venice, Italy). 	GHW.11.5	Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions. <ul style="list-style-type: none"> ● Examples: ecotourism (Costa Rica); tourism sustainability (Venice, Italy).
		GHW.11.1	Use graphic representations, such as maps and timelines, to describe the spread of specific sports and/or sporting events from their geographic origins and analyze the spatial patterns that emerge.

		GHW.11.2	<p>Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes.</p> <ul style="list-style-type: none"> ● Examples: Italy (Florence, Venice and Rome): formerly political, religious and commercial centers, becoming tourist centers; China: potential for significant political and cultural change due to the 2008 Olympic movement; and United States: development of parks greenspaces in response to increased urbanization
		GHW.11.3	<p>Identify and assess the impact of sports and recreation on the human and physical environments in selected countries.</p>
		GHW.11.4	<p>Analyze and predict the changing patterns of space devoted to sports and recreation in the local community and region.</p> <ul style="list-style-type: none"> ● Examples: Indianapolis: downtown renewal, West Lafayette: university expansion of sporting facilities, South Bend: national reputation related to sports, and Paoli: basketball stadium holds more than the town’s population

2023-2020 Indiana Academics Standards Correlation Guide: Geography & History of the World

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Global Change		Domain: Global Change	
Number	Text	Number	Text
GHW.12.1	Analyze global climate change 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.
GHW.12.2	<p>Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.</p> <ul style="list-style-type: none"> ● Examples: The “doubling time” for the global population and the implications of this doubling in various world regions (1750–present), economic growth curves for various countries, the implications for resource use and environmental pollution (present). 	GHW.12.2	<p>Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.</p> <ul style="list-style-type: none"> ● Examples: The “doubling time” for the global population and the implications of this doubling in various world regions (1750–present), economic growth curves for various countries, the implications for resource use and environmental pollution (present).
GHW.12.3	<p>Evaluate the emerging trends toward reducing environmental footprints.</p> <ul style="list-style-type: none"> ● Examples: renewable energy, carbon neutrality, pollution, plastics reduction, fresh accessible water. 	GHW.12.3	<p>Evaluate the emerging trends toward reducing environmental footprints.</p> <ul style="list-style-type: none"> ● Examples: renewable energy, carbon neutrality, pollution, plastics reduction, fresh accessible water.