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ABSTRACT

The project described in this paper addresses the major issues surrounding content standards, provides a model for their identification, and applies this model to identify standards and benchmarks in subject areas. This update includes a revision of content standards and benchmarks published in earlier updates and the synthesis and identification of standards in new areas. Standards and benchmarks are provided for science, mathematics, history, geography, the arts, the language arts, and health. Also included are standards in thinking and reasoning and an analysis and description of knowledge and skills considered important for the workplace. Following an introduction, the second section presents an overview of the current efforts towards standards in each of these subject areas. Section 3 describes the technical and conceptual differences that have been apparent in the standards movement and the model adopted for this study. Section 4 presents key questions that should be addressed by schools and districts interested in a standards-based strategy. Section 5 describes the identification process, and Section 6 describes the format and citation strategy. Sections 7 through 17 provide the standards and benchmarks for 11 separate areas. (Contains 83 references.) (SLD)

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Update

by

John S. Kendall

Robert J. Marzano

March 1995

Mid-continent Regional Educational Laboratory
Aurora, CO

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An earlier version of this report is currently available on the Internet via Mosaic or other World Wide Web browsers.
The Universal Resource Locator (URL) is:

<http://www.mcrel.org/>

The standards and benchmarks are linked by hypertext and can be searched.

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Preface

As the third and penultimate report on content standards, this update represents a revision, sometimes extensive, for all content areas and includes standards identified in the arts and in health education. The final report will include treatments of all nine subject areas addressed in the national goals, as well as health and physical education, in addition to those areas identified as important by the Secretary's Commission on Achieving Necessary Skills.

In addition to the subject-area additions and revisions, readers of the previous update will also find new material in Section 2, Work Completed and Work in Progress, and Section 3, Standards and Standardization.

A study as ambitious as this one is always the product of the hard work and creative insight of a number of individuals. Three individuals had major responsibilities for identifying various standards and benchmarks in this report:

Therese Sarah shared major responsibility for the identification of standards and benchmarks in U.S. history, K-4 history, and historical understanding and assisted in the identification of the geography benchmarks.

Shelly Wasson shared major responsibility for the identification of standards and benchmarks in science, health, and the arts and for the verification of standards and benchmarks in geography.

Bradley Kennedy shared major responsibility for the identification of the standards and benchmarks in world history, and for the verification of standards in the arts.

The contributions that these individuals have made to this study cannot be overstated.

The authors would like to thank the following individuals for their initial reviews of various national reports and documents: Tom Barlow, Sandy Berger, Jan Birmingham, Linda Brannan, Susan Everson, Joan Grady, Toni Haas, Bob Keller, Fran Mayeski, Barbara McCombs, Joann Sebastian-Morris, Diane Paynter, Sylvia Parker, Jerome Stiller, Jo Sue Whisler and Terry Young. Audrey Peralez contributed to the original identification of geography standards in an earlier report. Carol Loredó provided word-processing support.

Others have also supported this effort through their thoughtful discussions of issues raised in this report. The authors would like to thank C. L. Hutchins, Alice Krueger, Debra Pickering and Janie Pollock especially, among many other colleagues.

JSK
RJM

1. The Call for Standards

Since the publication of *A Nation at Risk* in 1983 (National Commission on Excellence in Education), there has been a growing consensus on what aspects of school reform are critical to the success of our nation's students. It is now understood that in the past, teachers have relied heavily upon textbooks to determine what is important to teach in each discipline, so much so that textbook manufacturers have become the de facto standard-setting group for the content areas. Coincident with this, testing companies, by virtue of the use to which standardized tests are put in school accountability, have provided schools and districts with measures of what students should know and be able to do in order to reach certain minimum standards — in short, testing companies have provided the de facto performance standards for schools. At the same time that the identification of important knowledge, skills, and performances has been relegated to textbook and test publishers, we have entered an age when information grows so rapidly that subject-matter experts are compelled to review their assumptions about the essential knowledge and skills of their disciplines. Clearly there is a need for expert subject-area guidance to determine what students should know and be able to do to prepare themselves for college and the world of work. In short, it is time to establish standards in a rigorous and systematic way.

Although there is national dialogue on the development of standards, there is clearly not a consensus across groups as to what form "standards" should take or how they should be used. The result is that the character, scope, and level of detail provided in standards often vary significantly from one subject area to another. Some subject-area groups have argued that the disciplines are so inherently different that a common approach to standards is not possible (Viadero, 1993); though, as one leading education thinker, Christopher Cross (1993), has said, "In real life, these subjects are not as clearly defined as the experts and advocates in a field might imagine or wish." Regardless of how different the discipline areas might be from one another, they each compete for a common ground: the limited amount of time and resources in the school day. Unless standards and benchmarks are presented in a roughly equivalent and useable format, decisions regarding curriculum or assessment can quickly become problematic. For example, it is difficult for a school or district to articulate a comprehensive set of standards if one subject area describes standards in terms of a performance vignette, as is the case with the work done by the Standards Project for the Language Arts, while another subject area describes standards in terms of specific components of knowledge and skills, as is the case with the mathematics standards developed by the National Council of Teachers of Mathematics. Finally, without a common format for standards, it is not likely that educators can recognize and take advantage of the possibilities for subject-area integration afforded by the commonalities that may be found across subject areas.

The purpose of the project described in this paper is to address the major issues surrounding content standards, provide a model for their identification, and apply this model to identify standards and benchmarks in the subject areas. This update of the report includes a revision of content standards and benchmarks published in earlier updates and the synthesis and identification of standards in three new areas. Standards and benchmarks are provided for

science, mathematics, history, geography, the arts, the language arts, and health. Also included are standards in thinking and reasoning, and an analysis and description of knowledge and skills considered important for the workplace; business and industry have recently identified this area of "workplace basics" as essential in the process of schooling.

The next section of this paper provides an overview of the current efforts toward standards development across subject areas. Section 3 describes in greater detail the types of technical and conceptual differences that have become apparent since the beginning of the standards movement and describes the model of standards and benchmarks adopted for this study. Section 4 presents key questions that should be addressed by schools and districts that are considering a standards-based strategy. Section 5 describes the overall process used in this project to identify standards and benchmarks, and Section 6 lays out the format and citation strategy used in the standards sections. Sections 7 through 17 provide standards and benchmarks for 11 separate areas, each section prefaced by a discussion of the process involved in generating those standards.

2. Work Completed and Work in Progress

Before describing the model of standards and benchmarks that is the basis for this project, it is useful to briefly consider the major efforts that are underway nationally to identify standards and benchmarks. These efforts will, of course, form the data base from which this project draws.

Mathematics

It is certainly no exaggeration to say that the publication of *Curriculum and Evaluation Standards for School Mathematics* in 1989 by the National Council of Teachers of Mathematics (NCTM) ushered in a new era relative to the role of national organizations in the practice of schooling. Through the *Standards* document, NCTM helped to form a new perspective on how national subject-area groups can contribute to the improvement of education when it delineated, for three levels (K-4, 5-8, and 9-12), a consensus on what students should know and be able to do and how that might best be demonstrated in the classroom. Other organizations soon followed NCTM's lead. The influence of the NCTM *Standards* is reflected in another useful resource for the identification of math content, an assessment framework for mathematics developed for the National Assessment of Educational Progress (NAEP)¹. This document organizes the subject area into five sections, each section provided with up to a dozen statements presented as benchmark indicators; material is identified by the grade at which it should be introduced and when it should be assessed at both informal and formal levels.

In addition, NCTM is soon to release standards for assessment. A working draft, *Assessment Standards for School Mathematics* (October 1993), is organized around six standards which focus on important mathematics, enhanced learning, equity, openness, valid inferences, and consistency. Additionally, there is a thorough treatment on the use of assessments for different purposes, including how assessments should be used in making instructional decisions and the use of assessments as a measure of accountability.

Science

In science, three recent efforts contribute significantly to the development of standards. The National Committee on Science Education Standards and Assessment (NCSESA) has recently issued a public draft of the *National Science Education Standards* (November 1994); the final document is scheduled to appear before the end of 1995. Material related directly to content standards fills 200 of the document's 300-plus pages, while additional chapters address standards for science teaching and professional development, as well as assessment, program, and system standards. In the current draft, the science content standards are written for three levels: science for K-4 is described in 24 standards; grades 5-8 in 28 standards; and grades 9-12 in 34 standards.

¹NAEP ("the nation's report card"), a nationally representative assessment of student knowledge in various subject areas, is a congressionally mandated project of the National Center for Education Statistics, the U.S. Department of Education; NAEP's policy guidelines are formulated by the National Assessment Governing Board (NAGB).

The second effort within the field of science comes from the American Association for the Advancement of Science (AAAS). Working from the foundation they helped build in *Science for All Americans*, AAAS's Project 2061 provides over 60 "literacy goals" in science as well as mathematics, technology and the social sciences. These goals are well articulated across levels K-2, 3-5, 6-8, and 9-12. This effort, published as *Benchmarks for Science Literacy* (1993), includes a useful discussion and presentation of the research base that was available to those who worked on the project.

In addition to these efforts, the National Science Teachers Association (NSTA) has just published the *Scope, Sequence and Coordination of National Science Education Content Standards* (Aldridge, 1995) as an addendum to *The Content Core: A Guide for Curriculum Designers* (Pearsall, 1993). This supplement is designed to make the *Core* more consistent with the new standards. NSTA has also just released *A High School Framework for National Science Education Standards* (Aldridge, 1995), developed under a grant from the National Science Foundation. Like the addendum to the *Core*, this framework builds directly from NCSESA's November 1994 draft of science standards. Essential generalizations in physics, chemistry, biology, Earth and space sciences, and other areas organize the framework. Each generalization is described in some detail and followed by a list of the relevant concepts, empirical laws, and theories or models that students will need for comprehension. These subsections are presented in grade sequence (9, 10-12) and include a recommended learning sequence.

The *California Science Framework* (1990) reflects indebtedness to the work done in *Science for All Americans*. Additionally, the *Framework* shows its influence in the standards work by NCSESA. However, since it is a curriculum framework, rather than a standards document, it provides considerably more detail than found in the *Benchmarks* or in the NCSESA standards and seems to complement them both. The *Framework* presents the content of the physical, earth, and life sciences at four levels (K-2, 3-5, 6-8, 9-12) through what it calls the "major themes of science": energy, evolution, patterns of change, scale and structure, stability, and systems and interactions.

Finally, additional material on science in the schools is available from the National Assessment of Educational Progress in their *Science Objectives for 1990* and the *Exercise Specifications for 1994 NAEP*.

Social Studies

The National Council for the Social Studies (NCSS) recently published *Expectations of Excellence: Curriculum Standards for Social Studies* (1994). As the title indicates, NCSS recognizes the role of the social studies in providing "overall curriculum design and comprehensive student performance expectations, while the individual discipline standards (civics and government, economics, geography, and history) provide focused and enhanced content detail" (p. viii). The document underscores this organizing role of curriculum standards

through the elaboration of 10 "thematic strands" such as Culture, Time, Continuity and Change, and Individual Development and Identity. Each theme is provided with a list of student performance expectations and classroom activities appropriate for the early grades, middle grades, and high school. Across all 10 strands, 241 performance expectations are described. A useful appendix provides "essential skills for social studies," organized under the categories of acquiring information, organizing and using information, and interpersonal relationships and social participation. Each area is defined by goal statements and a "suggested strength of instructional effort" toward reaching those goals at levels K-3, 4-6, 7-9, and 10-12.

History

The History Standards Project, under the aegis of the National Center for History in the Schools (NCHS), has recently published three sets of standards: *National Standards for History K-4*, *National Standards for United States History*, and *National Standards for World History* (NCHS, 1995). Gary Nash, co-director of NCHS, which heads the history standards project, has indicated the standards may be under revision. Presumably, the efforts to revise the history standards are fueled by the recent controversy over their content ("History Standards Project Opens Door to Revisions," *Education Daily*, January 1995). In addition to content standards, the three documents share a treatment on Historical Thinking which includes such standards as Chronological Thinking and Historical Thinking.

Other useful resources are available or under development for the articulation of standards in a history curriculum. *Lessons From History: Essential Understandings and Historical Perspectives Students Should Acquire* (Crabtree, Nash, Gagnon, & Waugh, 1992) is a comprehensive description of K-12 history education; in fact, on the basis of this work, NCHS was funded to develop national standards. Another well-known resource, produced by the Bradley Commission on History in the Schools, is *Building a History Curriculum: Guidelines for Teaching History in the Schools* (1988). This document, which also appears as Chapter 2 in *Historical Literacy* (Gagnon, 1989), is more general in scope but does provide a focus on the historical perspective students should acquire in their study of history. A successor to the Bradley commission, The National Council for History Education, is currently developing four booklets with more specific guidelines on building a history curriculum. *Building a U.S. History Curriculum* is scheduled for completion in September of 1995; companion booklets in western civilization and world history will appear next year, and a guide for history in the early grades will be available in 1997.

In addition to these resources, two documents are available from NAEP: a *Framework for the 1994 National Assessment of Educational Progress U.S. History Assessment* (not dated) and a set of *Provisional Item Specifications for U.S. History* (1992). As in other recent work from NAEP, the framework organizes its subject matter into themes such as: Change and Continuity in American Democracy, The Gathering and Interactions of Peoples, Cultures and Ideas, and The Changing Role of America in the World. The framework recommends some preliminary

achievement levels (basic, proficient, and advanced) at 4th, 8th, and 12th grades. The descriptions are at a fairly general level. For example, an 8th-grade student at the basic level should, among other things, "have a beginning understanding of the fundamental political ideas and institutions of American life, and their historical origins" (p. 38). The *Item Specifications*, however, provide a greater level of detail in "defining questions," organized by theme, for students at the 4th, 8th, and 12th grade.

Civics

In other work related to the social sciences, the Center for Civic Education (CCE) recently published *National Standards for Civics and Government* (1994). The standards are presented for K-4, 5-8 and 9-12; major areas organize some 70-plus content standards. Each content standard has associated with it a set of key concepts that students should know in order to meet the standard. The standards are organized into five areas: civic life, politics, and government; the foundations of the U.S. political system; the values and principles of U.S. constitutional democracy; the relationship of U.S. politics to world affairs; and the role of the citizen. Each area is presented as a question, and each of the five outermost questions (e.g., What is government and what should it do?) has more specific questions that organize the content standards beneath them (e.g., What are major ideas about the purposes of government and the role of law in society?). The Center for Civic Education has also produced a source book of impressive scope and detail, *Civitas: A Framework for Civic Education* (Quigley & Bahmmeller, 1991), which contains over 600 pages of information about civics.

Economics

The National Council on Economic Education (NCEE) anticipates completion of the consensus-building process for development of standards in economics and will release national standards by the end of the year. NCEE is currently circulating an information packet, "Content Statements for State Standards in Economics," which, if taken as a model for the final document, will provide 21 standards, with a range of five to eighteen elements per standard. Although the draft does not assign grade levels for concepts, the final work will probably align closely with the structure provided in the most recent work from NCEE, *A Framework for Teaching Basic Economic Concepts with Scope and Sequence Guidelines, K-12* (Saunders & Gilliard, 1995).

Geography

The Geography Education Standards Project recently published *Geography for Life: National Geography Standards* (1994). The final standards document provides 18 standards articulated for grades K-4, 5-8, and 9-12. The standards are organized under six areas: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography. At each grade level, a standard is defined by three to six activities, each of which is exemplified by three "learning opportunities," i.e., activities described at a greater level of detail. Certainly the most visually interesting of the standards documents, with numerous high-quality photographs and illustrations on glossy paper, it shows indebtedness to

one of the co-developers on the project, the National Geographic Society.

The writing committee of the Standards Project, in addition to the consensus process, relied chiefly upon two sources for their material. The first, *Guidelines for Geographic Education* (Joint Committee on Geographic Education, 1984), provides an instructional framework for teaching and learning geography by structuring content around five themes: Location, Place, Human-Environmental Interaction, Movement, and Regions. The second, NAEP's *Geography Assessment Framework for the 1994 National Assessment of Educational Progress* (1992), uses material from the five themes to develop three content areas for assessment: Space and Place, Environment and Society, and Spatial Dynamics and Connections. The assessment framework recommends the development of questions that measure student cognitive abilities "at a basic Knowing level, a more complex Understanding level, and an Applying level that covers a broad range of thinking skills" (p. 3). This three-tiered approach, together with three content areas, forms a matrix within which essential assessment questions are developed.

In addition to these reports, another source for detailed information on geography comes from NAEP's *Item Specifications* (1992) for the 1994 Assessment. This document provides some detailed descriptions as to the basic, proficient, and advanced levels of achievement in geography. For example, "Eighth grade basic" means that students should be able to, among other things, "...solve fundamental locational questions using latitude and longitude; interpret simple map scales; identify continents, oceans, and selected countries and cities..."(p. 54). The *Item Specifications* provide greater levels of detail in terms of how cells in the NAEP matrix might be developed.

Language Arts

In the language arts, the Standards Project for the English Language Arts (SPELA) was initially funded by FIRST (the Fund for Improvement and Reform of Schools and Teaching) of the Office of Educational Research and Improvement. Beginning in September of 1992, SPELA was designed to be a three-year collaborative effort of the Center for the Study of Reading (CSR), the International Reading Association (IRA), and the National Council of Teachers of English (NCTE). SPELA produced one complete draft of its standards entitled *Incomplete Work of the Task Forces of the Standards Project for the English Language Arts*. That draft contained five strands (Reading/Literature, Writing, Language, Real World Literacy, and Interconnections) within each of which were listed two or three standards described at a general level. This draft was to go through a number of iterations until a final document was produced. However on March 18th, 1994, the U.S. Department of Education notified SPELA that it would not continue funding for the project. According to NCTE, funding for the project was halted because of a number of "philosophical differences" between SPELA and the federal agencies. These differences included a disagreement over the inclusion of delivery standards, which was supported by SPELA, and the lack of attention to a specific canon of children's literature, which was not supported by SPELA. However, the primary reason for cessation of funding appears to

be the federal government's assertion that SPELA was not attending to the basic task of identifying what students should know and be able to do in the English language arts. As noted by Janice Anderson, interim director of FIRST at the time funding was halted, SPELA had not made "substantial progress toward meeting the objectives" of the project. The proposed standards, she stated, "are vague and often read as opinions and platitudes," focus too much on process rather than content, and lack "a coherent conceptual framework" ("NCTE/IRA Say Standards Effort Will Continue," *The Council Chronicle*, June 1994). Since then, NCTE and IRA have vowed to complete the project even without federal support. To date, that effort has not produced a complete draft of standards.

Although its efforts were not designed to produce standards per se, the National Assessment of Educational Progress has produced a number of documents that provide guidance as to the nature and format of English language arts standards. For example, the *Description of Writing Achievement Levels-Setting Process and Proposed Achievement Level Definitions* (NAEP, 1992) provides explicit descriptions of basic, proficient, and advanced performance in writing. These level descriptions can quite easily be translated into expectations about what students should know and be able to do in the area of composition. In the area of reading, the *Assessment and Exercise Specifications: NAEP Reading Consensus Project: 1992 NAEP Reading Assessment* (NAEP, 1990) not only provides a detailed description of what students should know and be able to do at various levels but it also details the types of materials students should be able to read.

Finally, a number of documents, although not very current, have provided implicit descriptions of the knowledge and skills important to the language arts. These include *The English Coalition Conference: Democracy through Language* (NCTE, 1989) and *Essentials of English: A Document for Reflection and Dialogue* (NCTE, 1982).

The Arts

Standards for the arts, prepared under a grant from the U.S. Department of Education, the National Endowment for the Arts, and the National Endowment for the Humanities, were published in 1994 by the Consortium of National Arts Education Associations. The design of the final document, *What Every Young American Should Know and Be Able to Do in the Arts*, has been greatly simplified over earlier drafts. Standards for dance, music, theatre, and the visual arts are organized into K-4, 5-8, and 9-12 grade clusters. Each field contains from six to nine content standards, articulated across all grade clusters. Within each grade cluster for a given content standard, several achievement standards are provided. For example, in the visual arts section, a content standard found within each grade range, "Understanding the visual arts in relation to history and cultures," has three achievement standards associated with it for the 5-8 level. One such achievement standard states, "Students know and compare the characteristics of art works in various eras and cultures."

In addition, NAEP, working closely with the authors of the national standards for the arts, has

developed an *Arts Education Assessment Framework* (1994). For dance, music, theatre, and the visual arts, the framework describes the learning expected of students in (1) knowledge and understanding about the arts, and (2) perceptual, technical, expressive, and intellectual/reflective skills. The assessment framework is formed of a matrix in which the knowledge and skills for each discipline form one axis and the application of this knowledge and skill forms the other. Application in the arts is defined as students creating, performing, or responding to the arts.

Foreign Language

A three-year project funded by the Department of Education will result in the development of standards in foreign languages, with a projected completion date of 1996. A joint effort by the American Council on the Teaching of Foreign Languages (ACTFL) and a number of foreign language associations, the work will begin from preliminary standards developed in 1992 by the ACTFL. The first draft (August 1994) of the *National Standards for Foreign Language Education* indicates that the standards will be organized into five goal areas for students: communicate in languages other than English; gain knowledge of other cultures; access new information and knowledge; develop insight into own language and culture; and participate in multilingual communities. Each goal contains from one to three standards, for a total of eight standards, which are articulated at three levels, K-4, 5-8, and 9-12. Sample benchmark tasks (generic examples of what students can do to demonstrate that they have met the standard at the end of the grade cluster) are provided, in addition to a list of the elements of foreign language learning that students should have mastered by the end of their course of study at each level. Sample learning scenarios conclude each standard section.

Physical Education

The National Association for Sport and Physical Education (NASPE) is now developing standards and assessments based on their 1992 work, *Outcomes of Quality Physical Education Programs*. A September 1994 draft of *Content Standards and Assessment Guide for School Physical Education* from the self-funded group indicates that upon completion, eight content standards will be articulated at grades K, 2, 4, 6, 8, 10, and 12. Grade-level descriptions of the standards include "general criteria for assessment," sample benchmarks, and assessment examples. The work is projected for completion this year.

Health

The Joint Health Education Standards Committee, funded by the American Cancer Society, recently circulated *National Health Education Standards and Performance Indicators* (October 1994). The committee, housed at the Association for the Advancement of Health Education, has drafted eight standards, with "performance indicators" for the end of grades 4, 8, and 11. The work also includes a set of five "system standards" designed to provide direction for the policies, resources, and activities that should facilitate the implementation of the health education standards.

The World of Work

Progress is also being made in delineating the knowledge and skills students should have to be successful and productive in the world of work. The Secretary's Commission on Achieving Necessary Skills (SCANS) and the report the commission produced, *What Work Requires of Schools* (1991), has helped to focus efforts on standards that address higher-order thinking and reasoning skills, as well as personal traits and interpersonal skills that students should acquire. This document adds a strong voice to the call from other standards groups for greater attention to the development of students' critical thinking skills, their ability to communicate, and their ability to work in groups. The Department of Labor and the National Center for Education Statistics are currently engaged in a project to develop and administer SCANS measures by 1996.

A complementary effort was undertaken by the American Society for Training and Development (ASTD), representing "50,000 practitioners, managers, administrators, educators and researchers in the field of human development" (Carnevale, Gainer, & Meltzer, 1990, p. xiii). An ASTD research team, funded through a grant underwritten by the Department of Labor, reviewed the literature and polled members to determine what skills were most desired by employers. The team identified 16 skill areas, including traditional academic areas such as reading, writing, and computation, as well as nontraditional areas such as interpersonal skills, self-esteem, and negotiation. Their findings were published in *Workplace Basics: The Essential Skills Employers Want* (Carnevale, Gainer & Meltzer, 1990).

As part of the response to this need for clarity in the description of knowledge and skills standards, the United States Departments of Education and Labor have initiated a public-private partnership to develop voluntary skill standards for various industries. In 1992 and 1993 these two departments funded 22 pilot projects (16 by the Department of Education and 6 by the Department of Labor) to develop voluntary skill standards covering 19 major industrial areas. The skill standards are due for completion in the summer of 1995; work still remains to determine how information from these projects might be successfully articulated for K-12 schooling.

State-Level Efforts

Although state departments of education have long been involved in curriculum development efforts, the frameworks produced vary considerably by state in their purpose and intended audience. The authors of a few frameworks, such as those for math and science from California, seem to have anticipated the current standards effort. Recently, however, some states are moving deliberately toward a standards-based view of curriculum development. In Colorado, for example, legislation for the establishment of standards-based education has resulted in the development of model standards for K-12, which are slated to be approved by the State School Board in mid-1995. Those involved in the process include representatives from business, education agencies, and state K-16 educators, in addition to subject-area specialists.

WORK COMPLETED AND WORK IN PROGRESS

In summary, there are a number of efforts underway to develop standards in a variety of subject areas. One can infer that if a school, district, or state is to design a schooling system based on standards, these many and varied efforts must be reconciled to some degree.

3. Standards and Standardization

Section 1 alluded to the difficulties created by the wide variety of perspectives taken by various groups on the scope, purpose, and nature of standards. In order to develop an internally consistent model of standards and benchmarks, a number of issues must be reconciled. Here we consider six: (1) whether standards are for subject literacy or subject expertise, (2) whether thinking and reasoning skills can be described independent of content, (3) whether standards should be formed as content or performance standards, (4) whether standards should be content or curriculum standards, (5) how benchmarks are defined, and (6) at what level of generality benchmarks and standards are stated. The model proposed here adopts a perspective on each.

The Literacy versus Expertise Issue

Some groups, such as the National Council of Teachers of Mathematics (NCTM), have developed standards using what might be called a "literacy" model. Such standards serve to ensure that students have a basic understanding of the fundamental knowledge and skills in mathematics that an educated, literate adult should know and be able to make use of. An indication that NCTM makes such a distinction can be seen in the standards the council identifies separately for "the college-intending student." These standards appear to describe knowledge and skills important primarily for those in pursuit of advanced studies in math and science.

For example, in its document *Curriculum and Evaluation Standards for School Mathematics*, NCTM singles out the following as applicable to students seeking to pursue mathematics at a post-secondary level:

- apply the sine and cosine functions to problem situations
- investigate limiting processes by examining infinite sequences, series and areas under a curve
- analyze graphs of polynomial, rational, radical and transcendental functions

A different view is available from the subject area of science. Project 2061 does not provide "expert" standards for students bound for advanced study. In fact, the title of the Project's work, *Benchmarks for Science Literacy*, suggests that a distinction is to be made between knowledge that literate adults should possess and knowledge that is primarily of use to those who plan to do advanced study in the field of science. This accords with another view of science literacy that "...*doing* science is clearly different from *using* science; scientific literacy concerns only the latter." (Hazen & Trefil, 1993) [*italics, the authors'*]. This does not mean, of course, that students should not engage in hands-on science; it merely suggests that there are distinctions that can be made between preparations for understanding science as an educated adult and doing basic science as an adult professional.

The differences between academic and literacy models presented in the various documents do not, on close analysis, constitute an insurmountable problem. At the literacy end of the

continuum, standards might be described as the minimum requirements of knowledge and skill students should know and be able to do to function well as adults of the 21st century. At the "expertise" end of the continuum, standards are described in terms of the knowledge and skills that, once acquired, would render students "mini-experts" in every field. In fact, as currently articulated in the documents reviewed for this effort, both positions have strong tendencies toward the middle. That is, those documents that provide what might be characterized as literacy standards commonly include material that goes beyond minimum requirements for basic literacy within a domain. Additionally, those documents that appear to favor the expertise position frequently are structured in such a way that the "expert-level" detail provided beneath a standard does not obscure the basic point of the standard itself, which focuses on information at a literacy level.

If one had to classify the model adopted in this report, it would be most accurately described as a literacy approach to content, in that it is believed that standards and benchmarks should be considered essential for all students, whether they enter the world of work directly from high school or go on to higher education.

The Role of Thinking and Reasoning

Virtually all of the documents reviewed for this study either implicitly or explicitly acknowledged the importance of emphasizing thinking and reasoning in the articulation of standards. This is not surprising given the historical emphasis educators have placed on thinking and reasoning. Over 70 years ago, John Dewey (1916) wrote, "The sole direct path to enduring improvement in the methods of instruction and learning consists of centering upon the conditions which exact, promote and test thinking." Similarly, in 1961, the National Education Association identified the improvement of thinking and reasoning as central to American education:

...in the general area of the development of the ability to think, there is a field for new research of the greatest importance. It is essential that those who have responsibility for management and policy determination in education commit themselves to expansion of such research and to the application of the fruits of this research. This is the context in which the significant answers to such issues as educational technology, length of the school year and content of teacher education must be sought and given. (Educational Policies Commission, 1961, pp. 14-15)

More recently, calls for the enhancement of thinking and reasoning in American education have come from the National Science Board Commission on Pre-college Education in Mathematics, Science and Technology (1983), the College Board (1987), the National Education Association (Futrell, 1987), and the American Federation of Teachers (1985).

Although there is agreement as to the importance of enhancing thinking and reasoning, there is not much agreement on the manner in which thinking and reasoning should be articulated in

standards. There were three principal ways that thinking and reasoning skills were addressed in the documents reviewed for this report. One approach was to establish a set of standards on generic reasoning. For example, the document *Workplace Basics: The Essential Skills Employers Want* (Carnevale, Gainer, & Meltzer, 1991) identifies Creative Thinking as one of the 16 skills that are important to the workplace. Thinking skills identified in this manner are stated as generic mental processes that cut across all content areas. A second approach can be found reflected in the NCTM's *Curriculum and Evaluation Standards*, which articulates a standard entitled Mathematical Reasoning. Within this category, those reasoning processes presumed to be specific to mathematics, but useful within the various subdisciplines of mathematics, are identified. Finally, the third perspective is exemplified by a draft of the National Geography Standards (June 1993), which describes performance standards. Here no set of standards nor any one specific standard addresses thinking and reasoning. Rather, the performances are described in such a way as to embed thinking and reasoning processes. To illustrate, consider the following standard, which makes explicit the need to both evaluate information and solve problems, both important reasoning processes:

- The student can evaluate the related merits of maps, globes and other geographic tools to solve problems. (p. 5)

A cursory review of the literature in cognitive psychology would seem to favor the latter two positions concerning an approach to thinking and reasoning skills. That is, strong arguments have been made against the isolation of thinking and reasoning skills (Glaser, 1984; Resnick, 1987). However, it is important to note that these arguments focus upon instruction not upon the identification of standards. The case has been well articulated that thinking and reasoning should not be taught in isolation of specific content. Quite obviously, one cannot think about nothing. Thinking and reasoning processes and strategies must be employed with content, and to use any content other than that important to specific disciplines makes little sense. However, articulating standards is quite another matter. As described in this study, one of the primary purposes of standards is to provide educators with direction about the skills and abilities that should be the focus of instruction and assessment. Yet, if important thinking approaches are only found embedded in content, there can be no way to ensure that students have explored content in as many thoughtful ways as possible. To illustrate, consider the following performance standard from the draft document of the National Geography Standards:

- The student can make and defend reasoned decisions on the location of a variety of activities within the home or community. (p. 11)

This performance standard describes one way in which a student might demonstrate knowledge of a content standard in geography. The important knowledge within the performance standard, however, could be demonstrated in a variety of different ways: for example, the student could be asked to predict where types of activities might be located in a new community. In any case, once the knowledge has been identified as important, it can be addressed in a number of

different ways. But what of the ability to make and defend a decision based on knowledge of geography? If the ability is considered important enough that a student should be able to apply decision making to issues in geography, then decision making should be identified and addressed as systematically as the content rather than as an incidental part of a performance standard in geography. Otherwise, whether a student uses decision making or not will be determined by the luck of the draw — only if he or she is asked to meet this particular performance standard or another performance standard that happens to require this skill. Clearly, such a hit-or-miss approach will characterize any effort that does not fully articulate and address the thinking and reasoning skills that should be brought to the study of content.

The second approach found in the various national reports also proved problematic. Many of the thinking and reasoning skills and abilities identified within those standards that purported to focus on content-specific skills and abilities were, in fact, quite general. For example, the NCTM standard of mathematical reasoning primarily specifies such general thinking and reasoning abilities as making conjectures, making inferences, and making corrections.

Finally, we found considerable redundancy in the thinking and reasoning skills and abilities implicitly and explicitly identified in the various documents. In effect, all the discipline areas not only emphasized thinking and reasoning skills and abilities, they generally identified the same skills and abilities. Given the intent of this report to capitalize on redundancies, and propelled by the problems described above, we have aggregated the various elements of thinking and reasoning into a dedicated set of standards. Our method of reporting, however, should not be misconstrued as a mandate or even a suggestion that thinking and reasoning should be taught in isolation of domain-specific knowledge and skill.

Content or Performance Standards?

One of the significant distinctions within developing models of standards-based education is that between content and performance standards. Some theorists describe standards in terms of knowledge and skill that should be acquired. This is the content position. For example, Albert Shanker (1992), president of the American Federation of Teachers, defines a standard as "what we want students to know and be able to do as a result of their education" (p. S11). For Shanker, identifying a standard involves identifying specific information or skills that should be mastered to gain expertise in a given domain. Former Assistant Secretary of Education Diane Ravitch also describes standards from an information and skills perspective (Ravitch, 1992). Conversely, in his early writings on standards, Grant Wiggins, a nationally known expert on performance assessment, defined standards more in performance terms. For Wiggins, standards should be stated in terms of real-world, highly robust tasks that ideally elicit or require the important knowledge and skills in various content domains. This emphasis on performance as the critical feature of a standard is also shared by psychologist and researcher Richard Shavelson and his colleagues who state that standards should be "based on students' performance of concrete, meaningful tasks" (Shavelson, Baxter, & Pine, 1992, p. 22).

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Since these earlier discussions, which seemed to pit one form against the other, clearer distinctions have been made and the two positions have been reconciled. The distinction between content standards and performance standards was perhaps formalized and legitimized in the 1993 report to the National Education Goals Panel by the National Education Standards and Improvement Council (NESIC). Commonly referred to as the "Malcom Report" in deference to Shirley M. Malcom, Chair of the Goals 3 and 4 Standards Review Technical Planning Group, the report makes a clear distinction between content standards and performance standards and establishes the validity of both:

Content standards specify "what students should know and be able to do." They indicate the knowledge and skills - the ways of thinking, working, communicating, reasoning, and investigating, and the most important and enduring ideas, concepts, issues, dilemmas, and knowledge essential to the discipline - that should be taught and learned in school. (p. ii)

Performance standards specify "how good is good enough." They relate to issues of assessment that gauge the degree to which content standards have been attained. While others use the term differently, in this report "performance standards" are not the skills, modes of reasoning, and habits mentioned above [in the description of content standards] that assessments attempt to measure. Instead, they are the indices of quality that specify how adept or competent a student demonstration must be. A performance standard indicates both the *nature of the evidence* (such as an essay, mathematical, proof, scientific experiment, project, exam, or combination of these) required to demonstrate that the content standard has been met and the *quality of student performance* that will be deemed acceptable (that merits a passing or "A" grade). (p. iii)

Performance standards, then, "contextualize" content standards by identifying the manner in which they must be demonstrated and the expected level of performance or understanding. In effect, performance standards are an interpretation of content standards. Both types of standards are, in fact, necessary. Their interdependence is explicitly referenced in the Malcom Report: "The Technical Planning Group believes that performance standards are essential to gauging whether content standards are met" (p. iii). Additionally, reports from the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment (Shepard, 1993) and the National Council on Education Standards and Testing (NCEST, 1992) attest to the importance of both types of standards. In effect, then, content standards and performance standards are two interdependent and necessary components of an effective system of standards. As noted by Marc Tucker (1992), Co-director of the New Standards Project:

You can't assess kids' performance unless you give them the tasks, and you can't assess their degree of achievement unless they actually perform the tasks.

But first you must be clear about what you want kids to know and be able to do, or what we call "content standards." Those content standards become the target for creating the

assessment. (p. S3)

In spite of the rather clear-cut distinction between content standards and performance standards, there is still a great deal of confusion as to the format and level of generality of performance standards. From Marc Tucker's comments above, one might conclude that a performance standard is a specific task. Additionally, the description of performance standards in the Malcom Report could be interpreted as an assertion that performance standards should be stated as fairly specific tasks. Yet, performance standards are frequently articulated in relatively general terms. To illustrate, consider the following performance standards described by the National Assessment Governing Board (NAGB):

Basic: Denotes partial mastery of the knowledge and skills that are fundamental for proficient work at each grade -- 4, 8, and 12. For 12th, this is higher than minimum competency skills (which normally are taught in elementary and junior high schools) and covers significant elements of standard high-school-level work.

Proficient: Represents solid academic performance for each grade tested -- 4, 8 and 12 -- and reflects a consensus that students reaching such a level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At grade 12, the proficient level will encompass a body of subject-matter knowledge and analytical skills, of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced: Signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12. For 12th grade, the advanced level shows readiness for rigorous college courses, advanced technical training, or employment requiring advanced academic achievement. As data become available, it may be based in part on international comparisons of academic achievement and may also be related to Advanced Placement and other college placement exams. (in Shepard, 1993, p. 12)

This general description of performance levels was then translated by NAEP into more detailed descriptions for specific content areas at specific grade levels. For example, figure 3.1 contains an example of the performance levels set by NAEP for mathematics at grade 8:

Figure 3.1

Basic: Eighth-grade students performing at the basic level should exhibit evidence of conceptual and procedural understanding in the five NAEP content areas [for mathematics]. This level of performance signifies an understanding of arithmetic operations -- including estimation on whole numbers, decimals, fractions and percents.

Eighth graders performing at the basic level should complete problems correctly with the help of structural prompts such as diagrams, charts and graphs. They should be able to solve problems in all NAEP content areas through the appropriate selection and use of strategies and technological tools -- including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving.

As they approach the proficient level, students at the basic level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth graders show limited skill in communicating mathematically.

Proficient: Eighth-grade students performing at the proficient level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content areas.

Eighth graders performing at the proficient level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections between fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of basic level arithmetic operations -- an understanding sufficient for problem solving in practical situations.

Quantity and spatial relationships in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs, apply properties of informal geometry, and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

Advanced: Eighth-grade students performing at the advanced level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the five NAEP content areas.

Eighth graders performing at the advanced level should be able to probe examples and counterexamples in order to shape generalizations from which they can develop models. Eighth graders performing at the advanced level should use number sense and geometric awareness to consider the reasonableness of an answer. They are expected to use abstract thinking to create unique problem-solving techniques and explain the reasoning processes underlying their conclusions. (in Shepard, p.35)

These performance levels were then translated into specific items, and a system referred to as the Angoff method was used to determine how many items must be answered correctly to indicate specific levels of performance. In effect, then, the illustrations from NAGB and NAEP represent a continuum of levels of generality for stating performance standards. At one end of the continuum, performance standards are stated in such general terms that they can apply to any and all content areas. At the other end of the continuum, performance standards are articulated in terms of a specific number and type of items that must be answered correctly. Clearly, a great deal of conceptual work remains before the term "performance standard" has a well-articulated meaning. For this reason, we have limited the work of this study to the identification of content standards, all the while recognizing the importance of a complementary set of performance standards.

Another reason for limiting the scope of this study to content standards is the necessary relationship content standards have with performance standards. That is, sound content standards are a necessary but not sufficient condition for sound performance standards. Indeed, the NAEP efforts at setting performance standards have been criticized because they allegedly were not based on sound content standards. As Shepard (1993) notes:

Current NAEP item pools, particularly at the advanced level, are not sufficiently congruent with emerging national content standards. Therefore, the achievement-level descriptions cannot adequately represent ideal future-oriented standards without departing from the assessment that the students actually took. In addition, some exemplar items were judged by content experts to be less than exemplary. They do not communicate subject-matter standards well. (p. xiii)

In fact, Shepard implies that NAEP should curtail its efforts to set performance standards until content standards are well articulated: "Thus it only makes sense to wait until national content standards are available and then to follow a more coherent process for developing performance standards in conjunction with content standards" (p. xxv). Again, given the developing nature of performance standards and their dependence on well-articulated content standards, we have chosen to focus our efforts on identifying content standards only.

Content Standards or Curriculum Standards?

A distinction that should be made in the types of standards various groups are identifying is that between content standards and curriculum standards. *Content* standards describe what a student should know and be able to do. *Curriculum* standards (sometimes referred to as program standards) are best characterized as descriptions of what should take place in the classroom; as such, they address instructional techniques, recommended activities, and various modes of presentation. The difference between a content and curriculum standard is illustrated by the

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following two statements from the National Council of Teachers of Mathematics (1989) framework. Within that document, both statements are presented as standards:

- a) recognize when an estimate is appropriate
- b) describe, model, draw and classify shapes

Standard *a* describes a skill or ability a person might use solving a "day-to-day" or academic problem. For example, in day-to-day life, a person might use the skill of estimation to anticipate how much a proposed project might cost; or in a mathematics class, a student might use his estimation skills to determine that a problem can be solved without additional, unnecessary steps. In short, estimation is a skill that is commonly used or applied to solve common day-to-day problems or accomplish goals in academic settings. Standard *b*, "describe, model, draw and classify shapes," does not share this characteristic. That is, it is difficult to imagine many situations that would demand the skill of being able to model, draw, or classify shapes, whether to solve an academic or day-to-day problem. Rather, this kind of activity seems appropriate as an instructional device to help students understand shapes or to provide a way for them to demonstrate their understanding of shapes. Standards like *a* above are referred to as content standards because they describe information or skill that is essential to the practice or application of a content domain. Standards like *b* are referred to as curriculum standards because they identify the instructional or curricular activities that might be used to help students develop skill and ability within a content domain. It might be said that curriculum standards describe the methods designed to help students achieve content standards.

This project has content standards as its focus. There are two overarching reasons for this choice. First, content standards describe the goals for individual student achievement, whereas curriculum standards provide information that is ancillary to reaching those goals.¹ Second, curriculum standards, which usually focus on activities, projects, or techniques, if interpreted rigidly could leave teachers with little or no room for instructional diversity. That is, if teachers or administrators interpret curriculum standards as activities that must be performed, then teaching goals can too easily be equated with the activities performed, and actual student achievement loses its primary focus. When such a prescriptive attitude is taken toward activities, such activities often prove inefficient and time-consuming, leaving little room for experimentation and the refinement of new approaches to teaching.

Given the content (as opposed to curricular) orientation of this project, the standards identified will have the characteristics of content-area knowledge. Specifically, the information that comprises standards identified within this project will generally fall into three broad categories representing the three general types of knowledge. At a basic level, knowledge within any

¹ The NCTM standards clearly show the value of curriculum standards. It is hoped that similar efforts will be undertaken in the other subject areas, once content standards are made available.

domain can be organized into the categories exemplified in figure 3.2.

The first column contains examples of knowledge that involves processes. These processes may or may not be performed in a linear fashion. For example, performing long division is a process: you perform one step, then another, and so on. Reading a map also involves certain steps, but these steps, unlike those in long division, do not have to be performed in any set order. You might read the name of the map first, then look at the legend, or you might just as effectively perform these steps in reverse order. Knowledge of this sort is usually called *procedural knowledge*. One might think of such knowledge as composed of the *skills and processes* important to a given content area.

Figure 3.2

Procedural	Declarative	Contextual
reading a map	democracy	know when to use a map instead of a globe
performing long division	a numerator	model numbers using number line
setting up an experiment	an amoeba	classify organisms
shooting a free throw	rules of basketball	know when to use man-to-man vs. zone coverage
editing an essay	conventions of punctuation	use appropriate tone and style for a selected audience

The examples in the second column do not involve a process or a set of steps. Acquiring this type of knowledge involves understanding the component parts. For example, knowledge of the concept of "democracy" includes understanding that decisions are made by the people, that each person has a single vote, that votes are weighted equally, and so on. This type of knowledge is commonly called *declarative knowledge*. One might think of such knowledge as composed of the *information* important to a given content area.

The last column contains items that are not simply declarative or procedural but specify knowledge in context. Column three contains examples of information and/or skills that have particular meaning because of the conditions that form part of their description. "To classify" is a skill; to understand the characteristics of organisms is declarative knowledge, or information; but knowledge of how to classify organisms is knowledge of a particular type: it requires

understanding how particular characteristics establish relationships among organisms. Like the declarative/procedural distinction, this contextual knowledge is basic — a "piece" that cannot be further reduced without loss of important information. Also, like declarative and procedural knowledge, it reflects a kind of knowing that is primarily useful in the service of some larger goal. In the case of procedural knowledge, for example, the ability to read a map is not useful in itself but does help when one needs to get somewhere. Similarly, declarative knowledge can prove useful when that knowledge helps in making inferences, decisions, and the like. Understanding the concept "democracy" is not *in itself* useful (excluding knowledge for its own sake or for so-called "academic" exercises, such as asking whether the concept has been accurately defined). It is, however, useful in the service of some larger goal, as for example, determining whether activities within a country represent the democratic process. Similarly, contextual knowledge, of itself, has limited usefulness in that it does not describe a purposeful task, but its successful use may be essential for reaching a meaningful goal. A student may know the uses of a map and the uses of a globe, but in order to solve a distance-measuring problem, the student should know the criteria for selecting between a map and a globe. This knowledge is different from simply knowing the uses of a map or of a globe (exclusively): it is knowledge about the context in which the use of one tool is more appropriate than the use of another.

How Benchmarks are Defined

Regardless of their position on standards, most groups acknowledge the need to identify expected or anticipated skill or understanding at various developmental levels. These statements of expected knowledge and skill are referred to as *benchmarks*. To illustrate, consider the following content standards within science:

Understands basic concepts about the structure and properties of matter

At the 12th-grade level, the benchmark or expected level of understanding might be described in the following way:

- *Knows that atoms interact with one another by transferring or sharing electrons that are furthest from the nucleus; these outer electrons govern the chemical properties of the element*

At the 8th-grade level, the benchmark or expected level of understanding might be:

- *Knows that atoms in solids are close together, and don't move about easily; in liquids, atoms are close together and stick to each other, but move about easily; atoms in gas are quite far apart and move about freely*

Theoretically, these benchmarks, or subcomponents of a standard, could be identified at all grade levels. However, the trend seems to be toward developing benchmarks at a few key levels. For

example, the National Assessment of Educational Progress (NAEP) identifies benchmarks at grades 4, 8, and 12. The American Association for the Advancement of Science (Project 2061) identifies benchmarks at grades 2, 5, 8, and 12. In this model, benchmarks identify expected understanding or skill at various grade levels, with a preference for articulating benchmarks at primary, upper elementary, middle, and high school within each standard. However, these levels are significantly different in some content areas, depending entirely on the availability of source materials.

Levels of Generality

The Benchmark

The benchmark is the smallest unit of analysis for this study. As described above, it can be characterized as being declarative, procedural, or contextual in the type of knowledge it describes. The "size" of a benchmark is more problematic and is best described, at this point in our study, in practical rather than theoretical terms. A practical description begins from what appears to be common among the benchmarks that we have identified within the subject areas.

From our observations, a benchmark seems to have a lower and an upper limit. As to the lower limit, in no case does it appear to describe specifics of knowledge or specific skills that an average student could master quickly, assuming that the benchmark has been placed at the appropriate grade level. This lower limit means that a declarative benchmark would never be equivalent to a short list of facts, for example, nor would a two-step algorithm be identified as a procedural benchmark at the 4th-grade level. This provides a rough starting point for the lower level of a benchmark.

A useful reference point for a benchmark, particularly at the lower end of the interval, is the behavioral objective. A benchmark is "larger" than a behavioral objective. Mager (1962) described what came to be called a behavioral objective as consisting of three key elements: a target behavior, a description of conditions under which the behavior is demonstrated, and criteria for acceptable performance. By limiting the description of knowledge and skill to a behavior and to the conditions under which that behavior is demonstrated, this approach necessarily required many, many thousands of behavioral objectives to describe the knowledge within a given content domain. Benchmarks, by contrast, do not describe the behavior of students who meet an objective, nor do they narrow the description of knowledge and skills to a particular set of conditions. (A contextual benchmark, discussed above, is a special case. It describes a general context for knowledge use but not the conditions under which that knowledge could or should be demonstrated).

Thus, a single behavioral objective could not cover a benchmark, but a single benchmark could be the source of a number of instructional objectives. This characteristic of benchmarks, at least as they appear in this report, is in part explained by the fact that the articulation of standards and benchmarks is not an attempt to organize learning or learning activities within a model for instruction. Rather, this approach uses a cognitive theory of knowledge types to assist in the

analysis and identification of knowledge and skills.¹ At the lower limit, then, a benchmark does not prescribe instructional objectives. That is, as said of the NCTM standards in a report from the National Academy of Education Panel (Shepard, 1993), they "do not delineate specific instructional activities, [but] they do set the direction for what should be taught" (p. 3).

In summary, a benchmark can be described as an "interval" of levels of generality in the description of knowledge and skills. In this section, we have attempted to describe some of the characteristics of the lower end of that interval. Benchmarks do not describe trivial or "easy" knowledge and skills for the developmental level at which they are found. They are not descriptions of knowledge and skill that have been narrowed through behavioral objectives or by a translation into an instructional activity.

The Standard

Where the lower bounds of a benchmark have some identifiable characteristics, the characteristics of the upper bound are much more vague. That is, within this study it became difficult to determine the point at which the component of a standard seemed too broad in scope or too generally stated to be characterized as a benchmark. In fact, at the next broader level of generality, we found that depending upon the document we analyzed, this level was either treated as a topic organizer or identified as a complete standard. The national history standards documents from NCHS were found to have at least four tiers of organization. In the design for the world history standards, for example, historical eras provided the most general structure. The level just beneath eras was identified as the standard level. Beneath the standard level there was no detailed information, but three or four more specific statements were given (in our study, these were identified as standards), under which benchmark-level information was provided.

The subject area of science offers a convenient example of the variance in approaches to levels of generality, inasmuch as two organizations have recently put considerable effort into the development of science standards, each using a different organizational scheme. Project 2061's *Benchmarks for Science Literacy* (1993) articulates most standards (termed Literacy Goals) across K-12. In practice, this means that a standard is described at a level that is broad enough to be articulated with benchmarks at each of four developmental levels: K-2, 3-5, 6-8, and 9-12. For example, one standard, or literacy goal, is on "the structure of matter." This idea is expressed at the earliest developmental level in terms such as the following:

By the end of 2nd grade, students should know that:

¹This process has been applied to documents, however, that have been developed by educators with understanding or belief about knowledge structures within their subject areas as well as what research says about the proper sequencing for the development of particular knowledge and skills. Clearly, then, the documents we have analyzed could well reflect the influence of certain theories of learning or theories of instruction. When this information (e.g., the sequence for learning about computation across K-12) is preserved in this study, it is better understood as a useful "side-effect" of our method, not a result of it.

- *Objects can be described in terms of the materials they are made of (clay, cloth, paper, etc.) and their physical properties (color, size, shape, weight, texture, flexibility, etc.). (p. 76)*

At the upper level, 9-12, a sample benchmark under the same overarching idea is:

By the end of 12th grade, students should know that:

- *The configuration of atoms in a molecule determines the molecule's properties. Shapes are particularly important in how large molecules interact with others. (p. 78)*

Contrasting material comes from the National Committee on Science Education Standards and Assessment (NCSESA), which has been funded by the Department of Education to develop standards for science. If we search for an idea similar to the one found at the early grades in the *Benchmarks*, we find it in the following, which is identified as a content standard:

As a result of the activities in grades K-4, all students should develop an understanding of:

- *Properties of objects and materials*
- *Position and motion of objects*
- *Light, heat, electricity, and magnetism*

Concepts related to these topics, or subcomponents, are elaborated under a heading "fundamental ideas that underlie this standard." At that level, the following description is found for "Properties of objects and materials":

- *Objects are many observable properties, including size, weight, shape, color, temperature, and the ability to react with other substances (p. V-25).*

This demonstrates a dramatically different way of organizing very similar information. In this document, the standard has several organizing topics, each of which is defined at a greater level of detail. These details describe knowledge and skills at about the same level as found in the benchmarks from Project 2061's *Benchmarks*. The benchmark information differs essentially in two ways: in the NCSESA document, benchmarks appear in a standard that is complete at grade level, rather than articulated across grades; and these benchmarks also appear arranged under topic headings.

Although the categories differ, the same or very similar material is covered. For example, the corollary to the 12th-grade benchmark from Project 2061 on the structure of molecules (see example above) can be found in the NCSESA document as part of a different standard, which has six organizing subcomponents (p. V-130), under one of which ("structure and properties of

matter") the following information can be found:

- *The properties of compounds reflect the nature of the interactions among its molecules, which are determined by the structure of the molecule (the kinds of atoms and the distances and angles between them). (p. V-134, V-135)*

In short, NCSESA has determined that standards should be categories of information not broad enough so that they encompass a common set of information across K-12. This articulation does appear, however, at the next larger level of organization. That is, all the benchmark information presented in the examples above from the NCSESA draft appears organized under the rubric Physical Science.

In this study, wherever possible, we describe standards at a level of generality that is broad enough to allow the articulation of benchmarks across K-12. Sometimes this approach required the reorganization of material from the subject-area documents. However, this organization was considered advantageous in that it organized knowledge and skills systematically across subject areas without any apparent loss of critical information. In addition, as mentioned at the outset (see Section 1), this consistency of format provides a clearer system-wide picture for those who wish to integrate benchmarks from different subject areas, but who also need to keep track of how and what curriculum they have addressed.

Summary

Standards, as found in the documents analyzed for this study, appeared at different levels of organization and structure. Standards provide a way of organizing information, that is, the benchmarks that identify important declarative, procedural, and contextual knowledge. This organization itself may provide information on how "pieces" of knowledge can be sequenced, logically or psychologically, for students' ease of learning. In this report, the standards we have developed reflect both the character of the draft materials available to us and the model we have developed for identifying knowledge. There are other ways that benchmarks can be grouped, however, and except for the caution that developmentally sequenced information should not be lost, there appears no compelling reason why districts or schools should not feel free to organize benchmarks in whatever way they find most useful.

4. Implementation Issues

There are a number of ways that this document can be used. Before describing them, we must underscore the freedom that users of this document should feel to generate their own standards using ours as a reference point. This report was generated from basic assumptions and from a particular view of knowledge that we hope have been well-defined for the reader. Other assumptions and other views of knowledge would, no doubt, have produced a very different articulation and organization of standards. Consequently, a school or district should feel free to extract benchmarks from our standards and organize them into other standards more consistent with their assumptions and perspective of knowledge.

Before using this document, a school or district should make some fundamental decisions and address some basic issues. In this section, we consider five important questions that a school or district should address before it adopts a standards-based approach to schooling.

1. In what format will benchmarks be articulated?

One fundamental question that should be addressed as early as possible is the format in which benchmarks will be articulated. There are two basic formats a school or district might use: (1) as lists of declarative, procedural and contextual knowledge, and (2) as knowledge application tasks. One approach to defining benchmarks is as leveled sets of declarative, procedural, and contextual knowledge. Clearly, this is the approach we have taken in this document. Consequently, a school or district that wishes to take this approach could simply select the standards from our listing and the benchmarks within those selected standards. However, quite a different approach is to state benchmarks as knowledge application tasks. If a school or district wished to state benchmarks as knowledge application tasks, it would use the declarative, procedural, and contextual benchmarks in our report to construct their more task- or application-oriented benchmarks. For example, consider the following Level II benchmarks from one of the standards in science:

- Knows that things that give off light often also give off heat
- Knows that mechanical and electrical machines give off heat
- Knows that heat can move from one object to another by conduction
- Knows that some materials conduct heat better than others; materials that do not conduct heat well can reduce heat loss
- Knows that electrical circuits require a complete loop through which the electrical current can pass

Each of these might be used to construct explicit knowledge application tasks. For example, the first and fourth benchmarks might be translated into a knowledge application task in which students are presented with a specific situation where pairs of objects of different temperature — some warm and some cool — are placed in direct contact. Additionally, the paired objects would be made of materials of varying properties of conductivity. Some would be made of materials that are good conductors of heat; others would be made of materials that are poor conductors of

heat. Students would be asked to hypothesize what changes in temperature would occur within each of the objects and explain the rationale underlying their answer. They might also be asked to test the accuracy of their prediction in light of the observed results and to describe alternative explanations for the results.

The benefit of constructing knowledge application tasks such as this is that they commonly include more than one benchmark. The proximity experiment, for example, involves two benchmarks from our original set. Additionally this knowledge application task can be used to determine student skill and ability in the thinking and reasoning standard, "Understands and applies basic principles of hypothesis testing and scientific inquiry":

- Makes and validates conjectures about outcomes of specific alternatives or events regarding an experiment

In short, articulating benchmarks as knowledge application tasks allows for the combining of information. As a way of using the elements of identified knowledge and skills, this combining can provide teachers with a powerful way of approaching content. However, articulating benchmarks as knowledge application tasks also presents some significant problems.

One of the most troublesome features of knowledge application tasks is that they are rarely transparent as to the knowledge and skill required for their completion. To illustrate, consider Grant Wiggins's intriguing knowledge application task of calculating the cost of a shower (Wiggins, 1993, p. 205). To ask students to determine the cost of a shower is an excellent real-world application of knowledge. However, if this task were used as an explicit benchmark, it would not be immediately evident what declarative, procedural, or contextual knowledge the task was designed to assess. From surface appearance, it would seem that an understanding of the British Thermal Unit (BTU) is the declarative knowledge critical to the "shower" task. However, without explicit guidance one must make a calculated guess that this is the critical knowledge intended as the focus of the task. Conversely, if knowledge of the BTU is explicitly stated as a benchmark, there are any number of tasks (including the shower task) that one could devise to confirm whether students grasp the central feature of the BTU.

Another problem inherent in stating benchmarks as knowledge application tasks is that they impose a rather rigid set of expectations on what will occur in classrooms. Thus, students are required to perform those tasks as evidence of their knowledge and skill in the benchmarks. In effect, teachers have no options as to how they will gain information about students' performance on the benchmarks when, in fact, many options might be available such as traditional forms of tests (e.g., essay tests, multiple choice, matching). Benchmarks as knowledge application tasks, then, have the same disadvantages as curriculum standards — they leave little room for divergence and experimentation in the classroom and mandate time-consuming activities.

2. How many standards and benchmarks will be articulated?

In all, this report, still to be updated, already lists 194 standards and 2,787 benchmarks for implementation in K-12 schooling. Clearly, a school or district could not expect a student to demonstrate competence in all of these (although they may be a part of instruction); sheer numbers would make such a system untenable. Given that there are 180 days in the school year and 13 years of schooling (assuming students go to kindergarten), there are only 2,340 school days available to students. If all benchmarks in this report were addressed, this would mean that students would have to learn and demonstrate mastery in one or more benchmarks every school day, or about six benchmarks every week.

Thus, a school or district will surely have to select from the standards and benchmarks presented in this report if it wishes to construct a system in which students are to be held accountable for each benchmark. A reasonable number of benchmarks seems to be about 600, distributed in roughly the following way:

Level I:	K-2:	75
Level II:	3-5:	125
Level III:	6-8:	150
Level IV:	9-12:	250

Quite obviously, to implement this 600-benchmarks cap, schools and districts would have to exclude quite a few of the benchmarks identified in this report.

3. Will all selected benchmarks be considered necessary to demonstrate competence in a standard?

One possible way to alleviate the problem of too many benchmarks is to consider benchmarks as exemplars rather than as necessary components of a standard. Using this option, students would be held accountable for demonstrating a mastery of a sample of the benchmarks within a level for a given standard as opposed to all the benchmarks within a given level.

To illustrate, consider the benchmarks in figure 4.1 for the science standard "Understands energy types, sources, and conversions, and their relationship to heat and temperature." A school or district that takes the "exemplar" approach to benchmarks would require students to demonstrate competence in a selected number of benchmarks per level. For example, a school or district might require students to demonstrate competence in two out of the three benchmarks for Level I; three out of five for Level II; five out of seven for Level III; and six out of eight for Level IV. This approach would allow a school or district to meet a larger number of standards without exceeding the recommended limit of 600 benchmarks discussed in the preceding section. It would also allow for more flexibility within the classroom, in that individual teachers would have the option to use those benchmark components which they judged most applicable for their students. However, this approach also results in less continuity of coverage within a content domain since different teachers will no doubt select different benchmark exemplars to illustrate

Figure 4.1

Level I (Grades K-2)

- Knows that the Sun applies heat and light to Earth
- Knows that heat can be produced in many ways (e.g., burning, rubbing, mixing chemicals)
- Knows that electricity in circuits can produce light, heat, sound and magnetic effects

Level II (Grades 3-5)

- Knows that things that give off light often also give off heat
- Knows that mechanical and electrical machines give off heat
- Knows that heat can move from one object to another by conduction
- Knows that some materials conduct heat better than others; materials that do not conduct heat well can reduce heat loss
- Knows that electrical circuits require a complete loop through which the electrical current can pass

Level III (Grades 6-8)

- Knows that energy comes in different forms, such as light, heat, chemical, nuclear, mechanical and electrical
- Understands that energy cannot be created or destroyed, but only changed from one form to another
- Knows that the Sun is a major source of energy for changes on the Earth's surface; the Sun's energy arrives as light with a range of wavelengths consisting mainly of visible light with significant amounts of infrared and ultraviolet radiation
- Knows that heat energy moves in predictable ways, flowing from warmer objects to cooler ones until both objects are at the same temperature
- Knows that heat can be transferred through materials by the collisions of atoms or across space by radiation; if the material is fluid, currents will be set up in it that aid the transfer of heat
- Knows that electrical circuits provide a means of converting electrical energy into heat, light, sound, chemical or other forms of energy
- Knows that in most chemical reactions, energy is released or added to the system in the form of heat, light, electrical or mechanical energy

Level IV (Grades 9-12)

- Knows that although energy can be transferred by collisions or waves and converted from one form to another, it can never be created or destroyed, so the total energy of the universe is constant
- Knows that all energy can be considered to be either kinetic energy (energy of motion), potential energy (depends on relative position), or energy contained by a field (electromagnetic waves)
- Knows that heat energy consists of random motion and the vibrations of atoms, molecules, and ions; the higher the temperature, the greater the atomic or molecular motion
- Knows that energy tends to move spontaneously from hotter to cooler objects by conduction, convection or radiation; similarly, any ordered state tends to spontaneously become less ordered over time
- Knows that the energy of waves (electromagnetic and material) can be changed into other forms of energy (e.g., chemical and electrical), just as other forms of energy (chemical and nuclear) can be transformed into wave energy
- Knows that some changes of atomic or molecular configuration require an input of energy, whereas others release energy
- Knows that each kind of atom or molecule can gain or lose energy only in particular discrete amounts and thus can absorb and emit light only at wavelengths corresponding to these amounts; these wavelengths can be used to identify the substance
- Knows that fission is the splitting of a large nucleus into smaller pieces, and fusion is the joining of two nuclei at extremely high temperature and pressure; nuclear reactions convert a fraction of the mass of interacting particles into energy

student competence within the levels for a given standard. It is also important to note that this approach may defeat the designed purposes of some well-articulated standards, such as those developed by Project 2061, where upper-level benchmarks are predicated under the assumption that students are familiar with a logically prior concept addressed at an earlier level. If teachers select without regard to articulation, some of the value of this approach may be lost.

4. Will student performance be reported using course grade or standards?

Currently, most schools and districts report student progress using appropriate grades for broad academic areas organized within courses. However, current research and theory indicate that courses of the same title do not necessarily cover the same content (Yoon, Burstein & Gold, not dated). In other words, two courses of the same name do not necessarily cover the same declarative, procedural, and contextual knowledge. If a school or district wished to use traditional grades but implement a standards-oriented approach, it would ensure that the benchmarks that have been identified would be distributed systematically throughout the various courses within content areas, that is, specific benchmarks would be assigned to courses based upon the elements they cover. Any two courses with the same title would not only cover the same benchmarks but would place the same relative importance on the benchmarks they cover.

For example, assume that two courses of the same title were designed to cover the same seven benchmarks. The school or district could also determine which percentage of the grade each benchmark would command. In such a case, it might be determined that the first two benchmarks each accounted for 25% of the grade and the remaining five benchmarks each accounted for 10% of the grade. Clearly, this would provide more precision for course descriptions and show an equivalence between "identical" courses that is not often found today.

In summary, traditional grading practices and standards-based assessment are not incompatible. A school or district must simply distribute and weight the standards that have been identified across the various courses in a systematic, well-reasoned fashion.

The second reporting option a school or district might adopt is to report student progress by benchmarks. Rather than assign a single grade to a course, a teacher would report progress in some way for each benchmark covered in the course. In effect, for assessment purposes only, each benchmark component would be considered independent of the others covered within the course. When this approach is taken, schools and districts commonly employ rubrics as opposed to grades. A rubric is a description of the levels of understanding or skill for a given benchmark. For example, below is a rubric for the Level II mathematics benchmark "Understands the basic role of place value":

4. Demonstrates a thorough understanding of the role and function of place value and provides insights that are not obvious when using the concept of place value.
3. Demonstrates a complete and accurate understanding of the role and function of place value as it relates to estimating or calculating addition, subtraction, multiplication and

- division.
2. Displays an incomplete understanding of the role and function of place value as it relates to estimating or calculating addition, subtraction, multiplication or division.
 1. Has severe misconceptions about the role and function of place value as evidenced by severe place value errors in addition, subtraction, multiplication or division.

Commonly, one of the described levels within a rubric is designated as the targeted level of skill or knowledge. For example, a score of 3 in the reporting rubric above might be selected as the target standard for the Level II mathematics benchmark "Understands the basic role of place value."

Reporting out by benchmarks would, of course, require a record-keeping system that is far different from that currently used in most schools and districts. Each student's score on individual benchmarks would be recorded. Assuming the use of a four-point rubric, individual students would receive a score of 1 through 4 on each benchmark assessed within each standard. These scores could then be averaged to obtain an overall standard score at a given benchmark level.

5. Will all students be required to meet all standards?

A major decision facing a school or district that wishes to emphasize content area standards is whether students will be required to meet a targeted level of knowledge and skills. This approach is reminiscent of the mastery learning approach of the 1970s and early 1980s (see Levine & Associates, 1985) and the more recent outcomes-based approach, or OBE approach (Spady, 1988). In the context of the reporting rubric described previously, a mastery or outcomes-based approach would mean that students would be required to receive a score of 3 on each benchmark. If a student did not meet the targeted level for a benchmark (i.e., did not obtain a score of 3 on the rubric), he or she would be provided with additional instructional opportunities until he or she could meet the required proficiency. Of course, such a system makes extreme demands on resources. In a traditional system, no extra resources need be used if a student does poorly in a course. In a mastery or OBE system, each student who does not meet a standard must be provided with whatever instructional and curriculum resources are necessary to ensure that the student meets the requirements. A variation in the theme of a comprehensive mastery or outcomes-based approach is to require that students meet the performance standards on *some*, but not all, benchmarks. Those benchmarks that are applied to all students would be considered a set of core requirements.

In summary, there are many important decisions a school or district must make regarding the implementation of a standards-oriented approach to schooling. In this section, we have discussed five of the decisions that deal with the nature and function of standards and benchmarks and the extent to which students will be held accountable for them.

5. The Process Used in This Report

Although some variations exist in the manner in which standards from different domains were addressed, a general process was followed to identify the standards in this report.

Identify National Reports

In February of 1990, President Bush and state governors established a set of national educational goals. One of those was that by the year 2000, American students would demonstrate mastery over challenging subject matter in core subject areas. Congress has since defined the goal areas to include the domains of English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. In addition, the set of goals states that all students should have access to physical education and health education to ensure they are healthy and fit. Given this national mandate for improved student performance in these areas, the most significant documents in the fields were identified; standards are being identified in each of them and will be provided in the final report of this project. For this update, documents in the following areas were identified: science, mathematics, history, geography, reading and writing, the arts, and health education.

In addition to these areas, documents were also reviewed for the domain of the workplace. Workplace standards, as made clear from recent Skills Standards efforts funded by the Departments of Education and Labor, were developed to meet the growing demand for a smoother transition from school to the workplace.

It is important to note that a number of documents used were in draft form. All relevant documents are discussed in the appropriate subject sections.

Select Reference Documents

Since there was more than one document within many of the domains considered, a reference report was selected for each domain. Reference documents were selected based on their completeness, perceived acceptance by the subject discipline community, and compatibility with the perspective of standards and benchmarks taken in this report.

Identify Standards and Benchmarks

Once a reference document was selected, standards and their benchmarks were identified. This was done from both "top-down" and "bottom-up" perspectives. A top-down perspective was taken when a reference document contained explicit standards that were at a level of generality consistent with the position on standards taken in this study. In such cases, the standard found in the reference document was accepted with minor modifications, or if rewritten, kept close to the original meaning. Benchmarks were then identified for each standard. Depending upon the character of the document, this process could entail the straightforward identification of explicitly stated benchmarks or an analysis of the material to find information about knowledge and skills that was implicit. This would be the case, for example, if essential knowledge and skills were presented in the form of an instructional activity rather than as a description of the

important knowledge and skills. In some cases, however, a reference document articulated standards at a different level of generality (too general or too specific) or in a different format (performance or curriculum standards as opposed to content standards). In such situations, implicit and explicit benchmark components (declarative, procedural, and contextual elements) were identified first. These were then organized into standards. In effect, such standards were designed from the bottom up.

Integrate Information from the Other Documents

When the analysis of the reference document was complete, information from the other documents was then integrated into the standards and benchmarks identified from the reference document. On some occasions, the analysis of secondary documents within a domain illustrated a need to create new standards that were not explicit or implicit in the reference document.

Organize Standards into Categories

In all, this report describes 338 standards and their related benchmarks. These standards have been organized into 11 major categories. In a number of cases, the organization was straightforward; for example, standards generated from and referenced to science documents were placed under the category of science. Such an approach was followed for the areas of mathematics, geography, and history. For other categories, the bottom-up approach, which characterized the formation of standards from benchmarks, also was used to organize similar standards into larger areas. The standards and benchmarks developed into 11 categories can be found in figure 5.1.

THE PROCESS USED IN THIS REPORT

Figure 5.1 The standards and benchmarks identified in this document

	Standards	Benchmarks
Science	18	321
Mathematics	9	294
History		
Historical Understanding	2	42
K-4 History	21	122
As Implemented ¹	±10	±61
U.S. History	91	950
As Implemented ¹	±30	±327
World History		
Core Standards ²	71	992
As Implemented ¹	±24	±330
Related Standards ²	38	480
As Implemented ¹	±13	±160
Geography	18	238
Connections	1	13
Dance	6	62
Music	7	80
Theatre	6	72
Visual Arts	5	42
Arts (total)	25	269
Language Arts	11	320
Health	10	126
Thinking and Reasoning	6	118
Working with Others	5	53
Self-Regulation	6	59
Life Work	7	69

¹The total number shown for the history standards is not equivalent to numbers in other subject areas, inasmuch as a history standard can be completely addressed by meeting the benchmarks at any one level. Thus, the number of standards in place at any one time is considerably less than the total. For a discussion, see History, Section 9.

²The national standards project for world history has identified those standards that are essential (core) as well as supplementary standards that may be used at discretion (related).

6. How the Subject-Area Sections are Structured

As described previously, standards may be procedural or declarative statements or may be statements that describe broader categories; they may be taken directly from draft documents or may have been constructed inductively or extrapolated from an analysis of the documents in the subject area. The benchmarks in this document, however, are all statements of declarative, procedural, and contextual knowledge taken from a wide range of national reports. In most cases, these benchmarks are organized under the standards at four levels:

Level I	=	K-2, or primary
Level II	=	3-5, or upper elementary
Level III	=	6-8, or middle school
Level IV	=	9-12, or high school

However, in some areas, either because of the nature of the content or source materials, the levels are identified somewhat differently. Because of this, the level identifications are best understood as indicators of relative difficulty, rather than strictly equivalent to a range of grades. Attention should be paid to the parentheses following the levels to identify the grade range. For example, in the case of U.S. History, there are three levels identified:

- Level II (Grades 5-6)
- Level III (Grades 7-8)
- Level IV (Grades 9-12)

Whereas in the standards for history at K-4, there are two levels:

- Level I (Grades K-2)
- Level II (Grades 3-4)

In this example it should be clear that Level II is a relative description, defining grades 3-4 for history in the early grades and grades 5-6 in the U.S. history standards.

The standards are organized and reported in the 11 categories described in the previous section. Each standard within a category is numbered consecutively (the numbering sequence has no significance and was done for ease of reference). The benchmarks are listed immediately under each standard and presented by level (I-IV). A set of codes, called a citation log, appears flush right and just above each benchmark and standard. A key for the log appears at the bottom of each page, so that readers are provided with the following information: the cognitive character of the benchmark (whether it describes declarative, procedural, or contextual knowledge); a page number citation for each instance in which the information was found in reference and supporting documents; the nature of that citation (whether the information was found explicitly stated or could be implied from other statements); and finally, in the case of duplicates, where very similar benchmarks can be found within the same subject area.

To illustrate:

(GE,115)

5. Understands the concept of regions

Level I (Grades K-2)

- Knows areas that can be classified as regions according to physical criteria (e.g., landform regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (e.g., political regions, population regions, economic regions, language regions) BD (GE,115;EI,13;NI,35;TI,10;DI,4.1.2)

"Understands the concept of regions" appears as the fifth standard in the geography section, and the benchmark shown is from Level I. Just above the benchmark, and flush right, is the abbreviation "BD," followed by the "citation log": (GE,115;EI,13;NI,35;TI,10;DI,4.1.2). A key like the following is provided for each subject area:

Codes (right side of page):	BD= Benchmark, Declarative; BP = Benchmark, Procedural; BC = Benchmark, Contextual
<i>1st letter of each code in parentheses</i>	<i>2nd letter of code</i> <i>Number</i>
G =National Geography Standards	E = Explicitly stated in document Page number of cited document
E = Guidelines for Geographic Education	I = Implied in document <i>or, for duplicates,</i>
N = NAEP: Item Specifications in Geography	Standard number & level of duplicate
T = K-6 Geography: Themes, Key Ideas	
D = Duplicated in another standard	

The key identifies "BD" as a benchmark that describes declarative knowledge. Within the parentheses that follow "BD," there a number of documents cited, separated by semicolons. The first code, GE,115, indicates that the information described in the benchmark can be found explicitly stated (E) in the National Geography Standards (G) on page 115; the second citation, EI,13, indicates that the same information, although not explicitly stated, is implied in (or, can be inferred from) material on page 13 of the Guidelines for Geographic Education. Similarly, the same information can be inferred from two additional documents, the NAEP item specifications and *K-6 Geography* (full citations for all reports are found in the bibliography). The last piece of information "DI,4.1.2" indicates that another benchmark contains very closely related information. In this case, that particular benchmark is under the standard number 4, at level 1, and is the second bulleted item.

Additionally, when the idea expressed at the standard level has been identified in supporting documents, that information is provided in parentheses, flush right, just above the standard statement. In the example above, the idea that students should have a general understanding of the concept of regions is found (GE,115) in the Geography Standards document on page 115.

7. Science

The following process was used to identify standards and benchmarks in the field of science:

Identification of National Reports

Three reports were identified as significant for representing current thinking on content standards in science: a draft document available from the National Committee on Science Education Standards and Assessment (NCSESA), *National Science Education Standards* (November, 1994); Project 2061's *Benchmarks for Science Literacy* (1993); and the National Science Teachers Association's (NSTA) *Scope, Sequence, and Coordination of Secondary School Science: The Content Core* (Pearsall, 1993). Additionally, supporting citations were available from the California Department of Education's *Science Framework for California Public Schools* (1991), and from two reports from the National Assessment of Educational Progress, *Science Objectives for 1990* and *Exercise Specifications for 1994 NAEP*.

Selection of the Reference Document

The draft of NCSESA's *National Science Education Standards* was selected as the reference document. This choice required some modification of the standards that were published in our January 1994 update, which had used Project 2061's *Benchmarks for Science Literacy* as the reference. As noted at that time, available drafts from the standard-setting group were not then at a stage of completion that could provide sufficient detail for our purposes.

Identification of Standards and Benchmarks

The content standards from NCSESA, which "outline what students should know, understand and be able to do in natural science" (p. V-1), are grouped into categories at three grade levels (K-4, 5-8 and 9-12). The number of standards varies by grade level within each of seven categories:

- Science as inquiry
- Physical science
- Life science
- Earth and space science
- Science and technology
- Science in personal and social perspectives
- History and nature of science

A final area, "unifying concepts and processes," is not articulated for grade levels, but is intended for development across K-12 science education.

Information in the sections of NCSESA's document is articulated for K-12 at the category level, but not at the standard level. That is, each standard and its associated content appears only once, and at one level (K-4, 5-8 or 9-12). For example, in the physical sciences under the heading "Earth and space science," a standard with the topic "Objects in the sky" appears with two related

standards at grades K-4 only; at grades 5-8, three standards are under that category, and a closely related topic is "Earth in the solar system." At grades 9-12, four standards cover the area, and the one nearest in content to "Earth in the solar system" or "Objects in the sky" is the "Origin and evolution of the universe." Thus, the 86 standards are closely related within categories, but are not articulated across the grade ranges by standard. Since our model calls for the articulation of standards across grade levels wherever possible, some reorganization of content was necessary. Although in part the benchmarks were constructed into standards from "the ground up," there was strong guidance provided by the structure of standards available from Project 2061's *Benchmarks for Science Literacy*.

Perhaps the most salient change in this update as a result of the change in reference documents is an increased emphasis on the nature of scientific knowledge, scientific inquiry and the design process. In addition, sufficient material and direction from the NCSESA standards document were found to warrant a standard on the relationships of science, technology and society.

At the benchmark level, Project 2061's *Benchmarks* proved very useful for distinguishing content at the grade ranges selected for this study: K-2, 3-5, 6-8 and 9-12. Material from the reference document, NCSESA's November draft, was added to or revised in four cases: 1) when minor modification of a benchmark statement allowed for additional citation support; 2) when the original statement carried more than one basic idea and was divided into components; 3) when stylistic changes helped the sense of the statement; and 4) when benchmark statements not in the science standards draft were added because the information was found to appear consistently in the other major documents identified for science.

Additionally, there were very few instances of benchmark duplication across standards. In each case, it was clear that the benchmarks served the purpose of preparing students for more complex, related ideas at later benchmark levels. For this reason, the duplicates were not deleted, but cross-referenced in the citation log. (For more detail, see Section 6, How the Subject-Area Sections are Structured.)

Integration of Information from Other Documents

The documents used to integrate information were NSTA's *Content Core*, and the *California Science Framework*. Each was referenced to provide science teachers with ready access to sources via page number citations keyed to the benchmarks. In addition, *Content Core* and Project 2061's *Benchmarks* provided a means for evaluating whether additional benchmarks should be added to the reference document. If information found at the appropriate level in either document could not be found in the reference document (NCSESA's draft standards), then it was identified for possible inclusion as an additional benchmark. A compiled list of this information was then compared against information in the *California Science Framework* and the two documents from NAEP. If the information was found to be present in at least two documents (*Content Core* and/or *Benchmarks*, and one of the three supporting documents), it was integrated with the information from the reference document into a benchmark. Evidence

SCIENCE

for this process can be found by an examination of the "citation log" found associated with each benchmark: if the benchmark does not show a reference to NCSESA's draft document, then it was added to the information from the reference document using the process just described.

Summary of Standards for Science

Earth and Space

1. Understands basic features of the Earth
2. Understands basic Earth processes
3. Understands essential ideas about the composition and structure of the universe and the Earth's place in it

Life Sciences

4. Knows about the diversity and unity that characterize life
5. Understands the genetic basis for the transfer of biological characteristics from one generation to the next
6. Knows the general structure and functions of cells in organisms
7. Understands how species depend on one another and on the environment for survival
8. Understands the cycling of matter and flow of energy through the living environment
9. Understands the basic concepts of the evolution of species

Physical Sciences

10. Understands basic concepts about the structure and properties of matter
11. Understands energy types, sources and conversions, and their relationship to heat and temperature
12. Understands motion and the principles that explain it
13. Knows the kinds of forces that exist between objects and within atoms

Science and Technology

14. Understands the nature of scientific knowledge
15. Understands the nature of scientific inquiry
16. Understands the scientific enterprise
17. Understands the nature of technological design
18. Understands the interactions of science, technology and society

(2E,66)

1. Understands basic features of the Earth*Level I (Grades K-2)*

- Knows that Earth materials consist of solid rocks and soils, liquid water and the gases of the atmosphere BD (SE,V33;CE,93,99,106;NE,57,58,60)
- Knows that water can be a liquid (e.g., rain) or a solid (ice) and can be made to go back and forth from one form to the other, but the amount of water stays the same BD (2E,67;NI,59)
- Knows that weather changes some from day to day, but things like temperature and rain (or snow) tend to be high, low or medium in the same months every year BD (SI,V34;2E,67;NE,61)

Level II (Grades 3-5)

- Knows that when liquid water disappears, it turns into gas (vapor) in the air and can reappear as a liquid when cooled BD (2E,68;NE,59)
- Knows the major differences between fresh and ocean waters BD (CE,101;NE,59;TE,79)
- Knows that clouds, like fog and steam from a kettle, are made of tiny droplets of water BD (2E,68;CE,99;NE,60)
- Knows that air is a substance that surrounds us, takes up space and whose movement we feel as wind BD (2E,68;CE,106)
- Knows that the rotation of the Earth on its axis every 24 hours produces the night and day cycle BD (2E,68;NE,62-63)
- Knows that the Sun provides the light and heat necessary to maintain the temperature of the Earth BD (SE,V34;CI,84;NE,62)

Level III (Grades 6-8)

- Knows that the Earth is the only body in our solar system that appears able to support life BD (2E,69;CE,86;NE,74;TE,95)

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- Knows that the solid Earth is layered with a thin brittle crust, hot convecting mantle and dense metallic core; three-fourths of the Earth's surface is covered by a thin layer of water; and the entire planet is surrounded by a blanket of air BD (SE,V89;2E,69;CE,90;NE,59,71;TI,79-80)
- Knows the composition and structure of the Earth's atmosphere BD (SE,V90;CE,108;NE,70;TE,80)
- Knows that clouds, which are formed by the condensation of water vapor, affect weather and climate; some do so by reflecting much of the sunlight that reaches Earth from the Sun; others hold heat energy emitted from the Earth's surface BD (SE,V90;CI,108;NI,71;TI,80)
- Knows that because of the tilt of the Earth's axis, sunlight and, hence, heat fall more intensely on one part or another of the Earth during its one-year revolution around the Sun; the difference in heating of the Earth's surface produces the planet's seasons and weather patterns BD (SE,V91;2E,69;NE,62-63;TE,89)
- Knows that the Earth's climate sometimes changes radically in response to the effects of geological shifts (e.g., the advance or retreat of glaciers over centuries, a series of huge volcanic eruptions in a short time) BD (2E,69;NE,68;TE,97)
- Knows that even relatively small changes of atmospheric content or ocean temperature can have widespread effects on climate if the change lasts long enough BD (SE,V90;2E,69;NE,69,85;TI,89)
- Knows that the cycling of water in and out of the atmosphere plays an important role in determining climatic patterns: water evaporates from the surface of the Earth, rises and cools, condenses into rain or snow and falls to the surface where it forms rivers and lakes and collects in porous layers of rock BD (SE,V89;2E,69;CE,99;NE,71;TE,82)
- Knows that water is a solvent; as it passes through the water cycle, it dissolves minerals and gases and carries them to the oceans BD (SE,V89;CE,99;NE,70)
- Knows that the Sun is the major source of energy for phenomena on the Earth's surface, such as winds, ocean currents, the water cycle and the growth of plants BD (SE,V91;CI,108-109;NE,71;TE,84)

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Level IV (Grades 9-12)

- Knows that Earth systems have both internal and external sources of energy, both of which create heat; although the Sun is the major external source of energy, the decay of radioactive isotopes and gravitational energy from the Earth's original formation are primary sources of internal heat BD (SE,V150)
- Knows that weather (in the short run) and climate (in the long run) involve the transfer of energy in and out of the atmosphere BD (SI,V150;2E,70;NE,84)
- Knows that solar radiation heats the land masses, oceans and air, and that transfer of heat energy at the boundaries (between the atmosphere, the land masses and the oceans) results in layers at different temperatures and densities in both the ocean and atmosphere; the action of gravitational force on layers of different densities causes them to rise or fall, and such circulation (influenced by the rotation of the Earth) produces winds and ocean currents BD (SE,V150;2E,70;NE,83-85;TI,92)
- Knows how life is adapted to conditions on the Earth, including the force of gravity that enables the planet to retain an adequate atmosphere and the intensity of radiation from the Sun that allows water to cycle between liquid and vapor BD (2E,70;CE,107;NI,78)

(2E,71)

2. Understands basic Earth processes

Level I (Grades K-2)

- Knows that animals and plants sometimes cause changes in their surroundings BD (2E,72;TI,48)
- Knows that chunks of rocks come in all sizes, from boulders to grains of sand and even smaller BD (2E,72;NI,57-58)

Level II (Grades 3-5)

- Knows that smaller rocks come from the breakage and weathering of bedrock and larger rocks BD (2E,72;NI,57)

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- Knows that rock is composed of different combinations of minerals BD (2E,72;CE,93;NI,57-58;TE,79)
- Knows that soil is made up of weathered rock and products of plants and animals, and also contains many living organisms BD (SI,V34;2E,72;NE,58)
- Knows that waves, wind, water and ice constantly change the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas, sometimes in seasonal layers BD (2E,72;NE,57;TI,81)
- Knows that the surface of the Earth changes; some changes are due to slow processes (e.g., erosion, weathering), and some changes are due to rapid processes (e.g., landslides, volcanoes, earthquakes) BD (SE,V34;2E,73;NI,57)
- Knows that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time BD (SE,V34;CE,95;NE,64)

Level III (Grades 6-8)

- Knows that the composition and texture of the soil and its fertility and resistance to erosion are greatly influenced by plant roots and debris, bacteria, fungi, worms, rodents and other animals as they break up the soil and add organic material to it BD (SE,V89,V90;2E,73;NE,66;TE,85)
- Knows that rock contains evidence of the minerals, temperatures and forces that created it BD (2E,73;NI,66;TI,81)
- Knows that sediments of sand and smaller particles (sometimes containing the remains of organisms) are gradually buried, cemented together by dissolved minerals and eventually turned into rock again BD (SE,V89;2E,73;NE,66;TE,81)
- Knows how land forms are created through a combination of constructive and destructive forces: constructive forces include crustal deformation, volcanoes and deposition of sediment; destructive forces include weathering and erosion BD (SE,V89,V90;2I,73;CE,91;NI,65-66;TI,86-87)
- Knows that thousands of layers of sedimentary rock confirm the long history of the Earth and the long history of changing life forms whose remains are found in successive layers of sedimentary rock; the newest layers may not always be found on top because of the BD (2E,73,246;NE,66;TE,80)

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folding, breaking and uplifting of layers

- Knows that fossils provide important evidence of how life and environmental conditions have changed on the Earth over time (e.g., changes in atmospheric composition, movement of crustal plates, impact of an asteroid or comet) BD (SE,V90;CE,96;NE,77;TE,80)

Level IV (Grades 9-12)

- Knows that the Earth is a system containing a fixed amount of each stable chemical atom or element; each element moves among reservoirs in the solid Earth, oceans, atmosphere and living things, as part of geochemical cycles (e.g., carbon cycle, nitrogen cycle) BD (SE,V150-151;2I,74;CI,97;NE,83)
- Knows that the "rock cycle" consists of the formation, weathering, sedimentation and reformation of rock; in this cycle, the total amount of material stays the same as its form changes BD (2E,74;NE,79;TE,94)
- Knows that the solid crust of the Earth—including both the continents and the ocean basins—consists of separate plates that ride on a denser, hot, gradually deformable layer of the Earth; the crust sections move very slowly, pressing against one another in some places and pulling apart in other places BD (SE,V150;2E,74,248;NE,80;TE,86,93)
- Knows that the slow movement of material within the Earth results from heat flowing out of the deep interior and from the action of gravitational forces on regions of different density BD (SE,V150;2E,74;NI,80;TI,93)
- Knows that earthquakes often occur along the boundaries between colliding plates BD (SI,V151;2E,74;NI,80;TI,86)
- Knows that molten rock from below the Earth's surface creates pressure that is released by volcanic eruptions; under the ocean basins, molten rock may well up between separating plates to create new ocean floor; and volcanic activity along the ocean floor may form undersea mountains, which may eventually become islands BD (SI,V151;2E,74;NI,80;TI,86)
- Knows that geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations; recent methods use the predictability of decay rates of radioactive isotopes in rock formation to determine geologic time BD (SE,V151;CE,96;NE,89;TE,92-93)

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- Knows that evidence for simple, one-celled forms of life, such as bacteria and algae, extends back more than 3.5 billion years; the evolution of life resulted in dramatic changes in the composition of the Earth's atmosphere, which did not originally contain oxygen BD (SE,V151;2I,74;CE,109;NI,89)

3. Understands essential ideas about the composition and structure of the universe and the Earth's place in it (2E,61)

Level I (Grades K-2)

- Knows that the stars are innumerable, unevenly dispersed and of unequal brightness BD (SI,V34;2E,62;CI,84)
- Knows that the Sun can be seen only in daytime, whereas the Moon is out sometimes at night and sometimes during the day BD (SE,V34;2E,62;CE,79;NI,62)
- Knows that the Moon looks a little different every day, but looks the same again about every four weeks BD (SI,V34;2E,62;CE,79)

Level II (Grades 3-5)

- Knows that the Earth is one of several planets that orbit the Sun and that the Moon orbits around the Earth BD (2E,63;NI,62)
- Knows that over time, planets change their position in the sky relative to the general pattern of stars BD (SI,V34;2E,63;CE,80;TE,84)
- Knows that the patterns of stars in the sky stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons BD (SI,V34;2E,63;CI,80;TE,84)
- Understands that although telescopes magnify distant objects in the sky (such as the Moon and the planets) and dramatically increase the number of stars we can see, some objects are so distant, small or dim that they do not appear in a telescope BD (2E,63;CI,84;NE,62)
- Understands that astronomical objects in interstellar space are unimaginably distant from BD (2E,63;TE,97)

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the Earth and each other: stars are like our Sun but are so distant they look like points of light; galaxies, though very large, are so distant they look like a single star

Level III (Grades 6-8)

- Knows that the Sun is a medium-sized star, located at the edge of a disk-shaped galaxy, part of which can be seen on a clear night as a glowing band of light BD (2E,64;CI,81;NI,75)
- Knows that nine planets of differing sizes and surface features and with differing compositions move around the Sun in nearly circular orbits; some planets have a variety of moons and rings of particles orbiting around them (e.g., the Earth is orbited by one moon, many artificial satellites and debris) BD (SE,V90;2E,64;CI,81;NE,73-74;TE,90-91)
- Knows that we live on a fairly small planet, the third from the Sun in the only system of planets definitely known to exist, although other, similar systems might yet be discovered in the universe BD (2E,68;NE,64;TI,95)
- Knows that the Sun's gravitational pull keeps the Earth and other planets in their orbits, just as the gravitational pull of planets keeps their moons in orbit around them BD (SE,V91;2E,95;CE,55;NI,76,78)
- Knows that many pieces of rock and ice orbit our Sun: some meet the Earth in its orbit, glow and disintegrate from friction as they plunge through our atmosphere; other objects have long, off-center orbits that bring them close to the Sun, whose radiation boils off material and pushes it into a long, illuminated tail BD (2E,64;CE,81;TE,90)
- Knows that the Moon's orbit around the Earth once in some 28 days changes how much of the Moon is lighted by the Sun and how much of that part can be seen from the Earth, resulting in the phases of the Moon BD (SE,V90-V91;2E,69;NE,76;TE,84)
- Knows that the universe contains many billions of galaxies, each containing many billions of stars BD (2E,64;CI,81;NE,75)
- Knows that light travels from the Sun to the Earth in a few minutes, from the next nearest star in four years, and from very distant stars in several billion years; the distance light travels in a few years would take the fastest rocket thousands of years to travel BD (2E,64;CI,86;NI,62)

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Level IV (Grades 9-12)

- Knows that current theory states that about ten billion years ago, the entire contents of the universe expanded explosively into existence from a single, hot, dense chaotic mass; our solar system formed from a nebular cloud of dust and gas about 4.6 billion years ago BD (SE,V151,V152;2E,65;CE,85;NE,87;TE,98)
 - Knows that at the beginning of the universe, stars formed out of clouds of the lightest elements and became hot as the material condensed and began releasing energy from the nuclear fusion of light elements into heavier ones in their extremely hot, dense cores; some stars eventually exploded, producing clouds of material from which other stars and planets would condense; this process of star formation and destruction continues BD (SE,V152;2E,65;CE,85;NE,86-87;TE,96)
 - Understands that stars differ from each other in size, temperature and age, but appear to be made up of the same elements and to behave according to the same principles; however, unlike our Sun, most stars are in systems of two or more stars orbiting around a common point BD (SI,V152;2E,65;CE,82;TE,97)
 - Knows that life is adapted to conditions on Earth, including the strength of gravity to hold an adequate atmosphere and an intensity of radiation from the Sun that allows water to cycle between liquid and vapor BD (2E,70;NI,81;TI,95)
 - Knows that the scientific account of the universe comes from studying evidence about its contents and imagining, with the help of mathematical models and computer simulations, how the contents got to be the way they are BD (2E,65;CE,89;NE,74)
4. Knows about the diversity and unity that characterize life (2E,101)

Level I (Grades K-2)

- Knows that plants and animals have external features that help them thrive in different environments BD (2E,102,123;CE,118;NI,115)

Level II (Grades 3-5)

- Knows that living things can be sorted into groups in many ways using various properties BD (2E,103;CI,119;NI,115)

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to decide which things belong to which group; features used for grouping depend on the purpose of the grouping

- Knows that plants and animals have life cycles which include birth, growth and development, reproduction and death; the details of this life cycle are different for different organisms BD (SE,V30;CE,118;NE,118;TE,48)

Level III (Grades 6-8)

- Knows that major categories of living organisms are plants, which get their energy directly from sunlight, and animals, which consume energy-rich foods; some kinds of organisms cannot be neatly classified as either plants or animals BD (2I,104;CE,122;NI,119;TI,53)
- Knows that all organisms, including the human species, are part of and depend on two main global food webs: one global food web starts with microscopic ocean plants and seaweed and includes the animals that feed on them and the animals that feed on those animals; the other global food web begins with land plants and includes the animals that feed on them and so forth BD (SI,V85;2E,104;CI,139)
- Knows that organisms can be classified according to the function they serve in a food chain (producer, consumer and/or decomposer of organic matter) and by the details of their internal and external features BD (2E,104;CI,137;NI,118,121,128;TI,47)
- Knows that animals and plants have a great variety of body plans and internal structures that contribute to their being able to make or find food and reproduce BD (SE,V83;2E,104;CE,118;NE,116;TE,47)
- Knows that for sexually reproducing organisms, a species comprises all organisms that can mate with one another to produce fertile offspring BD (2E,104;CE,137)
- Knows that although different species look very different, the unity among organisms becomes apparent from an analysis of internal structures, observation of the similarity of their chemical processes and the evidence of common ancestry BD (SE,V86;CE,118;TI,48)

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Level IV (Grades 9-12)

- Knows that organisms are classified into a hierarchy of groups and subgroups based on their similarities and reflecting their evolutionary relationships; the similarity of organisms inferred from the similarity in their molecular structure closely matches the classification based on anatomical similarities BD (SE,V144;2E,105;CE,120)
 - Knows that the variation of organisms within a species increases the likelihood that at least some members of the species will survive under changed environmental conditions, and a great diversity of species increases the chance that at least some living things will survive in the face of large changes in the environment BD (2E,105;CI,123;TI,53)
- 5. Understands the genetic basis for the transfer of biological characteristics from one generation to the next** (2E,106)

Level I (Grades K-2)

- Knows that plants and animals closely resemble their parents BD (SE,V30;2E,107;CE,128;NI,116)
- Knows that there is variation among individuals within a population BD (2E,107;CE,128;NE,115)

Level II (Grades 3-5)

- Knows that many characteristics of an organism are inherited from the parents of the organism (e.g., eye color in human beings, fruit or flower color in plants), but other characteristics result from an individual's interactions with the environment (e.g., people's table manners, ability to play a musical instrument) BD (SE,V30;2E,107;CI,128)
- Knows that for offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next BD (2E,107;CI,129)

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Level III (Grades 6-8)

- Knows that reproduction is a characteristic of all living systems; since no individual organism lives forever, reproduction is essential to the continuation of species BD (SE,V83;CE,118;TE,48)
- Knows that in some kinds of organisms, all the genes come from a single parent, whereas in organisms that have sexes, typically half of the genes come from each parent BD (SE,V83;2E,108;CE,128;NI,124;TE,48,52)
- Knows that in sexual reproduction, an egg from a female unites with a sperm from a male to begin the development of a new individual that has an equal contribution of information from its mother and its father; sexually produced offspring are never identical to either of their parents BD (SE,V83;2E,108;CI,128;NE,132;TI,48)
- Knows that the characteristics of an organism can be described in terms of a combination of traits; some traits are inherited and others result from interactions with the environment BD (SE,V84;CE,128;NE,122)
- Knows that hereditary information is contained in genes, located in the chromosomes of each cell; each gene carries a single unit of information, and an inherited trait of an individual can be determined by either one or many genes BD (SE,V84;2I,108;CE,129;NE,122)
- Knows that selective breeding can cause small differences between parents and offspring to accumulate in successive generations so that descendants are very different from their ancestors; selective breeding for particular traits has resulted in new varieties of cultivated plants and domestic animals BD (2E,108,124;CI,128,131;NI,129-130;TI,52)

Level IV (Grades 9-12)

- Knows that in all organisms, the instructions for specifying the characteristics of the organism are carried in DNA; the chemical and structural properties of DNA explain how the genetic information that underlies heredity is both encoded in genes (as a string of molecular "letters") and replicated (by a templating mechanism) BD (SE,V142;2E,108;CI,129;TI,52)
- Knows that genes are segments of DNA molecules and that inserting, deleting or substituting portions of the DNA can alter genes; changes in DNA (mutations) can also occur when a cell is exposed to certain kinds of radiation or chemical substances BD (SI,V143;2E,109;CE,129;NI,128-129;TI,55)

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- Knows that the sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations from the offspring of any two parents BD (SI,V143;2E,108;NI,129)
- Knows that most of the cells in a human contain two copies of each of 22 chromosomes; in addition, there is a pair of chromosomes that determines sex: a female contains two X chromosomes and a male contains one X and one Y chromosome BD (SE,V143;TI,52)
- Knows that the fact that the human body is formed from cells that contain two copies of each chromosome (and, therefore, two copies of each gene) explains many features of human heredity, such as how variations that are hidden in one generation can be expressed in the next BD (SE,V143;TI,52)

6. Knows the general structure and functions of cells in organisms (2E,110)

Level I (Grades K-2)

- Knows that animals require air, water and food; plants require air, water and light BD (SE,V29;2E,111;CE,116;NE,119;DE,8.1.1)

Level II (Grades 3-5)

- Knows that each plant or animal has different structures that serve different functions in growth, survival and reproduction (e.g., humans have distinct structures of the body for walking, holding, seeing and talking) BD (SE,V29;CE,116;NI,116)
- Knows that microscopes make it possible to see that living things are made mostly of cells; some organisms are made of a collection of similar cells that benefit from cooperating, whereas other organisms' cells vary greatly in appearance and perform very different roles in the organism BD (2E,111;CI,127;NI,124;TI,47)

Level III (Grades 6-8)

- Knows that living systems at all levels of organization demonstrate complementarity of structure and function; the major levels of organization for structure and function include BD (SE,V82;CE,120;TI,51)

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cells, tissues, organs, organ systems, whole organisms and eco-systems

- Knows that all organisms are composed of cells, which are the fundamental units of life; most organisms are single cells, but other organisms (including humans) are multicellular BD (SE,V82;2E,112;CE,116;NE,132;TE,47)
- Knows that cells carry on the many functions needed to sustain life and that cells are able to grow and divide; this requires that cells take in nutrients, which they use to power their work and to make the materials that a cell or an organism needs BD (SE,V83;2E,112;CI,119;NE,131-132)
- Knows that specialized cells perform specialized functions in multicellular organisms; each type of cell, tissue and organ has a distinct structure and set of functions that serve the organism as a whole BD (SE,V83;2E,112;CI,120;TE,51)
- Knows that disease represents a breakdown in structures or functions of an organism; some diseases are the result of intrinsic failures of the system, whereas others are the result of infection by other organisms BD (SE,V83;NI,126)

Level IV (Grades 9-12)

- Knows that every cell is covered by a membrane that separates it from the outside world and controls what molecules can enter and leave the cell; in all but quite primitive cells, a complex network of proteins provides organization and shape and, for animal cells, movement BD (SE,V141;2E,113;CE,127;NI,131;TI,51)
- Knows that inside the cell is a concentrated mixture of thousands of different molecules which form a variety of specialized structures that carry out such cell functions as energy production, transport of molecules, waste disposal, synthesis of new molecules and the storage of genetic material BD (SE,V141;2E,113;CE,127;NI,131)
- Knows that initially most cells have the ability to become any kind of cell because they contain the same genetic information; through the process of their growth and development, they differentiate and specialize in structure and function (e.g., to become blood or leaf cells), but they retain the basic information that also allows them to reproduce themselves BD (SE,V142;CE,128;TI,56)

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- Knows that most cell functions involve chemical reactions; food molecules taken into cells are broken down to provide the chemical constituents needed to synthesize other molecules; both breakdown and synthesis are made possible by a large set of protein catalysts called enzymes BD (SE,V141,V145;CE,128;NE,131;TI,51)
 - Knows that cell functions are regulated; regulation of cells occurs both through changes in the activity of the functions performed by proteins and the selective expression of individual genes, allowing cells to respond to their environment and to control and coordinate the synthesis and breakdown of specific molecules, cell growth and division BD (SE,V142;2I,114;CE,128;NI,131)
 - Knows that cells store and use information to guide their functions; the genetic information stored in DNA is used to direct the synthesis of the thousands of proteins that each cell requires BD (SE,V141,V145;2E,114;CE,129;NE,131;TE,55)
 - Knows that proteins are long, usually folded chain molecules made from 20 different kinds of smaller amino acid molecules; the function of each molecule depends on the sequence of amino acids in it, and the chain's shape is a consequence of attractions between the chain's parts BD (2E,114;CE,129)
 - Knows that multicellular animals have nervous systems to generate behavior; nervous systems are formed from specialized cells that conduct signals rapidly through the long cell extensions that make up nerves, and the nerve cells communicate with each other by secreting specific excitatory and inhibitory molecules BD (SE,V146;CI,121;NI,133)
- 7. Understands how species depend on one another and on the environment for survival** (2E,115)

Level I (Grades K-2)

- Knows that living things are found almost everywhere in the world; different types of plants and animals live in different places BD (SE,V29;2E,116;CI,136)

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Level II (Grades 3-5)

- Knows that the behavior of individual organisms is influenced by internal cues such as hunger and external cues such as environmental change; humans and other organisms have senses that help them detect internal and external cues BD (SE,V29-V30;CE,119)
- Knows that an organism's patterns of behavior are related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and resources, and the physical characteristics of the environment BD (SE,V30;2I,116;CE,137;TE,48)
- Knows that when an environment changes, some plants and animals survive and reproduce and others die or move to new locations BD (SE,V30;2E,116;CE,140)
- Knows that all organisms (including humans) cause changes in the environment where they live; some of these changes are detrimental to themselves or other organisms and others are beneficial BD (SE,V30,V31;2I,116;CI,140)

Level III (Grades 6-8)

- Knows that all organisms must be able to obtain and use resources, grow, reproduce and maintain a relatively stable internal environment while living in a constantly changing external environment; regulation of an organism's internal environment involves sensing external changes and changing physiological activities to keep within the range required to survive BD (SE,V84;CI,119;TE,48)
- Knows that behavior is one kind of response an organism may make to an internal or environmental stimulus, and may be determined by heredity or from past experience; a behavioral response requires coordination and communication at many levels including cells, organ systems and whole organisms BD (SE,V84;CI,119;NI,126;TI,48)
- Knows that all species ultimately depend on one another; interactions between two types of organisms include producer/consumer, predator/prey, parasite/host, and relationships that can be mutually beneficial or competitive BD (SE,V85;2E,117;CE,139;NI,122;TE,54)
- Knows that populations consist of all individuals of a species that occur together at a given place; all of the populations living together (community) and the physical factors BD (SE,V85;2I,117;CE,137;TE,49)

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with which they interact compose an ecosystem

- Knows that the number and types of organisms an ecosystem can support depend on the resources available and abiotic factors such as quantity of light and water, range of temperatures and the soil composition; limitations of resources and other factors such as predation and climate limit the growth of populations in specific niches in the ecosystem BD (SE,V85;2E,117;CE,137;TE,49-50)

Level IV (Grades 9-12)

- Knows that organisms both cooperate and compete in ecosystems; the interrelationships and interdependencies of these organisms may generate ecosystems that are stable for hundreds or thousands of years BD (SE,V144;2E,117;CE,139;NI,126)
- Knows that like many complex systems, ecosystems have cyclic fluctuations around a state of rough equilibrium BD (2E,117;CE,139)
- Knows that humans are increasingly modifying ecosystems as a result of population growth, technology and consumption; human destruction of habitats through direct harvesting, pollution, atmospheric changes and other factors is threatening global stability, and if not addressed, ecosystems will be irreversibly damaged BD (SE,V145;2E,117)

8. Understands the cycling of matter and flow of energy through the living environment (2E,118)

Level I (Grades K-2)

- Knows that plants and animals both need water, animals need food to eat and plants need light BD (2E,119;CE,116;NE,119;DE,6.1.1)
- Knows that animals eat plants or other animals for food and may also use plants or other animals for shelter and nesting BD (2E,119;CE,137)

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Level II (Grades 3-5)

- Knows that some source of "energy" is needed for organisms to live and grow BD (2E,119;CE,116;NE,94)
- Knows that all animals depend on plants; some animals eat plants for food while other animals eat animals that eat the plants BD (SE,V30;2I,119;CE,139)
- Knows that over the whole Earth, organisms are growing, dying and decaying, and new organisms are being produced by the old ones BD (2E,119;CI,139)

Level III (Grades 6-8)

- Knows that almost all food energy ultimately comes from the Sun as plants convert light into stored chemical energy; that energy can change from one form to another in living things; and that animals get energy from oxidizing their food, releasing some of its energy as heat BD (SE,V85;2E,120;CE,116-118;NE,131;TE,54,65)
- Knows how matter is transferred from one organism to another repeatedly and between organisms and their physical environment; as in all material systems, the total amount of matter remains constant, even though its form and location change BD (2E,120;CE,139;NE,135;TI,50)

Level IV (Grades 9-12)

- Knows that as matter and energy flow through different levels of organization of living systems (e.g., cells, organs, organisms, communities), and between living systems and the physical environment, chemical elements are transformed and recombined in different ways; each transformation results in storage and dissipation of energy into the environment as heat, and matter and energy are conserved in each transformation BD (SE,V144,V146;NI,135;TI,54)
- Knows that because all matter tends toward more disorganized states, living systems require a continuous input of energy to maintain their chemical and physical organizations; the energy for life ultimately derives from the Sun and energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores to carnivores and decomposers BD (SE,V144,V145;2E,121;CI,139)
- Knows that plant cells contain chloroplasts, the sites of photosynthesis, which provide the BD (SE,V142,V145;CE,128;NE,131;TE,51)

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vital connection between the Sun and the energy needs of living systems; plants, and some other organisms, use solar energy to combine molecules of carbon dioxide and water into complex, energy-rich organic compounds

- Knows that the complexity and organization of organisms accommodates the need for obtaining, transforming, transporting, releasing and eliminating the matter and energy used to sustain the organism

BD (SE,V146;CI,120;NI,133)

- Knows that the amount of life any environment can support is limited by the available energy, water, oxygen and materials, and by the ability of ecosystems to recycle the residue of dead organic materials

BD (SE,V146;2E,121;CI,137;TI,54)

9. Understands the basic concepts of the evolution of species

(2E,122)

Level I (Grades K-2)

- Knows that some kinds of things that live today still resemble once-living things that have completely disappeared

BD (2E,123;CE,121)

Level II (Grades 3-5)

- Knows that living things of the same kind vary among individuals, and sometimes the differences give individuals an important advantage in surviving and reproducing
- Knows that fossils provide evidence that some organisms living long ago are now extinct, and fossils can be compared to one another and to living organisms to observe their similarities and differences

BD (2E,123;CI,129)

BD (2E,123;CE,130;NI,66)

Level III (Grades 6-8)

- Knows how the fossil record, through geologic evidence, documents the appearance, diversification and extinction of many life forms; millions of species of animals, plants and micro-organisms living today differ from those that lived in the remote past, and each species lives in a specific and fairly uniform environment

BD (SE,V85-V86;2I,124;CE,135;NI,66)

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BD (SE,V86)

- Knows that extinction of a species occurs when the environment changes and the adaptive characteristics of a species do not enable it to survive in competition with its neighbors; extinction of species is common—most of the species that have lived on the Earth no longer exist

BD (SE,V84,V86;2I,124;CE,132-133)

- Knows that biological evolution accounts for a diversity of species developed through gradual processes over many generations; species acquire many of their unique characteristics through biological adaptation (e.g., changes in structures, behavior or physiology that enhance reproductive success), which involves the selection of naturally occurring variations in populations

Level IV (Grades 9-12)

BD (SE,V143;2E,125;CI,129;NI,129-130)

- Knows that new heritable characteristics can only result from new combinations of existing genes or from mutations of genes in an organism's sex cells; other changes in an organism cannot be passed on

BD (2E,125;CI,132;NI,129-130)

- Knows that heritable characteristics, which can be biochemical and anatomical, largely determine what capabilities an organism will have, how it will behave and, hence, how likely it is to survive and reproduce

BD (SE,V143;2I,125;CE,134-135;NI,130;TI,56)

- Knows that the basic idea of evolution is that the Earth's present-day life forms have evolved from earlier, distinctly different species as a consequence of the interactions of (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring

BD (SI,V144;2E,125;CI,132;NI,77)

- Knows that life on Earth is thought to have begun about four billion years ago as simple, one-celled organisms; during the first two billion years, only microorganisms existed, but once cells with nuclei developed about a billion years ago, increasingly complex multicellular organisms evolved

BD (SI,V147;2E,125;CE,135;NI,129;TE,56)

- Knows that natural selection leads to organisms that are well suited for survival in particular environments, so that when an environment changes, some inherited

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characteristics become more or less advantageous or neutral, and chance alone can result in characteristics having no survival or reproductive value

- Knows that natural selection and its evolutionary consequences provide a scientific explanation for the fossil record of ancient life forms, as well as for the striking molecular similarities observed among the diverse species of living organisms; the millions of different species that live on the Earth today are related by descent from common ancestors

BD (SE,V144;2E,125;CE,134;NI,130;TI,56-57)

(2E,75)

10. Understands basic concepts about the structure and properties of matter

Level I (Grades K-2)

- Knows that objects can be described and classified by their composition (wood, metal) and their physical properties (color, size, shape)
- Knows that things can be done to materials to change some of their properties, but not all materials respond the same way to what is done to them

BD (SE,V25;2E,76;CE,41;NE,91)

BD (2E,76;CI,42-43)

Level II (Grades 3-5)

- Knows that things have properties (e.g., magnetism, conductivity, density, solubility) that can be used to tell them apart and to find out which of them are alike
- Knows that materials may be composed of parts that are too small to be seen without magnification
- Knows how an object's properties can be measured using tools such as rulers, balances and thermometers
- Knows that materials have different states (solid, liquid, gas), and some common materials such as water can be changed from one state to another by heating or cooling
- Knows that the mass of a material is conserved whether it is together, in parts or in a

BD (SE,V25-V26;CI,42;NE,93)

BD (2E,77;CE,42)

BD (SE,V25;CI,43;NE,99)

BD (SE,V26;2I,67,77;CE,42;NI,92-93)

BD (2E,77;CE,43;NE,92)

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different state

Level III (Grades 6-8)

- Knows that there are more than 100 known elements that combine in a multitude of ways to produce compounds, which account for the living and nonliving substances that we encounter; chemical elements do not break down by normal laboratory reactions such as heating, electric current, or reaction with acids
BD (SE,V79;2E,78;CE,45;NE,98)
- Knows that many elements can be grouped according to similar properties, such as highly reactive metals, less-reactive metals, highly reactive nonmetals (chlorine, fluorine, oxygen) and some almost completely nonreactive gases (helium, neon); some elements, such as carbon and hydrogen, do not fit into any of the categories
BD (SI,V79;2E,78-79;CI,48;TI,61)
- Knows methods used to separate mixtures into their component parts (boiling, filtering, chromatography, screening)
BD (SE,V78;CE,43;NE,98;TE,61)
- Knows that different arrangements of atoms into groups compose all substances; atoms are far too small to see directly through a microscope
BD (2E,78;CE,42,43;NE,98;TE,64)
- Knows that atoms in solids are close together and don't move about easily; in liquids, atoms are close together and stick to each other, but move about easily; atoms in gas are quite far apart and move about freely
BD (SI,V78,V79;2E,78;CE,43;NE,99;TE,66)
- Knows that atoms often combine to form a molecule (or crystal), the smallest particle of a substance that retains its properties
BD (2I,78;CE,43;TE,64,66)
- Understands that no matter how substances within a closed system interact with one another, or how they combine or break apart, the total weight of the system remains the same; the same number of atoms weighs the same, no matter how the atoms are arranged
BD (2E,79;CI,50;TE,61)
- Knows that the temperature and acidity of a solution influence reaction rates; many substances dissolve in water, which may greatly facilitate reactions between them
BD (2E,78;CI,47;NI,100;TE,62-63)
- Knows that oxidation involves the combining of oxygen with something else—as in burning or rusting
BD (2E,78-79;TE,63)

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- Knows that substances react chemically in characteristic ways with other substances to form new substances (compounds) with different characteristic properties; however, in chemical reactions the total mass is conserved BD (SE,V79:2E,79:CI,43:NI,100)

Level IV (Grades 9-12)

- Knows that an element is composed of a single type of atom; when elements are listed in order according to the number of protons (called the atomic number), repeating patterns of physical and chemical properties identify families of elements with similar properties (as seen in the periodic table) BD (SE,V133,V134:2E,80:CI,44:TE,70)
- Knows that atoms interact with one another by transferring or sharing electrons that are furthest from the nucleus; these outer electrons govern the chemical properties of the element BD (SE,V134:2I,80:CE,44:TE,71)
- Knows that atoms may be bonded together into molecules or crystalline solids; when two or more kinds of atoms bind together chemically, a compound is formed BD (SE,V134:2I,80:CE,45-46:TI,71)
- Knows that the properties of a compound reflect the nature of the interactions among its molecules, which are determined by the structure of the molecule (the kinds of atoms and the distances and angles between them) BD (SE,V134-V135:2I,80:TE,71)
- Knows that atoms consist of negative electrons, which occupy most of the space in the atom, and very tiny nuclei consisting of neutrons and positive protons, each almost two thousand times heavier than an electron; the electric force between the nucleus and electrons holds the atom together BD (SE,V133:2E,80,253:CE,43:TI,70,119)
- Knows that usually the number of electrons will equal the number of protons, and the neutron has no electric charge, so the atom, overall, is electrically neutral; but an atom may acquire an unbalanced charge by gaining or losing electrons BD (2E,80:CE,45:TI,70)
- Knows that when an element has atoms that differ in the number of neutrons, these atoms are called different isotopes of the element; although neutrons have little effect on how an atom interacts with others, they do affect the mass and stability of the nucleus BD (SE,V133:2E,80:CE,46:TE,70)
- Knows that scientists continue to investigate atoms and have discovered even smaller BD (2E,80:CE,44)

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constituents of which electrons, neutrons and protons are made

- Knows that radioactive isotopes are unstable and undergo spontaneous nuclear reactions, emitting particles and/or wavelike radiation; the decay of any one nucleus cannot be predicted, but a large group of identical nuclei decay at a predictable rate, and this predictability can be used to estimate the age of materials that contain radioactive isotopes BD (SE,V134;2E,80;CE,46;TE,119)
- Knows that chemical reactions can take place in time periods ranging from the few femtoseconds required for an atom to move a fraction of a chemical bond distance to geologic time scales; reaction rates depend on how often the reacting atoms and molecules encounter one another, the temperature and the properties (including shape) of the reacting species BD (SE,V136;2E,80;CI,53;TE,69)
- Knows that catalysts, such as metal surfaces, accelerate chemical reactions; chemical reactions in living systems are often catalyzed by protein molecules called enzymes BD (SE,V136;CE,53;TI,74)
- Knows that carbon atoms can bond to one another in chains, rings and branching networks to form a variety of structures, including synthetic polymers, oils and the large molecules essential to life; complex chemical reactions involving carbon-based molecules take place constantly in every cell in our bodies BD (SE,V135;NI,110;TI,75)
- Knows that a large number of important reactions involve the transfer of either electrons (oxidation/reduction reactions) or hydrogen ions (acid/base reactions) between reacting ions, molecules, or atoms; in other reactions, chemical bonds are broken by heat or light to form very reactive radicals with electrons ready to form new bonds BD (SE,V135;TE,73-74)
- Knows that radical reactions control many processes such as the ozone and green house gases in the atmosphere, burning and processing of fossil fuels, formation of polymers and explosions BD (SE,V135;NI,110)

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11. Understands energy types, sources and conversions, and their relationship to heat and temperature (2I,81)

Level I (Grades K-2)

- Knows that the Sun applies heat and light to Earth BD (2E,83;CI,61;NE,95)
- Knows that heat can be produced in many ways (e.g., burning, rubbing, mixing chemicals) BD (SE,V26;CE,64)
- Knows that electricity in circuits can produce light, heat, sound and magnetic effects BD (SE,V26;CE,68;NI,95)

Level II (Grades 3-5)

- Knows that things that give off light often also give off heat BD (2E,84;CI,73)
- Knows that mechanical and electrical machines give off heat BD (2E,84;CI,61;NI,94-95)
- Knows that heat can move from one object to another by conduction BD (SE,V26;2E,84;CE,67;TE,65,107)
- Knows that some materials conduct heat better than others; materials that do not conduct heat well can reduce heat loss BD (2E,84;CE,65;NI,93)
- Knows that electrical circuits require a complete loop through which the electrical current can pass BD (SE,V26;CE,68)

Level III (Grades 6-8)

- Knows that energy comes in different forms, such as light, heat, chemical, nuclear, mechanical and electrical BD (SE,V79;2E,85;CE,62;NE,100;TI,105)
- Understands that energy cannot be created or destroyed but only changed from one form to another BD (SE,V79;2E,85;CE,61;NE,101;TI,65)
- Knows that the Sun is a major source of energy for changes on the Earth's surface; the BD (SE,V80;CE,62;TE,65)

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Sun's energy arrives as light with a range of wavelengths consisting mainly of visible light with significant amounts of infrared and ultraviolet radiation

- Knows that heat energy moves in predictable ways, flowing from warmer objects to cooler ones until both objects are at the same temperature BD (SE,V80;2E,84;CE,67;TE,107)
- Knows that heat can be transferred through materials by the collisions of atoms or across space by radiation; if the material is fluid, currents will be set up in it that aid the transfer of heat BD (2E,85;CI,65)
- Knows that electrical circuits provide a means of converting electrical energy into heat, light, sound, chemical or other forms of energy BD (SE,V80;NE,101)
- Knows that in most chemical reactions energy is released or added to the system in the form of heat, light, electrical, or mechanical energy BD (SE,V80;2I,85;CI,62;TE,64)

Level IV (Grades 9-12)

- Knows that although energy can be transferred by collisions or waves and converted from one form to another, it can never be created or destroyed, so the total energy of the universe is constant BD (SE,V137;2E,86;CI,61-62;NE,110;TI,65)
- Knows that all energy can be considered to be either kinetic energy (energy of motion), potential energy (depends on relative position), or energy contained by a field (electromagnetic waves) BD (SE,V137;CE,62;TI,114)
- Knows that heat energy consists of random motion and the vibrations of atoms, molecules and ions; the higher the temperature, the greater the atomic or molecular motion BD (SE,V137;2E,86;CE,64;TE,121)
- Knows that energy tends to move spontaneously from hotter to cooler objects by conduction, convection, or radiation; similarly, any ordered state tends to spontaneously become less ordered over time BD (SE,V137;2E,86;CE,66;NE,110;TI,114)
- Knows that the energy of waves (electromagnetic and material) can be changed into other forms of energy (e.g., chemical and electrical), just as other forms of energy (chemical and nuclear) can be transformed into wave energy BD (2E,92;CE,47;NI,109-11)

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- Knows that some changes of atomic or molecular configuration require an input of energy, whereas others release energy BD (SE,V135;2E,86;CE,47;TI,119,121)
- Knows that each kind of atom or molecule can gain or lose energy only in particular discrete amounts and thus can absorb and emit light only at wavelengths corresponding to these amounts; these wavelengths can be used to identify the substance BD (SE,V138;2E,86;CI,75;TE,124)
- Knows that fission is the splitting of a large nucleus into smaller pieces, and fusion is the joining of two nuclei at extremely high temperature and pressure; nuclear reactions convert a fraction of the mass of interacting particles into energy BD (SE,V133,V134;2E,86;TE,121)

12. Understands motion and the principles that explain it

(2E,87)

Level I (Grades K-2)

- Knows that vibrating objects produce sound BD (SE,V26;2E,89;CE,75)
- Knows that light travels in a straight line unless it strikes an object BD (SE,V26;CI,73;NI,97)
- Knows that the position of an object can be described by locating it relative to another object or the background BD (SE,V26;CE,53;NE,96)
- Knows that the varieties of motion include straight line, zigzag, vibrational, or circular BD (2E,89;CE,53;NI,97)
- Knows that an object's motion can be changed by a push or a pull by people, or by other objects BD (SE,V26;2E,89;CE,55)

Level II (Grades 3-5)

- Knows that properties of sound such as pitch and loudness can be altered by changing the properties of the sound's source (e.g., by changing the rate of vibration) BD (SE,V26;NI,104;TI,110)
- Knows that light can be reflected by a mirror, refracted by a lens, or absorbed by the object BD (SE,V26;CE,73-74;NI,97)

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- Knows that an object's motion can be described by indicating the change in its position over time BD (SE,V26;CE,54;NE,96)
- Knows that when a force is applied to an object, the object either speeds up, slows down or goes in a different direction BD (2E,89;CE,56;NE,96)
- Knows that the greater the force that is applied to an object, the greater the change in motion the object will have; the more massive the object is, the smaller the effect a given force will have BD (2E,89;CE,56;NI,104)

Level III (Grades 6-8)

- Knows that vibrations (e.g., sounds, earthquakes) move at different speeds in materials, have different wavelengths and set up wave-like disturbances that spread away from the source BD (2E,90;CE,76;NE,97,104;TI,109)
- Knows that light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection); to see an object, light from that object (emitted by or scattered from it) must enter the eye BD (SE,V80;2E,90;CE,74;NE,105;TI,116-117)
- Knows that only a narrow range of wavelengths of electromagnetic radiation can be seen by the human eye; differences of wavelength within that range of visible light are perceived as differences in color BD (2E,90;CI,73;NI,97)
- Knows that an object's motion can be described and represented graphically according to its position, direction of motion and speed BD (SE,V79;NI,103;TI,104)
- Knows that the motion of an object is always judged with respect to some other object or point, and so the idea of absolute motion or rest is misleading BD (2E,240;CI,54)
- Knows that whenever an object is seen to speed up, slow down or change direction, we know that an unbalanced force (e.g., friction) acts on it BD (2E,90;CE,57;NE,103-104;TE,104-105)
- Knows that if more than one force acts on an object, then the forces can reinforce or cancel one another, depending on their direction and magnitude; unbalanced forces will BD (SE,V79;CE,57;NE,103-104;TI,105)

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cause changes in the speed and/or direction of an object's motion

- Knows that an object that is not being subjected to a force will continue to move at a constant speed and in a straight line BD (SE,V79;2E,90;CE,57;TE,104-105)

Level IV (Grades 9-12)

- Knows that waves, including sound and seismic waves, waves on water and light waves, carry energy and can interact with matter BD (SE,V138;CE,55;NI,113)
- Knows that electromagnetic waves include radio waves (the longest wavelength), microwaves, infrared radiation (radiant heat), visible light, ultraviolet radiation, x-rays and gamma rays; electromagnetic waves result when a charged object is accelerated or decelerated; and each wavelength of light delivers energy in packets whose sizes are inversely proportional to the wavelength BD (SE,V138;2E,92;CE,62;NI,113;TI,121,124)
- Knows that apparent changes in wavelength can provide information about changes in motion because the observed wavelength of a wave depends upon the relative motion of the source and the observer; if either the source or observer is moving toward the other, the observed wavelength is shorter; if either is moving away, the wavelength is longer BD (2E,92;CE,78;NE,112;TE,124)
- Knows that the theory of special relativity suggests that in contrast to other moving things, the speed of light is the same for all observers, no matter how they or the light source happen to be moving, and that nothing can travel faster than the speed of light BD (2E,245;CE,74)
- Knows that because the light we see from almost all distant galaxies has longer wavelengths than the same light here on Earth, astronomers believe that the whole universe is expanding BD (2E,92;TE,97-98,124)
- Knows that objects change their motion only when a net force is applied; whenever one object exerts force on another, an equal amount of force is exerted back on the first object BD (SE,V136;2E,92;CE,56;NI,112;TI,120)
- Knows that laws of motion are used to calculate precisely the effects of forces on the motion of objects; the magnitude of the change in motion can be calculated using the relationship $F=ma$ BD (SE,V136;2I,91;CE,59;NI,111;TE,112)

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13. Knows the kinds of forces that exist between objects and within atoms

Level I (Grades K-2)

- Knows that magnets can be used to make some things move without being touched BD (2E,94;CE,68)
- Knows that things near the Earth fall to the ground unless something holds them up BD (2E,94;CE,55;TE,96)

Level II (Grades 3-5)

- Knows that material that has been electrically charged pulls on all other materials and can attract or repel other charged materials BD (2E,94;CE,68;TE,107)
- Knows that magnets attract and repel each other and certain kinds of metals BD (SE,V26;2E,94;CE,68;NI,93)
- Knows that the Earth's gravity pulls any object toward it without touching it BD (2E,94;CE,55;NI,76;TE,96)

Level III (Grades 6-8)

- Knows that just as electric current can produce magnetic forces, magnets can cause electric currents BD BD (2I,95;CE,69;NE,100;TE,108,123)
- Knows that every object exerts gravitational force on every other object; this force depends on the mass of the objects and their distance from one another; gravitational force is hard to detect unless at least one of the objects (e.g., the Earth) has a lot of mass BD (2E,95;CE,55)

Level IV (Grades 9-12)

- Knows that different kinds of materials respond differently to electric forces; in some materials, such as metals, electrons flow easily, whereas in insulating materials, such as glass, they can hardly flow at all; semiconducting materials have intermediate behavior, and at low temperatures some materials become superconductors and offer no resistance to the flow of electrons BD (SE,V138;2E,97;CE,48;TE,68,107)

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- Knows that materials contain almost exactly equal proportions of positive and negative charges, making the materials as a whole electrically neutral; a very small excess or deficit of negative charges in a material produces noticeable electric forces BD (2E,96;CE,69;TI,107)
- Knows that magnetic forces are very closely related to electric forces and can be thought of as different aspects of a single electromagnetic force: moving electric charges produce magnetic forces and moving magnets produce electric forces; the interplay of these forces is the basis for electric motors, generators, radio, television and many other modern technologies BD (SE,V137;2E,97;CE,70;NI,109;TE,115,121)
- Knows that at the atomic level, electric forces between oppositely charged electrons and protons hold atoms and molecules together and thus are involved in all chemical reactions; on a larger scale, electric forces hold solid and liquid materials together and act between objects when they are in contact BD (2E,96;CE,45,48;TI,75,120)
- Knows that electromagnetic forces acting within and between atoms are vastly stronger than the gravitational forces acting between them, and the forces that hold the nucleus of atoms together are much stronger than the electromagnetic force; this explains why great amounts of energy are released from the nuclear reactions in atomic or hydrogen bombs and in the Sun and other stars BD (SE,V133,V137;2E,96,97;CI,52;TI,119)
- Knows that gravity is a universal force that each mass exerts on any other mass; the strength of the gravitational attractive force between two masses is proportional to the masses and inversely proportional to the square of the distance between them BD (SE,V136;2E,96;CE,58)
- Knows that the electric force is a universal force that exists between any two charged objects—opposite charges attract, whereas like charges repel; as with gravitation, the strength of the force is proportional to the charges and inversely proportional to the square of the distance between them BD (SE,V136;CI,58;TI,123)

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14. Understands the nature of scientific knowledge*Level I (Grades K-2)*

- Knows that science experiments normally have reproducible results; that is, science experiments generally work the same way in different places BD (2E,6;OE,26)

Level II (Grades 3-5)

- Knows that the same scientific investigation often gives slightly different results when it is carried out by different persons, or at different times or places; however, if the results of repeated experiments are very different, something must be wrong with the design of the investigation BD (2E,6;OE,26)

Level III (Grades 6-8)

- Knows that scientists often repeat an experiment many times before accepting a consistent result as true BD (2E,7;OE,26)
- Knows that scientists formulate and test their explanations of nature using observation, experiments and theoretical and mathematical models; although all scientific ideas are tentative and subject to change and improvement in principle, for most core ideas in the sciences there is much experimental and observational confirmation BD (SE,V104;21,7)
- Knows that in areas where active research is being pursued and in which there is not a great deal of experimental or observational evidence and understanding, it is normal for scientists to differ with one another about the evidence or theory being considered; until evidence is available that supports one position over another, scientists acknowledge that a conflict exists BD (SE,V104;21,7)
- Knows that scientists evaluate the results of scientific investigations and the explanations proposed by other scientists by reviewing experimental procedures, examining evidence, identifying faulty reasoning, pointing out statements that go beyond the evidence and suggesting alternative explanations for the same observations BD (SE,V104;21,7;OI,23-24)

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- Knows that although scientists may disagree about certain aspects of an investigation or explanation, they do agree that skepticism, questioning, and open communication are essential to progress in science BD (SE,V104;21,7;O1,23-24)

Level IV (Grades 9-12)

- Knows that science distinguishes itself from other ways of knowing and from other bodies of knowledge through the use of empirical standards, logical arguments and skepticism, as scientists strive for certainty of their proposed explanations BD (SE,V166)
- Knows that scientific explanations must meet certain criteria: they must be consistent with experimental and observational evidence about nature, and they must include a logical structure, rules of evidence, openness to criticism, reporting methods and procedures, and a commitment to making knowledge public BD (SE,V167;O1,24,26)
- Knows that because all scientific ideas depend on experimental and observational confirmation, all scientific knowledge is, in principle, subject to change as new evidence becomes available; in areas where data, information, or understanding is incomplete; it is normal for scientific ideas to be incomplete, but this is also where the opportunity for making advances may be greatest BD (SE,V167;O1,26)
- Knows that from time to time, major shifts occur in the scientific view of how the world works, but usually the changes that take place in the body of scientific knowledge are small modifications of prior knowledge; change and continuity are persistent features of science BD (SE,V168;2E,8;O1,26)
- Knows that in science, the testing, revising and occasional discarding of theories, new and old, never ends; this ongoing process leads to an increasingly better understanding of how things work in the world, but not to absolute truth BD (SI,V168;2E,8;O1,26)

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15. Understands the nature of scientific inquiry

Level I (Grades K-2)

- Knows that learning can come from careful observations and simple experiments BD (2E,10;OE,26)
- Knows that tools like thermometers, magnifiers, rulers and balances add to information from our senses BD (SE,V22;2E,10;OI,20,21)

Level II (Grades 3-5)

- Knows that scientific investigations involve asking and answering a question and comparing the answer to what scientists already know about the world BD (SE,V20,V22;2E,11;OE,21)
- Knows that scientists use different kinds of investigations (e.g., naturalistic observation of things or events, data collection, controlled experiments) depending on the questions they are trying to answer BD (SE,V22;2E,11;OI,21)
- Plans and conducts a simple investigation (e.g., systematic observations, simple experiments to answer questions) BP (SE,V21;2I,11;OI,20,21)
- Uses simple equipment and tools to gather scientific data and extend the senses (e.g., rulers, thermometers, magnifiers, microscopes, calculators) BP (SE,V21;OE,21)
- Knows that scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge); good explanations are based on evidence from investigations BD (SE,V21,V22;2E,11;OE,21,23)
- Knows that scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations BD (SE,V22;2I,11;OE,26)
- Knows that scientists review and ask questions about the results of other scientists' work BD (SE,V22;OE,23)

Level III (Grades 6-8)

- Knows that there is no fixed procedure called "the scientific method," but that BD (SI,V75;2E,12;OE,21,24)

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investigations involve carefully collected, relevant evidence, logical reasoning and some imagination in developing hypotheses and explanations

- Designs and conducts a scientific investigation (e.g., formulates questions, designs and executes investigations, interprets data, synthesizes evidence into explanations, proposes alternative explanations, critiques explanations and procedures) BP (SE,V73-V74;OE,21)
- Uses appropriate tools (including computers) and techniques to gather, analyze and interpret scientific data BP (SE,V74)
- Establishes relationships based on evidence and logical argument (e.g., provides causes for effects) BP (SE,V74;OE,24)
- Knows that scientific explanations use evidence and logically consistent arguments to propose, modify, or elaborate principles, models and theories in science; the scientific community accepts and uses such explanations until displaced by better scientific explanations; when the latter occurs, science advances BD (SE,V75;2E,7;OE,23,24)
- Knows that scientific investigations sometimes result in new ideas, objects and phenomena for study, new methods or procedures for an investigation, or new technologies to improve the collection of data; all of these results lead to new investigations BD (SE,V76;2E,12;OI,21)

Level IV (Grades 9-12)

- Knows that scientists usually base their investigations on existence questions or causal-functional questions; causal-functional questions lead to investigations of how physical, living or designed systems function BD (SE,V129)
- Knows that hypotheses are widely used in science for choosing what data to pay attention to and what additional data to seek, and for guiding the interpretation of the data (both new and previously available) BD (SE,V127;2E,13)
- Formulates a testable hypothesis BP (SE,V127;21,13;OE,21)
- Designs and conducts scientific investigations by identifying and clarifying the question, BP (SE,V127,V128;OE,21,23)

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method, controls and variables; organizing and displaying data; revising methods and explanations; presenting the results; and receiving critical response from others

- Knows that conceptual principles and knowledge guide scientific inquiries; historical and current scientific knowledge influence the design and interpretation of investigations and the evaluation of proposed explanations made by other scientists BD (SE,V129;2I,13;OI,26)
- Knows that scientists conduct investigations for a variety of reasons, such as exploration of new areas, discovery of new aspects of the natural world, confirmation of prior investigations, prediction of current theories and comparison of models and theories BD (SE,V129;2E,13;OE,21)
- Knows that results of scientific inquiry—new knowledge and methods—emerge from different types of investigations and public communication among scientists; the nature of communicating and defending the results of scientific inquiry is guided by criteria of being logical and empirical and by connections between natural phenomena, investigations and the historical body of scientific knowledge BD (SE,V129;2I,13)

(2E,15)

16. Understands the scientific enterprise

Level I (Grades K-2)

- Understands that in science it is helpful to work with a team and share findings with others BD (SE,V39;2E,15)

Level II (Grades 3-5)

- Knows that women and men of all ages, backgrounds and groups participate in the various areas of science and technology as they have for many centuries BD (SE,V45,V46;2E,16)
- Knows that although men and women doing scientific inquiry have learned much about the objects, events and phenomena in nature, there is still much more to be understood BD (SE,V45)

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Level III (Grades 6-8)

- Knows that women and men of diverse interests, talents, qualities and motivations and of various social and ethnic backgrounds, engage in the activities of science, engineering and related fields; some scientists work in teams, some work alone, but all communicate with others BD (SE,V103,V105;2I,17;DI,18.3.2)
- Knows that doing science requires different abilities depending on such factors as the field of study, type of inquiry and cultural context; the work of science relies on human qualities (e.g., reasoning, insight, skill, creativity) and habits of mind (e.g., intellectual honesty, tolerance of ambiguity, skepticism, openness to new ideas) BD (SE,V103)
- Knows that scientists and engineers work in many different settings including colleges and universities, business and industry, specific research institutes and government agencies BD (SE,V101;2E,17)
- Understands that the ethics of science require that potential subjects be fully informed of the risks and benefits associated with the research and their right to refuse to participate; this ethic extends to informing potential subjects of the possible risks to community and property BD (SE,V101;2E,17)
- Knows that tracing the history of science can show how difficult it was for scientific innovators to break through their preconceptions of their time to reach conclusions which today seem obvious BD (SE,V105;2I,19)

Level IV (Grades 9-12)

- Knows that Western as well as non-Western cultures (e.g., Egyptian, Chinese, Hindu, Arabic) have developed scientific ideas and solved human problems through technology BD (SE,V167-V168;2E,19)
- Knows that progress in science and technology can relate to social issues and challenges (e.g., funding priorities, health problems) BD (SE,V164;2E,19)
- Knows that individuals and teams have contributed and will continue to contribute to the scientific enterprise; doing science or engineering can be as simple as an individual conducting field studies or as complex as hundreds of people working on a major BD (SE,V166;2I,19)

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scientific question or technological problem

- Knows that scientists have ethical traditions, including commitment to peer review, truthful reporting of the methods and outcomes of investigations and publication of the results of work; violations of ethical traditions such as these rarely occur, but if violations do occur, the scientists responsible are strongly condemned BD (SE,V166;2E,20)
- Knows that science and technology are essential social enterprises, but without the benefit of other information, they can only indicate what can happen, not what should happen BD (SE,V164)
- Knows that scientists in different disciplines ask different questions, use different methods of investigation and accept different types of evidence to support their explanations; many scientific investigations require the contributions of individuals from different disciplines (including engineering) and new disciplines of science often emerge at the interface of two older disciplines (e.g., geophysics, biochemistry) BD (SE,V157;2E,19)
- Knows that scientists and engineers can only conduct research on human subjects if they have the consent of the subjects BD (SE,V157;2E,19)
- Knows that creativity, imagination and a good knowledge base are all required in the work of science and engineering BD (SE,V157;2E,47)

(2I,48)

17. Understands the nature of technological design

Level I (Grades K-2)

- Knows that some objects occur in nature, whereas others have been designed and made by people to solve human problems BD (SE,V38;2E,49)

Level II (Grades 3-5)

- Categorizes items into groups of natural objects and designed objects BC (SE,V38)
- Knows that designing a solution to a simple problem may have constraints, such as cost, BD (SE,V38;2E,49,50)

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materials, time, space and safety

- Implements proposed solutions using suitable tools, techniques and quantitative measurements where appropriate BP (SE,V38)
- Evaluates a product or design based on constraints BP (SE,V38-V39)

Level III (Grades 6-8)

- Identifies appropriate problems for technological design (e.g., identifies a specific need, considers its various aspects, considers criteria for a suitable product) BP (SE,V93;2I,51)
- Knows that for some technological needs, the cultural backgrounds and beliefs of different groups can affect the criteria for a suitable product BD (SE,V93)
- Designs a solution or product, taking into account needs and constraints (e.g., cost, time, trade-offs, materials needed) BP (SE,V93-V94;2I,51)
- Implements a proposed design (e.g., organizes materials and other resources, plans one's work, makes use of group collaboration, chooses suitable tools and techniques, works with appropriate measurement methods) BP (SE,V94)
- Knows that a technological design should meet criteria established in the original purpose (e.g., developed measures of quality) BD (SE,V94;2I,51)

Level IV (Grades 9-12)

- Proposes designs and chooses between alternatives (e.g., models, simulations) BP (SE,V156)
- Implements a proposed solution (e.g., construction of artifacts for intended users or beneficiaries) BP (SE,V156)
- Knows that a solution and its consequences must be tested against the needs or criteria the solution was designed to meet BD (SE,V156;2E,52)

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18. Understands the interactions of science, technology and society

(2E,43,53)

Level I (Grades K-2)

BD (SE,V39)

- Not appropriate at this level

Level II (Grades 3-5)

- Knows that scientists and engineers often work in teams with different individuals doing different things that contribute to the results BD (SE,V39;2I,54)
- Knows that tools help scientists make better observations, measurements and equipment for investigations BD (SE,V39;2E,45)
- Knows that people have always had questions about their world; science is one way of answering questions and explaining the natural world BD (SE,V39)
- Knows that people have always had problems and invented tools and techniques (ways of doing something) to solve problems; trying to determine the effects of various solutions helps people avoid some new problems BD (SE,V39;2E,45,54)
- Knows that people continue inventing new ways of doing things, solving problems and getting work done; these new ideas and inventions often affect other people—sometimes the effects are good and sometimes they are bad BD (SE,V44;2I,55)
- Knows that science and technology have improved transportation, health, sanitation and communication; however, the benefits of science and technology are not available to all people BD (SE,V44;2E,54)

Level III (Grades 6-8)

BD (SE,V94)

- Knows that scientific inquiry and technological design have similarities and differences (e.g., scientists propose explanations for questions about the natural world and engineers propose solutions relating to human problems, needs and aspirations; technological solutions are temporary; technologies exist within nature and they cannot contravene

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biological or physical principles; technological solutions have side effects)

- Knows that science and technology have advanced through the contributions of many different people, in different cultures and at different times in history; science and technology have contributed to the economic growth and productivity of societies and this, in turn, results in social changes with different effects on societies and groups within societies BD (SE,V101,V105;2E,17;DI,16.3.1)
- Knows that a person's gender, race or national origin should not influence the acceptance or rejection of his or her proposed contributions to science or technology BD (SE,V94-95;2I,17)
- Knows that science helps drive technology, as it provides knowledge for better understanding, instruments and techniques BD (SE,V95;2I,46)
- Knows that technology is essential to science because it enables observations of phenomena that are far beyond the capabilities of scientists due to factors such as distance, location, size and speed BD (SE,V75,V95;2E,46)
- Knows that technological solutions have trade-offs, such as safety, cost, efficiency and appearance; engineers often build in back-up systems to provide safety, but risk is part of living in a highly technological world BD (SE,V95;2I,51)
- Knows that technological designs have constraints; some constraints are unavoidable (e.g., properties of materials, gravity, effects of weather and friction), and other constraints limit choices in the design (e.g., environmental protection, human safety, aesthetics) BD (SE,V95;2E,51)
- Knows that technological solutions have intended benefits and unintended consequences; some consequences can be predicted, but others cannot BD (SE,V95;2E,51)
- Knows that scientific knowledge and the procedures used by scientists influence the way many individuals in society think about themselves, others and the natural environment; societal challenges often inspire questions for scientific research and social priorities often influence research priorities through funding BD (SE,V100-101;2I,56)
- Knows that technology influences society through its products and processes, and BD (SE,V101;2I,46,56)

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SCIENCE

technological changes are often accompanied by social, political and economic changes that may be beneficial or detrimental to individuals and to society; social needs, attitudes and values influence the direction of technological development

- Knows that science cannot answer all questions and technology cannot solve all human problems and meet all human needs BD (SE,V101;2E,55)

Level IV (Grades 9-12)

- Knows that science often advances with the introduction of new technologies and solving technological problems often results in new scientific knowledge; new technologies often extend the current levels of scientific understanding and introduce new arenas of research BD (SE, V129, V157; 2E, 47)
- Knows that science and technology are pursued for different purposes: scientific inquiry is driven by the desire to understand the natural world and seeks to answer questions that may or may not directly influence humans; technological design is driven by the need to meet human needs and solve human problems and has a more direct effect on society than science because its purpose is to solve human problems, help humans adapt and fulfill human aspirations BD (SE, V157; 2E, 47)
- Knows that individuals and society must decide on proposals involving new research and technologies; decisions involve assessment of alternatives, risks, costs and benefits, and consideration of who benefits and who suffers, who pays and who gains, and what are the risks and who bears them BD (SE, V164; 2I, 52)
- Knows that technological knowledge is often not made public because of patents and the financial potential of the idea or inventions; scientific knowledge is made public through presentations at professional meetings and publication in scientific journals BD (SE, V157-V158; 2E, 57)

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8. Mathematics

The following process was used to identify standards and benchmarks in the field of mathematics:

Identification of National Reports

Two basic reports were identified as the primary documents representing the current thinking on standards in mathematics: *Curriculum and Evaluation Standards for School Mathematics* (NCTM, 1989) and the *Mathematics Assessment Framework* (NAEP, 1992). As mentioned in Section 2 of this report, the NCTM document was a major contributor to the national awareness of the benefits of identifying standards in content domains. To prepare for the 1994 NAEP mathematics assessment, the National Assessment Governing Board awarded a contract in the fall of 1991 to the College Board to develop item specifications for the 1994 assessments. Explicit in this project was an alignment with the NCTM standards, inasmuch as they were believed to reflect the most current thinking on what students should know and be able to do in mathematics. The resulting report, entitled *Mathematics Assessment Framework*, provided specific recommendations regarding the content that should be included in the 1994 NAEP assessment, the levels at which students should be assessed regarding specific content, and the proportion of items that should be devoted to specific content at specific levels.

In addition to these two documents which focus solely on mathematics, *Benchmarks for Science Literacy* (Project 2061, 1993 and 1993 draft) contains a section entitled The Mathematical World. This section parallels and details many of the standards found in *Curriculum and Evaluation Standards* (NCTM, 1989). At a much more general level, two documents from the "world of work" contain explicit statements regarding what students should know and be able to do in mathematics: *What Work Requires of Schools: A SCANS Report for America 2000* (The Secretary's Commission on Achieving Necessary Skills, 1991) and *Workplace Basics: The Essential Skills Employers Want* (Carnevale, Gainer & Meltzer, 1990). Finally, the document detailing the national standards in geography, *Geography for Life: National Geography Standards* (Geography Education Standards Project, 1994), contains a number of implicit statements pertinent to mathematics standards.

Selection of the Reference Document

Because of its wide recognition, the NCTM document was selected as the reference report. Additionally, the report had characteristics amenable to the standards/benchmarks model used in this study. Specifically, the report explicitly identifies standards at three developmental levels — grades K-4, 5-8, and 9-12. The latter two levels corresponded well with levels 3 and 4 used in this study. However, the elements identified in the K-4 level of the NCTM document were necessarily reclassified into Level 1 (primary) or Level 2 (upper elementary) for the purposes of this study.

Identification of Standards and Benchmarks and Integration of Information from Other Documents

Close examination of the NCTM levels indicated that in some cases there appeared to be little designed relationship between the content in one developmental level and that in the next. Not infrequently, new types of knowledge and skill were introduced at a superordinate level that seemed to have no developmental relationship to the knowledge and skill identified in the subordinate level. Consequently, many elements within the various NCTM standards and levels were reclassified as more appropriately fitting within another standard. This reclassification process was highly influenced by the NAEP document. Where the NCTM document identifies 13 standards at Levels 1 and 2 and 14 standards at Level 3, the NAEP document identifies five general categories articulated at three levels roughly equivalent to the three NCTM levels. Our reclassification tended to collapse some of the NCTM standards such that the final set of nine standards (see below) resembled the NAEP classification as much as it did the NCTM classification. In effect, our reclassification tended to erode the original structure of the NCTM document.

Another factor contributing to the erosion of the structure of the NCTM organizational structure was its inclusion of explicit standards regarding mathematics as reasoning and mathematics as communication. For reasons discussed in Section 3 of this report, many of the elements identified within the NCTM standard on mathematics as reasoning were judged to be more appropriately classified under one of the standards within our thinking and reasoning category, and some of the elements within the NCTM standard on mathematics as communication were judged to be more appropriately classified under one of the standards within our language arts category.

Finally, a number of the elements in the NCTM document were identified either as "expert" in nature or curriculum standards, as opposed to content standards, and were not included in the analysis.

For the most part, the information in the documents from the world of work, science and geography was integrated into the standards generated from the NCTM and NAEP reports. The one exception to this general rule was standard 9, *Understands the General Nature and Uses of Mathematics*. As the title indicates, this standard deals with general awarenesses about mathematics and its relationship to other disciplines, particularly science. This standard was generated solely from the document *Benchmarks for Science Literacy*.

Summary of Standards for Mathematics

1. Effectively uses a variety of strategies in the problem-solving process
2. Understands and applies basic and advanced properties of the concept of numbers
3. Uses basic and advanced procedures while performing the process of computation
4. Understands and applies basic and advanced properties of the concept of measurement
5. Understands and applies basic and advanced properties of the concepts of geometry
6. Understands and applies basic and advanced concepts of data analysis and distributions
7. Understands and applies basic and advanced concepts of probability and statistics
8. Understands and applies basic and advanced properties of functions and algebra
9. Understands the general nature and uses of mathematics

1. Effectively uses a variety of strategies in the problem-solving process (SE,xviii)

Level I (Grades K-2)

- Brainstorms possible things to do before starting a problem BP (MI,23;PI,27)
- Draws pictures to represent problems BP (MI,23,26;PI,27)
- Represents problems using physical objects BP (ME,26,29)
- Clarifies problems using discussions with teacher or knowledgeable others BP (MI,23,26)
- Makes rough estimates of answers to problems before doing them BP (2E,290)
- Solves real-world problems involving addition and subtraction of whole numbers BP (WE,122-123)
- Explains to others how he/she went about solving a numerical problem BC (2E,290)

Level II (Grades 3-5)

- When appropriate, uses "guess and check" to solve problems BP (MI,75;PI,27)
- States problems in his or her own words to better understand them BP (MI,23;PI,27)
- Checks the reasonableness of results through estimation BP (MI,36,75;PI,27;WE,122-123)
- Articulates similarities and differences between basic problem-solving strategies BC (MI,23,32;PI,41)
- Makes attempts to verify solutions or results in situations where it is warranted BP (ME,36;PE,27)
- Constructs physical representations for complex problems BP (MI,75,78)
- Uses pictographs and graphic representations to model problems BP (MI,75,78)
- Clarifies problems using discussions with peers BP (MI,75,78)
- Solves real-world problems involving multiplication and division of whole numbers BP (WE,122-123)

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MATHEMATICS

- Solves real-world problems involving decimals BP (WE,122-123)

Level III (Grades 6-8)

- Identifies a similar problem type to solve a problem BP (MI,75;PI,27)
- Breaks large problems into smaller problems BP (MI,75;PI,27)
- Works backwards from the solution to solve a problem BP (MI,75;PI,27)
- Uses substitution within given formulas and expressions with real-world problems BP (MI,75;PI,27)
- Represents real-world problems using geometric models BP (ME,112)
- Identifies similarities and differences between a wide variety of problem types and problem-solving strategies BC (MI,75,84;PI,41)
- Effectively verifies solutions or results in situations where it is warranted BP (MI,94;PE,27)
- Understands that there is no one right way to solve mathematical problems but that different methods have different advantages and disadvantages BD (2E,28)
- Follows a general model for solving real-world problems that includes making some basic assumptions about the problem; constructing a representation of the problem; choosing the appropriate operations or the correct formula or rule; making computations; checking to see if answers make sense; if answers do not make sense, checking the accuracy of each part of the problem-solving process BP (2E,37)
- Solves real-world problems involving weight, distance and volume BP (WE,122-123)
- Solves real-world problems involving fractions BP (ME,57,87;2E,291;PI,26;WE,122-123)
- Solves real-world problems involving ratios BP (ME,87;2E,291;PE,27)
- Solves real-world problems involving proportions BP (ME,94;2E,291;PE,27)

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- Solves real-world problems involving percents BP (ME,87;2E,291;PE,27)
- Selects appropriate computational techniques in problem-solving situations (e.g., paper, pencil, mental, calculator, computer) BP (ME,94;PE,26;WE,122-123)
- Solves real-world problems involving rectangular coordinates BP (MI,102;PI,41)
- Solves real-world problems involving formulas with one variable BP (MI,102;PI,41)
- Solves real-world problems involving decimals BP (MI,57,58;2E,291;PI,26;WE,122-123)

Level IV (Grades 9-12)

- Designs and carries out statistical experiments BP (MI,137;PI,27)
- Solves real-world problems involving linear programming BP (ME,176;PI,27,43)
- Classifies problem-solving strategies or problem types by underlying general characteristics BC (MI,137,146;PI,41)
- Represents real-world problems using algebraic functions and graphs of those functions BP (MI,150,176)
- Solves real-world problems using difference equations BP (ME,176;PI,43)
- Makes up and writes simple algorithms for solving problems that take several steps BC (2E,291)
- Solves real-world problems involving roots and exponents BP (MI,87;PI,42)
- Solves real-world problems involving vectors BP (ME,161;PE,35)
- Solves real-world problems involving the Pythagorean relationship BP (MI,161;PE,34)
- Solves real-world problems involving data matrices BP (ME,176;PE,43)
- Solves real-world problems involving polar coordinates BP (ME,163;PE,41)

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MATHEMATICS

- Solves real-world problems involving conditional probability and joint probability BP (MI,171;PE,39)
- Solves real-world problems involving constant rates BP (2E,291)
- Constructs direct mathematical proofs when solving problems BP (ME,143)
- Constructs indirect proofs when solving problems BP (ME,143)
- Uses mathematical induction when solving problems BP (ME,143)

2. Understands and applies basic and advanced properties of the concept of numbers (SE,xviii)

Level I (Grades K-2)

- Has a general understanding that a number is a symbol for how much of something there is BD (MI,38;21,36;PI,25)
- Uses counting to exemplify numbers BC (ME,38;PE,25)
- Uses number lines to describe relatively small, whole numbers BC (MI,38;PE,25)
- Orders relatively small sets of numbers BC (ME,91;PE,25)
- Understands that in sharing or measuring things there is sometimes a need to use numbers between whole numbers BD (2E,211)

Level II (Grades 3-5)

- Understands the basic relationship of decimals to whole numbers BD (ME,57,87;PE,25,26)
- Understands the basic relationship of fractions to decimals and fractions to whole numbers BD (ME,57,87;PE,26)
- Understands the basic difference between odd and even numbers BD (MI,38;PE,27)

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- Understands the basic characteristics of mixed numbers BD (ME,57;PI,26)
- Understands the basic role of place value BD (ME,38;PE,25)
- Uses number lines to model a variety of numbers BC (MI,38;PE,25)
- Renames numbers BC (MI,38;PE,25)
- Understands that "0" can mean none of something or that it can represent a point on a scale BD (2E,212)
- Understands that if "0" and "1" are located on a line, any other number can be depicted as a position on the line BD (2E,223)

Level III (Grades 6-8)

- Understands the similarities and differences between rational numbers and irrational numbers BD (ME,87;PE,27)
- Understands the role of integers in the number system BD (ME,87;PI,25)
- Understands the relationship of prime numbers to other numbers BD (ME,91;PE,28)
- Understands the basic characteristics of and the relationships between fractions, ratios, proportions, decimals and percents BD (ME,57,87,94;2E,291;PE,27;WI,122-123)
- Expresses numbers using scientific notation BP (ME,87;PI,25)
- Models numbers using two-dimensional regions BC (ME,87;PE,25)
- Expresses numbers like 100, 1,000 and 1,000,000 as powers of 10 BP (2E,291)
- Understands that the Arabic system is not the only system for representing numbers; the numeral system used by the Romans is still used for dates, clock faces and ordering, and numbers based on 60 are still used for telling time and describing angles BP (2E,213)

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MATHEMATICS

- Understands that number lines help demonstrate the subtraction of a bigger number from a smaller number and that the results are called negative numbers; number lines are commonly used when measuring something on either side of a reference point (e.g., temperature, altitude below/above sea level) BD (2E,213)

Level IV (Grades 9-12)

- Understands the basic characteristics of the real-number system and its subsystems BD (MI,184;PI,42)
- Understands the basic characteristics of roots BD (MI,87;PI,42)
- Understands the basic characteristics of exponents BD (MI,87;PI,42)
- Models numbers using three-dimensional regions BC (ME,87;PE,25)
- Compares and contrasts elements of the real-number system BC (ME,184)
- Expresses and compares very small and very large numbers using powers of ten notation BC (2E,214,291)
- Recalls immediately the relations among 10, 100, 1000, 1 million and 1 billion BD (2E,291)
- Understands that numbers can be written in bases other than 10; the simplest base, 2, uses just two symbols ("0" and "1" or "on" and "off") BD (2E,214)
- Has a basic understanding of the concept of inequalities BD (ME,150;PE,41)

3. Uses basic and advanced procedures while performing the process of computation (SE,xviii)

Level I (Grades K-2)

- Adds, subtracts, multiplies and divides whole numbers with accuracy BP (ME,94;PE,26;WE,122-123)
- Uses common, everyday fractions to count, order and measure things encountered in everyday experiences BC (2E,290)

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- Understands that it is useful to estimate quantities without knowing them exactly BD (2E,211)

Level II (Grades 3-5)

- Adds, subtracts, multiplies and divides decimals with accuracy BP (ME,94;PI,26;WE,122-123)
- Rounds whole numbers BP (MI,36;PE,26)
- Mentally adds and subtracts basic combinations of whole numbers with reasonable accuracy BP (ME,44;PI,26;WE,122-123)
- Determines the effects of addition, subtraction, multiplication and division on size and order of numbers BP (MI,44;PE,26)
- Adds, subtracts, multiplies and divides whole numbers using a calculator BP (2E,290;WE,122-123)
- Accurately translates between decimals and commonly encountered fractions — halves, thirds, fourths, fifths, tenths and hundredths (but not sixths, sevenths and so on) BP (2E,290;WE,122-123)
- When asked, accurately states the purpose for each step in basic calculations BC (2E,290)
- Calculates what percentage one number is of another BP (2E,291;WE,122-123)
- Understands that choices must be made when determining which operation to use BD (2E,36)
- Understands that results of computation must be judged in terms of their usefulness and whether they make sense in the real world BD (2E,36)
- Carries out arithmetic computations involving dollars and cents BP (WE,122-123)

Level III (Grades 6-8)

- Adds, subtracts, multiplies and divides mixed numbers and fractions BP (MI,94;PI,26;WE,122-123)
- Rounds decimals and fractions BP (MI,94;PE,26)

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- Mentally multiplies and divides basic combinations of whole numbers with reasonable accuracy BP (MI,94;PI,26)
- Uses basic estimation techniques effectively (i.e., overestimate, underestimate, range of estimations) BP (ME,94;PE,26)
- Uses order operations effectively BP (ME,91;PE,26)
- Understands the nature of and similarities and differences between multiples and factors BD (ME,91;PE,27)
- Uses a calculator to compare amounts proportionally BC (2E,294)
- Understands that addition and subtraction are inverses of one another as are multiplication and division; one operation undoes what the other does BD (2E,213)
- Understands the three basic meanings of the expression a/b (i.e., a is the number of units each of which has the size $1/b$; a divided by b ; and a compared to or in relationship to b) BD (2E,213)
- Converts fractions to decimals, percentages to fractions, fractions to percentages, percentages to decimals, decimals to percentages, common fractions and mixed numbers to decimal fractions, and decimal fractions to common fractions and mixed numbers BP (WE,122-123)

Level IV (Grades 9-12)

- Adds and subtracts algebraic expressions BP (MI,102;PE,42)
- Analyzes rounding errors via calculator or computer BP (MI,94;PE,27)
- Identifies the source of any discrepancy between an estimate and a calculated answer BP (2E,291)
- Understands that the reasonableness of the result of a computation can be estimated from the inputs and operations BD (2E,221)

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4. Understands and applies basic and advanced properties of the concept of measurement

(ME,51)

Level I (Grades K-2)

- Understands the relationships between length, width and height BD (ME,51;PE,29)
- Understands the basic characteristics of weight and how it is measured BD (ME,51;PE,29)
- Has a basic understanding of the concept of time and how it is measured BD (ME,51;PI,29)
- Has a basic understanding of the concept of temperature and how it is measured BD (ME,51;PI,29)
- Makes quantitative estimates of familiar lengths, widths and time intervals and checks them against measurements BC (2E,290)

Level II (Grades 3-5)

- Understands the basic characteristics of area and how it is measured BD (ME,51;PE,29,30)
- Understands the basic features of mass BD (ME,51;PE,29,30)
- Makes effective use of ruler, thermometer and scale for making measurements BP (MI,51;PE,29)
- Determines whether measurements of length, area, volume, weight or time are reasonable by referring to typical values BP (2E,290;WI,122-123)
- Uses a calculator to determine the area and volume from linear dimensions BP(2E,293)
- Aggregates amounts of area, volume, weight, time and cost BP (2E,293)
- Compares the differences between any two measurements BC (2E,293)
- Understands that measurements are likely to give slightly different numbers when measured multiple times BD (2E,212)
- Understands that length can be thought of as units of lengths joined together BD (2E,223)

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- Understands that area can be thought of as a collection of unit squares BD (2E,223)
- Understands that volume can be thought of as a collection of unit cubes BD (2E,223)
- Approximates the area of irregular shapes using squares, rectangles and triangles BP (2I,223)
- Understands that scale drawings can be used to represent shapes and compare locations of things very different in size BD (2E,223)
- Understands the basic characteristics of circumference and how it is measured BD (MI,51;PI,29,30)

Level III (Grades 6-8)

- Has a basic understanding of the concept of rate and how it is measured BD (ME,116;PE,31)
- Understands the basic characteristics of perimeter and how perimeter is measured BD (ME,116;PE,30)
- Makes effective use of a meter stick for making measurements BP (MI,116;PE,29)
- Converts from one measurement system to another BP (MI,116;PE,30)
- Determines significant digits in measurement BP (MI,116;PE,31)
- Determines the level of accuracy needed in measurement situations BP (ME,116;PE,30)
- Determines appropriate forms of measurement in a variety of situations BP (MI,116;PI,31)
- Calculates the volumes of rectangular solids BP (2E,291)
- Estimates distances and travel times from maps and the actual size of objects from scale drawings BP (2E,291)
- Determines which units of measurement (e.g., seconds, square inches, dollars per tankful) answers should be expressed in BP (2E,291)

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- Reads analog and digital meters on instruments used to make direct measurements of length, volume, weight, elapsed time, rates and temperature, and chooses appropriate units for reporting various magnitudes BP (2E,294)
- Uses measuring devices to determine an object's weight, length, width or volume in metric units BP (WE,122-123)
- Performs basic metric conversions involving weight, distance and volume BP (WE,122-123)
- Calculates the circumference and area of rectangles BP (2E,291)
- Calculates the circumference and area of triangles BP (2E,291)
- Calculates the circumference and area of circles BP (2E,291)

Level IV (Grades 9-12)

- Understands the basic characteristics of the concept of capacity and how it is measured BD (ME,51,116;PE,29)
- Has a basic understanding of the concept of velocity and how it is measured BD (MI,116;PI,29)
- Has a basic understanding of the concept of acceleration and how it is measured BD (MI,116;PI,29)
- Determines precision and accuracy of measurements BP (MI,116;PE,30)
- Analyzes absolute and relative errors in measurement BP (MI,116;PE,31)
- Estimates the effects of measurement errors on calculations BC (2E,291)
- Understands that a small error in making a measurement can lead to a large error in the result BD (2E,214)
- Understands that scale drawings can help one measure distances and angles that are inconvenient to measure directly BD (2E,225)
- Understands that formulas exist for calculating the surface areas and volumes of regular BD (2E,225)

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shapes and recognizes those formulas

- Understands that when the size of a linear shape changes by some factor, its area and volume change disproportionately: area changes in proportion to the square of the factor, and volume changes in proportion to the cube of the factor BD (2E,225)
- Understands that different ways to map a curved surface onto a flat surface have different advantages and disadvantages BD (2E,225)
- Understands basic generalizations about the nature of graphs: the position of any point on a surface can be described by two numbers; a graph represents all the values that satisfy an equation; and the point at which two graphs intersect represents the values that will satisfy the two equations represented by the graphs BD (2E,225)

5. Understands and applies basic and advanced properties of the concepts of geometry (ME,48)

Level I (Grades K-2)

- Understands the basic properties of and similarities and differences between circles, squares and triangles BD (MI,48;PI,32)
- Understands the meaning of the concepts inside/outside/between BD (MI,48;PE,34)
- Understands that shapes such as circles, squares and triangles can be found in nature and in things that people make and that these shapes can be used to describe many things BD (2E,26,27,223)
- Understands that patterns can be made by putting different shapes together or taking them apart BD (2E,26)
- Understands that things can move along straight, curved, circular, back-and-forth and jagged paths BD (2E,26)

Level II (Grades 3-5)

- Understands the basic characteristics of the concept of three dimensions BD (MI,48;PI,33)

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- Understands the basic characteristics of angles BD (ME,51,116;PI,34)
- Understands the basic properties of and the similarities and differences between a trapezoid, rhombus and quadrilateral BD (MI,48,112;PI,32)
- Analyzes the effects of combining, subdividing and changing basic shapes BC (ME,48;PE,33)
- Compares shapes in terms of such concepts as parallel, perpendicular, congruence and symmetry BC (2E,223)
- Understands that symmetry can be analyzed by performing reflections, turns or slides BD (2E,223)

Level III (Grades 6-8)

- Understands the basic characteristics of the concept of symmetry BD (MI,112;PI,33)
- Understands the basic characteristics of and the relationship between distance and midpoint BD (MI,112;PE,34)
- Understands the basic characteristics of slope BD (MI,112;PE,34)
- Understands the basic characteristics of and the similarities and differences between pyramids and prisms BD (MI,112;PE,30)
- Performs algebraic translations/rotations/reflections of geometric shapes BP (ME,161;PE,33)
- Analyzes effects of flips, turns and slides on geometric shapes BC (MI,161;PE,33)
- Analyzes the intersection of two-dimensional figures BC (MI,161;PI,33)
- Visualizes geometric figures in various rotations BP (ME,112)
- Understands that triangular shapes tend to make structures rigid BD (SE,224)
- Understands that round shapes give the least possible boundary for a given amount of interior area BD (2E,224)

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- Understands that shapes can match exactly or have the same shape in different sizes BD (2E,224)
- Understands that shapes on a sphere cannot be depicted on a flat surface without some distortion; the earth is an example of this BD (2E,224;GE,145)
- Understands that it takes two numbers to locate a point on a map; the numbers may be two perpendicular distances from a point, or an angle and a distance from the point BD (2E,224)
- Understands that the scale chosen for a graph or drawing makes a big difference in how useful it is BD (2E,224;GI,145)

Level IV (Grades 9-12)

- Understands the relationship between parallel, perpendicular and oblique lines BD (MI,161;PE,34;2E,224)
 - Understands the basic characteristics of Pythagorean relationships BD (MI,161;PI,34)
 - Performs synthetic translations/rotations/reflections of basic shapes BP (MI,157;PE,33)
 - Understands basic characteristics of vectors BP (ME,161;PE,34,35)
 - Analyzes the intersection of three-dimensional figures BC (ME,157;PI,33)
 - Classifies figures based on congruence BC (ME,157)
 - Describes spatial relationships in geometric terms such as perpendicular, parallel, tangent, similar, congruent and symmetrical BC (2E,297)
- 6. Understands and applies basic and advanced concepts of data analysis and distributions** (ME,54)

Level I (Grades K-2)

- Understands that simple graphs can help one to understand observations BD (2E,211)

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Level II (Grades 3-5)

- Has an understanding of the basic concept of data as specific pieces of information about something that is being studied BD (MI,54;PI,36)
- Collects and organizes simple data sets to answer questions BP (ME,54,105;PE,37)
- Understands that the basic function of tables and graphs is to make explicit how the values of one quantity are related to the values of another and that tables and graphs can make it easier to identify patterns BD (2E,218,223)
- Understands that spreading data out on a number line helps to see what the extremes are, where they pile up and where the gaps are BD (2E,228)
- Understands that a summary of data should include where the middle is and how much spread there is around it BD (2E,228)
- Constructs simple bar graphs, pie charts and line graphs BP (GE,47)

Level III (Grades 6-8)

- Understands that a distribution portrays the manner in which data is organized when it is considered as a whole BD (ME,171;PI,37)
- Understands basic characteristics of and calculates measures of central tendency (mean, median, mode) BD (MI,171;2E,291;GE,51;PE,37;WE,122-123)
- Understands similarities and differences between tables, bar graphs and circle graphs BD (ME,105;PE,37)
- Identifies basic trends in tables and graphs including varying rates of change, gaps and clusters, and uses these trends to make predictions about the phenomena being graphed BC (2E,224,297)
- Understands that comparison of data from two groups involves comparing their middles and the spreads around them BD (2E,229)

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Level IV (Grades 9-12)

- Understands the basic features of data sets (matrices) BD (ME,176;PE,43)
- Understands the basic features of the standard normal distribution BD (ME,171;PE,37)
- Understands the basic measures of dispersion (i.e., standard deviation, variance) BD (MI,171;PE,37)
- Understands the basic features of outliers and procedures to deal with them BD (MI,167;PE,37)
- Represents data using stem and leaf plots and scatter plots BP (MI,167;PE,37)
- Understands that tables, graphs and symbols are alternative ways of representing data and that relationships can be translated from one to another BD (2E,221)
- Understands that the middle of a distribution may be misleading as a result of the distribution not being symmetrical, extreme high or low values, or the distribution not being reasonably smooth BD (2E,230)
- Understands that the way data are presented makes a difference in the way they are interpreted BD (2E,230)
- Calculates measures of central tendency (i.e., mean, median, mode) for complex sets of data and analyzes the relative merits of those measures for the various data sets BC (GE,53)

7. Understands and applies basic and advanced concepts of probability and statistics (GE,55;SI,xviii)

Level I (Grades K-2)

- Understands that some events are more likely to happen than others BD (2E,227)
- Understands that some events can be predicted fairly well but others cannot; we cannot predict some events well because we do not understand everything that goes on within them BD (2E,227)
- Understands that one can find out about a group of things by studying just a few of them BD (2E,227)

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Level II (Grades 3-5)

- Understands that the word "chance" refers to how likely an event is BD (MI,54;PI,36)
- Understands that when predictions are based on what is known about the past, one must assume that conditions stay the same from the past event to the predicted future event BD (2E,227)
- Understands that statistical predictions are better for describing what proportion of a group will experience something (e.g., what proportion of automobiles will be involved in accidents) rather than which individuals within the group will experience something and how often events will occur (e.g., how many sunny days will occur over a year) rather than exactly when they will occur BD (2E,227)
- Understands that summary predictions about large collections of events are usually more accurate than summary predictions about just a few events BD (2E,228)
- Understands that even unlikely events may occur fairly often in very large populations BD (2E,228)
- Understands that a small part of something may have unique characteristics but not be an accurate representation of the whole, and that how much of what the whole is like depends on how the portion is chosen BD (2E,228)
- Understands that when choosing a sample, one must guard against choosing only the data that show what is expected BD (2E,228)

Level III (Grades 6-8)

- Understands the basic features of a sample and sampling error BD (ME,108;2E,250;PE,37)
- Estimates probability using simulation BP (ME,171;PE,38)
- Identifies common errors in the presentation of statistics BP (PE,38)
- Estimates probabilities of events in familiar situations using what has happened in the past or by making rough calculations; how probability is estimated depends on what is known about the situation; estimates can be based on data from similar situations in the past or on the assumption that all possible situations and events are known BP (2E,229,291)

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- Understands that probabilities are ratios that can be expressed as fractions, percentages or odds BD (2E,229)
- Understands that the larger a well-chosen sample is, the more likely it is to represent the whole and that there are many ways of choosing a sample that can make it unrepresentative of the whole BD (2E,229)
- Understands that events can be described in terms of being more or less likely, impossible, or certain BD (2E,229)

Level IV (Grades 9-12)

- Has a basic understanding of the concept of random variables BD (ME,171;PE,37)
- Understands the similarities and differences between joint and conditional probability BD (MI,171;PI,39)
- Has a basic understanding of the concept of independence BD (MI,171;PI,39)
- Understands the basic features of a statistic BD (MI,167;PI,37)
- Determines probability through trees, formulas, permutations and counting BP (MI,171;PE,38)
- Compares experimental results with mathematical expectations of probabilities BP (MI,108;PI,39)
- Compares data for two groups by representing their averages and spreads graphically BP (2E,291)
- Understands that when estimating a statistic, one should also estimate how far off he or she may be BD (2E,230)
- Understands that the larger and more well-chosen a sample of a population is, the better it estimates the population summary statistics; for a well-chosen sample, the size of the sample is much more important than the size of the population; to avoid bias, samples are selected by some random system BD (2E,230)
- Understands that a physical or mathematical model can be used to estimate the probability of real-world events BD (2E,230)

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- Understands that when comparing percentages and proportions, one must also consider the number of cases on which those percentages are based BD (2E,230)

8. Understands and applies basic and advanced properties of functions and algebra (ME,102)

Level I (Grades K-2)

- Recognizes basic number patterns BP (ME,29;PE,27)

Level II (Grades 3-5)

- Has an understanding of the basic characteristics of a variable BD (ME,102;PE,41)
- Interpolates simple patterns of numbers BP (ME,29;PE,41)
- Extrapolates simple patterns of numbers BP (ME,29;PE,41)
- Understands that at a very basic level, mathematics is the study of many kinds of patterns, including numbers and shapes and operations applied to them BD (2E,27)

Level III (Grades 6-8)

- Understands the basic features of mathematical expressions BD (ME,102;PE,41)
- Understands the basic features of coordinates BD (MI,102;PI,41)
- Has a basic understanding of the concept of equation BD (ME,102;PE,41)
- Understands the characteristics and uses of the concept of rectangular coordinates BD (MI,102;PE,41)
- Understands that an equation containing a variable may be true for just one value of the variable BD (2E,219)
- Understands that mathematical statements can be used to describe how one quantity BD (2E,219)

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changes when another changes

- Computes rates of change from magnitudes and magnitudes from rates of change BP (2E,219)
- Understands the common relationships that can exist between two variables and the various ways these relationships will look on a graph (i.e., as one variable increases uniformly, the other variable may do one of the following: always keep the same proportion to the first, increase or decrease steadily, increase or decrease at a faster and faster rate, approach some limiting value, reach some intermediate maximum or minimum, alternately increase and decrease indefinitely, increase or decrease in steps) BD (2E,219)
- Predicts trends by analyzing data sets BP (GE,51)
- Cross-tabulates the occurrence of variables and makes a general determination whether they covary BP (GE,52)

Level IV (Grades 9-12)

- Has a basic understanding of the concept of a function BD (MI,154;PI,41)
- Understands the characteristics and uses of basic trigonometric functions BD (ME,163;PE,44)
- Has a basic understanding of parameters and their effects on curve shape BD (ME,154;PE,43)
- Has a basic understanding of polynomial equations BD (ME,180;PE,43)
- Has a basic understanding of polar coordinates BP (ME,163;PE,41)
- Determines the maximum and minimum points on a graph BP (ME,180;PI,41)
- Fits a line to a set of points BP (MI,167;PE,38)
- Fits a curve to a set of points BP (ME,167;PE,38)
- Chooses appropriate summary statistics to describe group differences indicating the spread of data as well as central tendencies BP (2E,297)

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- Understands functional relationships for which the more there is of one variable, the more there is of the other variable (e.g., the more change there is in population, the more change there is in birth rate) BD (2E,220)
- Understands functional relationships for which the rate of change of one variable is dependent on how much there is of another variable (e.g., the rate of change of speed is proportional to the amount of force acting on it) BD (2E,220)
- Understands that symbolic statements in mathematics can be manipulated by rules of mathematical logic to produce other statements that preserve the basic relationships but are more easily interpreted BD (2E,220)
- Understands that symbolic statements can be combined to look for values of variables that will satisfy all of them at the same time BD (2E,220)
- Understands that any graphic or algebraic mathematical model is limited in how well it represents the world by uncertainties in measurement, neglect of some important influences, or by requiring too much computation BD (2E,220)
- Understands that when a relationship between variables is represented in symbols, numbers can be substituted for all but one of the symbols and the possible value of the remaining symbol computed; sometimes the relationship may be satisfied by one value, sometimes more than one, and sometimes no value satisfies the relationship BD (2E,221)
- Understands that mathematical modeling is a tool that can be used to simulate how a proposed system might behave BD (2E,33)
- Understands that mathematical modeling aids in technological design by simulating how a proposed system would theoretically behave BD (2E,33)
- Understands that the basic process of creating a mathematical model involves the following components: (1) using abstractions to represent things or ideas; (2) manipulating the abstractions according to logical rules; (3) checking to see how well the results match the original thing or idea; and (4) if the match is not a good one, creating a new model BD (2E,38)

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- Understands that it may not be easy to determine the mathematical model to use to describe data even when plenty of data is available, and that the mathematical model one chooses may require more computing power than is available BD (2E,230)
- Understands that determining the correlation between two variables involves inspecting their distributions using two-way tables or scatter plots; a correlation between two variables does not mean that one variable causes another (e.g., some other variable may have caused both, or the correlation might simply be due to chance); a true correlation means that differences in one variable imply differences in the other BD (ME,167;2E,230;21,297;PE,37)
- Uses the technique of spatial sampling to determine the extent to which two variables have a relationship (e.g., placing a transparent grid of squares on maps to count whether coin production and hogs coexist within the same grid cells) BP (GE,53)
- Constructs scatter plots for data representing two variables and makes a qualitative analysis of the relationship between the two variables BC (GE,54)
- Identifies and analyzes linear and nonlinear patterns in data using line graphs BC (GE,54)
- Constructs linear mathematical models for real-world phenomena BC (GI,54,55)
- Constructs nonlinear mathematical models for real-world phenomena BC (GI,54,55)
- Understands the formal differences between the terms "correlates with" and "causes" BD (21,297)

9. Understands the general nature and uses of mathematics (2I,34)

Level I (Grades K-2)

- Not appropriate at this level BD (2E,27,32,36)

Level II (Grades 3-5)

- Understands that numbers and the operations performed on them can be used to describe things in the real world and predict what might occur BD (2E,36)

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- Understands that mathematical ideas and concepts can be represented concretely, graphically and symbolically BD (2E,27)

Level III (Grades 6-8)

- Understands that mathematics has been helpful in practical ways for many centuries BD (2E,32)
- Understands that mathematicians often represent real things using abstract ideas like numbers or lines; they then work with these abstractions to learn about the things they represent BD (2E,37)

Level IV (Grades 9-12)

- Understands that mathematics is the study of any pattern or relationship, but natural science is the study of those patterns that are relevant to the observable world BD (2E,29)
- Understands that mathematics began long ago to help solve practical problems; however, it soon focused on abstractions drawn from the world and then on abstract relationships among those abstractions BD (2E,29)
- Understands that in mathematics, as in other sciences, simplicity is one of the highest values; some mathematicians try to identify the smallest set of rules from which many other propositions can be logically derived BD (2E,29)
- Understands that theories in mathematics are greatly influenced by practical issues; real-world problems sometimes result in new mathematical theories and pure mathematical theories sometimes have highly practical applications BD (2E,29)
- Understands that new mathematics continue to be invented even today, along with new connections between various components of mathematics BD (2E,29)
- Understands that science and mathematics operate under common principles: belief in order; the ideals of honesty and openness; the importance of review by colleagues; and the importance of imagination BD (2E,33)
- Understands that mathematics provides a precise system to describe objects, events and BD (2E,33)

Codes (right side of page):

1st letter of each code in parentheses

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2 = Project 2061: Benchmarks for Science Literacy

G = GESF: National Geography Standards

H = NCHS: History for Grades K-4

P = NAEP: Mathematics Assessment Framework

S = SCANS: Report for America 2000

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MATHEMATICS

relationships and to construct logical arguments

- Understands that the development of computers has opened many new doors to mathematics just as other advances in technology can open up new areas to mathematics BD (2E,33)
- Understands that mathematics often stimulates innovations in science and technology BD (2E,33)
- Understands that mathematicians commonly operate by choosing an interesting set of rules and then playing according to those rules; the only limit to those rules is that they should not contradict each other BD (2E,38)

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9. History

The following process was used to identify standards in the field of history:

Identification of National Reports

Six reports were identified as important documents representing current thinking on history in the schools. Three reports originate from the National Center for History in the Schools (NCHS) History Standards Project: *National Standards for World History*, *National Standards for U.S. History* and *National Standards for History for Grades K-4* (1994). In addition, NCHS published *Lessons From History: Essential Understandings and Historical Perspectives Students Should Acquire* (1992). Two other significant documents are the *Provisional Item Specifications for the 1994 NAEP in U.S. History* (NAEP, undated) and *Building a History Curriculum: Guidelines for Teaching History in the Schools* (Bradley Commission on History in the Schools, 1988).

Selection of the Reference Document

The NCHS national standards documents were selected as reference documents for World, United States and K-4 history. This represents a change over the previous Update (January 1994), in which *Lessons from History* served as the reference document. The national standards documents were selected because they provided a greater level of detail, which meant that benchmarks could be written at a level more in line with the model used in this study (see section 3., Levels of Generality). In addition, the history standards documents gave direction for writing benchmarks at grade level (K-4 history provided information for grades K-2 and K-4; United States and world history covered grades 5-6, 7-8, and 9-12). Such levelling was not within the scope of a work like *Lessons from History*, which dealt primarily with what students should know by the end of their schooling.

The standards documents were also used as reference for the standards in Historical Understanding, discussed below. These documents, in turn, show indebtedness to Bradley's *Building a History Curriculum*, our reference document for the "Historical Perspective" standard in the January 1994 update.

Identification of Standards and Benchmarks

In addition to the content material in history, the national standards documents include standards in Historical Thinking that cover five areas: (1) chronological thinking, (2) historical comprehension, (3) historical analysis and interpretation, (4) historical research capabilities and (5) historical issues-analyses and decision-making. These standards consist of from 4 to 10 statements each. Our analysis showed us that much of this material described general thinking and reasoning abilities or information processing abilities that could be applied to a variety of subject matter, and were not exclusive to history. In accord with our model, then, this material was integrated into the appropriate standards on thinking and reasoning or the language arts.

Two areas, however, appeared to be uniquely related to the study of history, and appear as standards under the category of Historical Understanding: the first treats chronological relationships and patterns and the second addresses the historical perspective, as outlined first in

the Bradley report.

To understand how content standards and benchmarks were identified for this document, an overview of the national content standards documents is useful. World and U.S. History standards from NCHS are organized into five tiers. The outermost level is a grouping by historical era. Each era is comprised of two to four statements, which are called standards. Each standard is further divided into three sections, on average, and each section, in turn, is divided into components designed to "demonstrate the integration of historical understanding and thinking." These components are identified by grade ranges (5-12, 7-12 and 9-12). Finally, examples of student achievement of the standard form the last level (grade ranges 5-6, 7-8 and 9-12) and provide more detailed information. The items in figure 9.1, which are indented to reflect the somewhat hierarchical structure, are from NCHS's U.S. History standards (pp. 82, 84). Labels A to E are added for the convenience of the discussion below.

A. Era 3: Revolution and the New Nation

B. Standard 3: The institutions and practices of government created during the revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system.

C. Standard 3B: Students should be able to demonstrate understanding of the issues involved in the creation and ratification of the United States Constitution and the new government by:

D. [Grades 9-12] [by] Analyzing the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution

E. [Grades 9-12] Develop a sound historical narrative explaining the source and nature of the basic principles behind the separation of powers and the system of checks and balances established by the Constitution.

Figure 9.1

The levels are somewhat confusing. This study selected level E as generally equivalent to our benchmark level. In most instances, level E provided information used to develop the benchmark, and when level D provided similar, grade-level content, as was sometimes the case, information it contained was combined with material at level E for the analysis. Of course, as a part of the method employed by the model in this study to develop standards, the "examples of student achievement" at levels D and E were examined for content in order to produce benchmarks describing student knowledge or skill in history. As an example from the material excerpted above, the resulting standard and benchmark abstracted for our document were:

21. Understands the issues involved in the creation and ratification of the United States Constitution and the new government it established

Level IV (Grades 9-12)

- Understands the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution

For the sections on World and U.S. History, benchmarks such as this will be found listed for grades 5-6, 7-8 and 9-12.

In one sense, the "stuff" of history — the defining facts, events and episodes — is not amenable to presentation by developmental levels; and aside from the advantages of introducing information in a chronological sequence, we have not discovered other arguments or research on how this kind of material might be benchmarked. As noted in *Lessons From History*, however, "Historical knowledge must go beyond the factual knowledge implicit in these lists — *important though that knowledge is* — to the explanations of the causes and consequences of these events and the interpretations which can be drawn concerning their enduring significance" (p. 48). What varies from grade level to grade level is the sophistication of the "examples of student achievement," activities that we believe mix curriculum and performance with content standards. An analysis of these activities for content, however, does indicate some level of distinction between grades, for generally speaking, it is often possible to discern and thereby provide a difference in the level of detail as well as the depth of understanding required. In the example above, a benchmark from grades 5-6,

- *Understands the Constitutional separation of powers and the system of checks and balances*

though open-ended, does not suggest the depth of understanding required at level 9-12 under the same standard:

- *Understands the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution*

nor does it suggest the level of detail the student must contend with if the idea is understood in the context of the following, a related benchmark at 9-12 under the same standard:

- *Understands the differences between leading Federalists and Anti-Federalists in terms of their background, service during the Revolution, and political experience and how these differences shaped their positions on the issues (e.g., individual rights, republican government, federalism, separation of powers, popular sovereignty)*

Thus, there is some means available for distinguishing historical content by grade levels, and that approach was adopted in this report.

A similar, though somewhat simpler, structure is found in the *National History Standards for K-4*, as was found in the U.S. and world history documents, and the kind of analysis described above was applied to that document to generate the standards and benchmarks at the levels K-2 and 3-4.

Integration of Information from Other Documents

Outside of the technical demands of the model employed for the identification and synthesis of content standards and benchmarks, this study applies no other criteria related to the academic content or appropriateness of any standard or benchmark. That is, every effort has been made to provide consistent distinctions between levels and types of content description, but no criteria is applied to determine the value of that content. It is clear, however, that NCHS standards have generated some public discussion on content and, in fact, appear likely to undergo some revision in the near future. In light of this, readers who would like to consult this Update in order to inform their own development of history standards might want to acquaint themselves with the citation process used in our model (see section 6. How Subject-area Sections are Structured). To reiterate briefly, every benchmark developed from the standards document is reviewed against the available source documents: in this case, *Lessons from History*, and NAEP's *Provisional Item Specifications*. If the benchmark content is found to be expressed or implied in those documents, the "citation log," located flush right, and just above the benchmark, will indicate this, as well as whether the information was explicitly stated or implied, and the page number on which it was found. Thus, any benchmark can be examined to determine whether it appeared in a source in addition to the National Standards documents. It should be noted, however, that the NAEP's *Specifications* cover only U.S. History, not World History. Additionally, the *Lessons from History* document is written at a more general level of detail than is found at the benchmark level for this document and consequently is not frequently cited.

A Note on the Number of History Standards

The number of standards identified for history in this document might at first appear formidable (see figure 5.1 in section 5. The Process Used in this Report). However, when considered in terms of how these standards are designed for use, the number of standards in U.S. or world history is more nearly comparable to the number of standards found in other subject areas. In history, unlike other areas, each set of benchmarks (at grades 5-6, 7-8, and 9-12) is designed to provide a full description of that standard; in other words, as is the case in most schooling now, material for one historical era is unlikely to be repeated at a different level of schooling. Once a standard is met at particular grade level, the student is no longer required to meet it.

As an example, if a school or district should decide to teach the era on "Civil War and Reconstruction" at the 7-8 grade levels, the standards and benchmarks under that era would not be addressed again at 9-12. For other subject-area standards in this report, by contrast, if a standard has benchmarks listed at more than one grade level, it indicates that the the student is

HISTORY

expected to meet benchmarks in the other grade levels listed.

Thus, as a hypothetical example, if the standards were implemented fairly evenly across grade levels, each student studying U.S. History would not be responsible for more than 31 standards (91 standards by the 3 years of study recommended by NCHS) at any one time. In world history, the design is only a little more complicated and results in greater flexibility. In addition to the design for implementation found in U.S. History, the authors of the World History standards project have identified standards as "core" or "related." A core standard is one that is deemed essential for a grounding in world history; "related" standards are important, but not critical, and can be omitted if necessary. In this report, each standard is designated as either "core" (C) or "related" (R). Again as a hypothetical example, if world history standards were distributed fairly evenly across the recommended three years of schooling, and only core standards were required, the student would not be responsible for more than 24 standards in any given year (71 standards by 3 years of study).

Summary of Standards for Historical Understanding

1. Understands and knows how to analyze chronological relationships and patterns
2. Understands the historical perspective

HISTORICAL UNDERSTANDING

(AE,18;WE,18)

1. Understands and knows how to analyze chronological relationships and patterns

Level I (Grades K-2)

- Knows how to identify the beginning, middle and end of historical stories, myths and narratives BP (KE,19)
- Knows how to develop picture timelines of their own lives or their family's history BP (KE,19)
- Understands broad categories of historical time (e.g., long, long ago; long ago; yesterday; today; tomorrow) BD (KE,19)
- Understands calendar time in days, weeks and months BD (KE,19)
- Knows how to identify change and continuity in his or her own life BD (KE,19)

Level II (Grades 3-5)

- Understands the broadly defined eras of state and local historical events BD (KE,19)
- Understands calendar time in years, decades and centuries BD (KE,19)
- Knows how to construct time lines of significant historical developments that mark at evenly spaced intervals the years, decades or centuries BP (KE,19)
- Knows how to interpret data presented in time lines (e.g., identify the time at which events occurred; the sequence in which events developed; what else was occurring at the time) BP (KE,20)
- Knows how to identify patterns of change and continuity in the history of the community, state and nation, and in the lives of people of various cultures from times long ago until today BP (KE,20)

Level III (Grades 6-8)

- Knows how to diagram the temporal structure of events in autobiographies, biographies, literary narratives and historical narratives, and understands the differences between them BP (AE,21)

Codes (right side of page):
1st letter of each code in parentheses
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- Knows how to construct and interpret multiple tier timelines (e.g., a timeline that contains important social, economic and political developments in colonial history; a time line that compares developments in the English, French and Spanish colonies of North America) BP (AE,21)
- Knows how to calculate calendar time B.C (before Christ) or B.C.E (before the Common Era, and A.D. (*Anno Domini*) or C.E. (in the Common Era), determining the onset, duration and ending dates of historical events or developments BP (AE,21)
- Understands patterns of change and continuity in the historical succession of related events BD (AE,21)
- Knows how to impose temporal structure on their historical narratives (e.g., working backward from some issue, problem or event to explain its causes that arose from some beginning and developed through subsequent transformations over time) BP (AE,21)
- Knows how to periodize events of the nation into broadly defined eras BP (AE,21)

Level IV (Grades 9-12)

- Knows how to identify the temporal structure and connections disclosed in historical narratives BP (AE,22)
- Understands alternative systems of recording time (e.g., Egyptian, Indian, Mayan, Muslim, Jewish), astronomical systems on which they are based (e.g., solar, lunar, semilunar), their fixed points for measuring time, and their strengths and weaknesses BD (AE,22)
- Understands historical continuity and change related to a particular development or theme (e.g., the Industrial Revolution, the evolution of democracy in the U.S.) BD (AE,22)
- Understands the organizing principles of alternative models of historical periodization BD (AE,22)
- Understands that historical events happen in patterned ways BD (BE,25)

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HISTORICAL UNDERSTANDING

(BE,25;AI,18-19;WI,18-19)

2. Understands the historical perspective

Level II (Grades 5-6)

- Predicts how things might have turned out differently in one's local community if specific individuals or groups had chosen different courses of action BP (KE,24;LI,41)
- Understands that specific individuals had a great impact on history BD (KE,24;LI,41)
- Understands that specific ideas had an impact on history BD (KE,21,24;LI,41)
- Understands that "chance events" had an impact on history BD (KE,24;LI,41)
- Understands that specific decisions and events had an impact on history BD (KE,24;LI,41)

Level III (Grades 7-8)

- Understands that specific individuals and the values those individuals held had an impact on history BD (BE,25;AI,24;WE,24;LI,41)
- Analyzes the influence specific ideas and beliefs had on a period of history BP (AI,24;WI,25;LI,41)
- Analyzes the effects that specific "chance events" had on history BP (BE,25;AI,24;WI,25;LI,41)
- Analyzes the effects specific decisions had on history BP (AI,24;WI,25;LI,41)
- Understands that historical accounts are subject to change based on newly uncovered records and interpretations BD (AE,28;WE,28;LI,41)

Level IV (Grades 9-12)

- Analyzes the values held by specific people who influenced history and the role their values played in influencing history BP (BE,25;AI,25;WI,25;LI,41)
- Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs BP (BE,25;AI,25;WI,25;LI,41)

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- Analyzes the effects that specific "chance events" had on history and specifies how things might have been different in the absence of those events BP (BE,25;AI,25;WI,25;LI,41)
- Analyzes the effects specific decisions had on history and studies how things might have been different in the absence of those decisions BP (AI,28;WI,28;LI,41)
- Understands that the consequences of human intentions are influenced by the means of carrying them out BD (BE,25;LI,41)
- Understands that change and continuity are equally probable and natural BD (BE,25;LI,41)
- Knows how to avoid seizing upon particular lessons of history as cures for present ills BP (BE,25;LI,41)
- Understands that the nonrational, the irrational, and the accidental have affected past events BD (BE,25;LI,41)
- Understands the relationship between time and place as context for historical events BD (BE,25;LI,41)
- Analyzes how specific historical events would be interpreted differently based on newly uncovered records and/or information BC (AI,28;WI,28;LI,41)
- Understands how the past affects our private lives and society in general BD (BE,25;LI,41)
- Knows how to perceive past events with historical empathy BP (BE,25;LI,41)

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Summary of Standards for Grades K-4 History

Topic 1 Living and Working Together in Families and Communities, Now and Long Ago

1. Understands family life now and in the past
2. Understands the different ways people of diverse racial, religious and ethnic groups, and of various national origins have transmitted their beliefs and values
3. Understands the history of the local community
4. Understands how communities in North America varied long ago

Topic 2 The History of Students' Own State or Region

5. Understands the history of indigenous people who first lived in the state or region
6. Understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to the state or region
7. Understands the various other groups from regions throughout the world who came into the state or region over the long-ago and recent past
8. Understands the interactions among various groups of people throughout the history of the state
9. Understands the ideas that were significant in the development of the state and that helped to forge its unique identity

Topic 3 The History of the United States: Democratic Principles and Values and the People from Many Cultures who Contributed to its Cultural, Economic and Political Heritage

10. Understands how the United States government was formed and how the nation's basic democratic principles were set forth in the Declaration of Independence and the Constitution
11. Understands ordinary people who have exemplified the values and principles of American democracy
12. Understands historic figures who have exemplified the values and principles of American democracy
13. Understands events that celebrate and exemplify fundamental values and principles of American democracy
14. Understands national symbols through which American values and principles are expressed
15. Understands the movements of large groups of people into their own and other states in the United States now and long ago
16. Understands the folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage

Topic 4 The History of Peoples of Many Cultures Around the World

17. Understands the cultures and historical developments of societies in such places as Africa, the Americas, Asia and Europe

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18. Understands great world movements of people now and long ago
19. Understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects
20. Understands changes in transportation and their effects
21. Understands changes in communication and their effects

(KE,32)

1. Understands family life now and in the past

Level I (Grades K-2)

- Knows a family history through two generations (e.g., various family members and their connections) BD (KE,32,33)
- Understands family life today and how it compares with family life in the recent past and family life long ago (in terms of roles, jobs, schooling experiences) BC (KE,32,33)
- Knows the cultural similarities and differences in clothes, homes, food, communication, technology and cultural traditions between families now and in the past BC (KE,32,33)
- Understands family life in a community of the past and life in a community of the present (e.g., roles, jobs, communication, technology, style of homes, transportation, schools, religious observances, cultural traditions) BC (KE,32,33)

Level II (Grades 3-4)

- Understands daily life of a farm family from long ago (in terms of work, clothing, tools, food and food production in the early 1800s) BD (KE,32,33;NI,17)
- Understands family life in the past (in terms of communication, technology, transportation, food, clothing, recreation, school, cultural traditions, homes) BD (KE,32,33)

(KE,34)

2. Understands the different ways people of diverse racial, religious and ethnic groups, and of various national origins have transmitted their beliefs and values

Level I (Grades K-2)

- Understands personal family or cultural heritage through stories, songs and celebrations BD (KE,34)
- Knows ways in which people share family beliefs and values (e.g., oral traditions, literature, songs, art, religion, community celebrations, mementos, food, language) BD (KE,34)

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Level II (Grades 3-4)

- Knows the ways that families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, art, religion, community celebrations, mementos, food and language (e.g., celebration of national holidays, religious observances, and ethnic and national traditions; visual arts and crafts; hymns, proverbs and songs) BD (KE,34)
- Understands the dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams and the sources of strength and determination that families drew upon and shared (e.g., families arriving together in America and living together in rural or urban settings; traditions brought from their cultural past) BD (KE,34,35)

3. Understands the history of the local community (KE,36)

Level I (Grades K-2)

- Understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; changes in jobs, schooling, transportation, communication, religion, recreation) BD (KE,36)
- Understands the contributions and significance of historical figures of the community BD (KE,36)

Level II (Grades 3-4)

- Knows the history of the local community since its founding, the people who came, the changes they brought and significant events over time BD (KE,36,37)
- Understands the differences between products and services now and long ago BC (KE,36,37)
- Knows of problems in the community's past, the different perspectives of those involved, the choices people had and the solutions they chose BD (KE,36,37)
- Understands changes in land use and economic activities in the local community since its founding (e.g., changes in technology, the work people did, transportation, local resources) BD (KE,36,37)
- Knows the important roles played in the past by local citizens in the community BD (KE,36,37)

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(KE,38)

4. Understands how communities in North America varied long ago*Level I (Grades K-2)*

- Understands the daily life and values of early Hawaiian or Native American cultures BD (KE,38;NI,3)
- Understands the daily life of a colonial community (e.g., Plymouth, Williamsburg, St. Augustine, San Antonio, Post Vincennes) BD (KE,38;NI,7,8)
- Understands life in a pioneer farming community (e.g., the Old Northwest, the prairies, the Southwest, eastern Canada, the Far West) BD (KE,38;NI,17)

Level II (Grades 3-4)

- Knows the geographical settings, economic activities, food, clothing, homes, crafts and rituals of Native American societies long ago (e.g., Iroquois, Sioux, Hopi, Nez Perce, Inuit, Cherokee) BD (KE,38;NI,3)
- Understands the historical development and daily life of a colonial community (e.g., Plymouth, Williamsburg, St. Augustine, San Antonio, Post Vincennes) BD (KE,38;NI,7)
- Understands the challenges and difficulties encountered by people in pioneer farming communities (e.g., the Old Northwest, the prairies, the Southwest, eastern Canada, the Far West) BD (KE,38,39;NI,17)
- Understands how geographical features contributed to the establishment and growth of communities such as mining towns (e.g., Sacramento) and trading settlements (e.g., New Orleans, Vincennes, Astoria) BD (KE,38,39)
- Understands daily life in ethnically diverse urban communities long ago (e.g., a free African American community in Philadelphia, an Italian community in New York, a Chinese community in San Francisco) BD (KE,38,39;NI,24)

(KE,40)

5. Understands the history of indigenous people who first lived in the state or region*Level I (Grades K-2)*

- Understands through legends, myths and archaeological evidence the origins and culture BD (KE,40,41;NI,3)

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of early Native Americans or Hawaiians who lived in the state or region

Level II (Grades 3-4)

- Understands differences between the lives of Native Americans or Hawaiians today and their lives 100 years ago BC (KE,40,41)
- 6. Understands the history of the first European, African and/or Asian-Pacific explorers and settlers who came to the state or region (KE,41)

Level I (Grades K-2)

- Knows ways in which early explorers and settlers adapted to, used and changed the environment of the state or region BD (KE,41)
- Understands daily life in the early settlements of the state or region BD (KE,41)

Level II (Grades 3-4)

- Understands geographic, economic and religious reasons that brought the first explorers and settlers to the state or region BD (KE,41)
- Knows the state or region's early explorations and settlements, including the explorers, forts, missions and cities BD (KE,41)
- Understands the interactions that occurred between the Native Americans or Hawaiians and the first European, African, and Asian-Pacific explorers and settlers in the state or region BD (KE,41;NI,6,7,15)
- 7. Understands the various other groups from regions throughout the world who came into the state or region over the long-ago and recent past (KE,43)

Level I (Grades K-2)

- Understands the reasons different groups came to the state or region BD (KE,43)
- Understands the different lives, plans and dreams of the various racial and ethnic groups BD (KE,43)

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K-4 HISTORY

who lived in the state 100-200 years ago

- Understands how people from one cultural background have interacted with people from another BD (KE,43,44)

Level II (Grades 3-4)

- Knows about the first inhabitants who lived in the state or region, each successive group of arrivals and their countries (or origin) and significant changes that developed as a result of each group's arrival BD (KE,43,44)
- Understands the reasons recent immigrants came to the state or region, what their lives were like and their experiences of adjustment BD (KE,43,44)
- Understands patterns and changes in population over a period of time in a city or town in the state or region BD (KE,43,44)
- Understands the problems (e.g., prejudice, intolerance) and the opportunities that various groups who have lived in the state or region have experienced in housing, the workplace and the community BD (KE,43,44)
- Understands the sources of strength and determination that various groups drew upon (e.g., family, church, synagogue, community, fraternal organizations) in attempts to overcome problems long ago and in the recent past BD (KE,43,44)

- 8. Understands the interactions among various groups of people throughout the history of the state** (KE,45)

Level I (Grades K-2)

- Not appropriate at this level (KE,45)

Level II (Grades 3-4)

- Knows the chronological order of major historical events that are part of the state's history BD (KE,45,46)
- Understands the significance of major events in the state's history, their impact on people. BD (KE,45)

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then and now and their relationship to the history of the nation

- Understands how the territory or region attained its statehood BD (KE,45;NE,16)
 - Understands historical problems or events in the state and the way they were solved and/or the ways they continue to be addressed BD (KE,45,46)
 - Understands major historical events and developments in the state or region that involved interaction among various groups BD (KE,45)
 - Understands the influence of geography on the history of the state or region and issues and approaches to problems (e.g., land use, environmental problems) BD (KE,45)
- (KE,46)
9. **Understands the ideas that were significant in the development of the state and that helped to forge its unique identity**

Level I (Grades K-2)

- Understands how symbols, slogans and mottoes represent the state BD (KE,46)
- Knows important buildings, statues and monuments in the state's history BD (KE,46)

Level II (Grades 3-4)

- Understands how the ideas of significant people affected the history of the state BD (KE,46;NI,16)
- Understands the unique historical conditions that influenced the formation of the state and how statehood was granted BD (KE,46)
- Knows the origin of the names of places, rivers, cities and counties and knows the various cultural influences within a particular region BD (KE,46)

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10. Understands how the United States government was formed and how the nation's basic democratic principles were set forth in the Declaration of Independence and the Constitution (KE,48)

Level I (Grades K-2)

- Understands the roles and importance of revolutionary leaders (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) as English colonists fought for independence from England BD (KE,48,49;NE,10,11)
- Understands how individuals (e.g., Rosa Parks, Martin Luther King Jr., Sojourner Truth, Cesar Chavez) have worked to achieve the liberties and equality promised in the principles of American democracy and to improve the lives of people of many groups BD (KE,48,49;NE,31,32)

Level II (Grades 3-4)

- Understands why Americans and those who lead them (e.g., George Washington, Benjamin Franklin and Thomas Jefferson) went to war to win independence from England BD (KE,48,49;NE,10)
- Understands the basic ideas set forth in the Declaration of Independence and the U.S. Constitution and the figures responsible for these documents BD (KE,49;NE,10,11)
- Understands the basic principles of American democracy: right to life, liberty and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion; majority rule with protection for minority rights; and limitations on government, with power held by the people and delegated by them to their elected officials who elected them to office BD (KE,49;NI,10,11)
- Understands how people over the last 200 years (e.g., Sojourner Truth, Harriet Tubman, Frederick Douglass, W.E.B. DuBois, Booker T. Washington, Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez) have continued to struggle to bring to all groups in American society the liberties and equality promised in the basic principles of American democracy BD (KE,49;NE,21,31,32)

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11. Understands ordinary people who have exemplified the values and principles of American democracy (KE,50)

Level I (Grades K-2)

- Understands the ways in which different people (e.g., those in the local school) have helped by applying such fundamental values as fairness, protection of individual rights and responsibility for the common good BD (KE,50)
- Understands how people have helped each other in the past in the community (e.g., the police department, the fire department, senior citizen home, soup kitchen) BD (KE,50)
- Understands how people have helped newcomers get settled and learn the ways of the new country (e.g., family members, fraternal organizations, houses of worship) BD (KE,50)

Level II (Grades 3-4)

- Understands the accomplishments of ordinary people in historical situations (e.g., James Armistead, Sybil Ludington, Nathan Beman, Lydia Darragh, Betty Zane) and how each struggled for individual rights or for the common good BD (KE,50)
- Understands how people have helped make the community a better place to live (e.g., working to preserve the environment, to help the homeless, to restore houses in low-income areas) BD (KE,51)
- Understands how people in the recent past have volunteered to help in unique situations (e.g., during earthquakes, floods, fires) BD (KE,51)

12. Understands historic figures who have exemplified the values and principles of American democracy (KE,51)

Level I (Grades K-2)

- Understands how important figures reacted to their times and why they were significant to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Mary McLeod Bethune, Eleanor Roosevelt, Martin Luther King, Jr.) BD (KE,51)

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K-4 HISTORY

- Understands the ways in which people in a variety of fields (e.g., Frederick Douglass, Clara Barton, Elizabeth Blackwell, Jackie Robinson, Rosa Parks, Jonas Salk, Cesar Chavez) have advanced the cause of human rights, equality and the common good BD (KE,51)

Level II (Grades 3-4)

- Understands historical figures (e.g., Sun Yatsen, Mohandas Gandhi, Golda Meir, Nelson Mandela, Richard Allen, Jane Addams, Dorothea Dix, John Muir, Susan LaFlesche, Mother Jones, Thurgood Marshall, Roberto Clemente) who believed in the fundamental democratic values (e.g., justice, truth, equality, the rights of the individual, responsibility for the common good, voting rights) and the significance of these people both in their historical context and today BD (KE,51,52)
- Understands how historical figures in the U.S. and in other parts of the world (e.g., Sun Yatsen, Mohandas Gandhi, Golda Meir, Nelson Mandela, Richard Allen, Jane Addams, Dorothea Dix, John Muir, Susan LaFlesche, Mother Jones, Thurgood Marshall, Roberto Clemente) have advanced the rights of individuals and promoted the common good, and the character traits that made them successful (e.g., persistence, problem solving, moral responsibility, respect for others) BD (KE,51,52)

13. Understands events that celebrate and exemplify fundamental values and principles of American democracy (KE,52)

Level I (Grades K-2)

- Understands the reasons that Americans celebrate certain national holidays (e.g., Martin Luther King, Jr. Day, the Fourth of July, Memorial Day) BD (KE,52;NE,32)

Level II (Grades 3-4)

- Understands the historical events and democratic values commemorated by major national holidays (e.g., Martin Luther King Jr. Day, President's Day, Memorial Day, the Fourth of July, Labor Day, Veterans Day, Thanksgiving) BD (KE,52,53;NE,32)
- Knows the history of events and the historic figures responsible for such historical documents as the Mayflower Compact, the Declaration of Independence, the U.S. BD (KE,52,53)

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Constitution, the Bill of Rights and the Emancipation Proclamation

14. Understands national symbols through which American values and principles are expressed (KE,53)

Level I (Grades K-2)

- Knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the "father of our country," the national flag) BD (KE,53)
- Knows why important buildings, statues and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, veterans' memorials) are associated with state and national history BD (KE,53;NI,24)

Level II (Grades 3-4)

- Understands how ordinary people have worked to contribute money and ideas to create or enhance our national symbols (e.g., French school children who raised money for the Statue of Liberty and Lee Iaccoca's work to restore Ellis Island) BD (KE,54)
- Knows the Pledge of Allegiance and patriotic songs, poems and sayings that were written long ago and understands their significance BD (KE,53,54;NI,32)
- Understands how songs, symbols and slogans demonstrate freedom of expression and the role of protest in a democracy (e.g., the Boston Tea Party, the abolition of slavery, women's suffrage, labor movements, the civil rights movement) BD (KE,53,54)

15. Understands the movements of large groups of people into their own and other states in the United States now and long ago (KE,55)

Level I (Grades K-2)

- Understands the changes that occurred in people's lives when they moved from faraway places to the U.S. BD (KE,55)
- Understands what life was like for children and families "on the trail" when they moved BD (KE,55)

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K-4 HISTORY

from one part of the U.S. to another

Level II (Grades 3-4)

- Knows the various movements (westward, northward and eastward) of large groups of people in the history of the U.S. BD (KE,55)
 - Knows about the forced relocation of Native Americans and how their lives, rights and territories were affected by European colonization and expansion of the U.S. (e.g., Spanish colonization of the Southwest, Tecumseh's resistance to Indian removal, the Cherokee Trail of Tears, Black Hawk's War, the movement of the Nez Perce) BD (KE,55;NI,15,16,18)
 - Understands the experience of immigrant groups (e.g., where they came from, why they left, travel experiences, ports of entry and immigration screening, the opportunities and obstacles they encountered when they arrived) BD (KE,55;NE,17)
 - Knows the reasons why various groups (e.g., freed African Americans, Mexican and Puerto Rican migrant workers, Dust Bowl farm families) migrated to different parts of the U.S. BD (KE,55)
 - Understands the experiences of those who moved from farm to city during the periods when cities grew BD (KE,55)
- 16. Understands the folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage** (KE,57)

Level I (Grades K-2)

- Knows regional folk heroes, stories or songs (e.g., Pecos Bill, Brer Rabbit, Paul Bunyan, Davey Crockett, John Henry, Joe Magarac) that have contributed to the development of the cultural history of the U.S. BD (KE,57;NE,17)
- Knows the differences between the toys and games children played long ago and the toys and games of today BC (KE,57)

Level II (Grades 3-4)

- Understands how regional folk heroes such as frontiersmen (e.g., Daniel Boone), BD (KE,57,58)

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cowboys, mountain men (e.g., Jedediah Smith), American Indian Chiefs (e.g., Geronimo), outlaws (e.g., Billy the Kid) and other popular figures have contributed to the cultural history of the U.S.

- Understands how stories, legends, songs, ballads, games and tall tales describe the environment, lifestyles, beliefs and struggles of people in various regions of the country BD (KE,57,58)
- Understands how art, crafts, music and language of people from a variety of regions long ago influenced the nation BD (KE,57,58)

17. Understands the cultures and historical developments of societies in such places as Africa, the Americas, Asia and Europe (KE,60)

Level I (Grades K-2)

- Understands the main ideas found in folktales, stories of great heroism, fables, legends and myths from around the world that reflect the beliefs and ways of living of various cultures in times past BD (KE,61)
- Knows the holidays and ceremonies of different societies (e.g., Christmas celebrations in Scandinavia, Germany or England; Cinco de Mayo; the Chinese New Year; the Japanese tea ceremony; harvest and spring festivals) BD (KE,61)
- Understands the daily life, history and beliefs of a country as reflected in dance, music or the other art forms (such as paintings, sculptures and masks) BD (KE,61)

Level II (Grades 3-4)

- Understands how historians learn about the past if there are no written records BD (KE,60)
- Knows the effects geography has had on the different aspects of societies (e.g., the development of urban centers, food, clothing, industry, agriculture, shelter, trade) BD (KE,60)
- Understands various aspects of family life, structures and roles in different cultures and in many eras (e.g., medieval families, matrilineal families in Africa, extended families in China) BD (KE,60,61;NI,2,3)

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K-4 HISTORY

- Knows about life in urban areas and communities of various cultures of the world (e.g., Rome, Tenochtitlan, Timbuktu, a medieval European city) at various times in their history BD (KE,60,61)
- Knows significant historical achievements of various cultures of the world (e.g., the Hanging Gardens of Babylon, the Taj Mahal in India, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome) BD (KE,60,61)

18. Understands great world movements of people now and long ago (KE,62)

Level I (Grades K-2)

- Knows the journeys of Marco Polo and Christopher Columbus, the routes they took and what happened as a result of their travels BD (KE,62;NI,2,3,5)

Level II (Grades 3-4)

- Knows about the migrations of large groups in the past and recently (e.g., Native American ancestors across the Bering land bridge; the Bantu migrations in Africa; the movement of Europeans and Africans to the Western Hemisphere; the exodus of Vietnamese boat people, Haitians and Cubans) BD (KE,62;NI,3)
- Knows about the European explorers of the 15th and 16th centuries (e.g., Christopher Columbus, Ferdinand Magellan, Vasco da Gama, Jacques Cartier, Marco Polo, Eric the Red, Zheng He), their reasons for exploring, the information gained from their journeys and what happened as a result of their travels BD (KE,62,63;NI,2,3,5)
- Knows about the various crops, foods and animals that were transported from the Western Hemisphere (e.g., tomato, corn, cassava, potato) and from the Eastern Hemisphere (e.g., horse, cattle, sugar cane) as a result of the "Columbian Exchange" BD (KE,62,63;NI,5)
- Understands the different perspectives and major arguments surrounding the Columbian encounter BD (KE,63)

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19. Understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects (KE,64)

Level I (Grades K-2)

- Understands the changes in family life that occurred when the family no longer had to hunt for food, could be supported on smaller amounts of land and could acquire surplus food for storage and trading BD (KE,64)
- Knows the accomplishments of major scientists and inventors (e.g., George Washington Carver, Galileo, Marie Curie, Louis Pasteur, Alexander Graham Bell) BD (KE,64;NE,24,25,26)

Level II (Grades 3-4)

- Knows about the development of the wheel and its early uses in ancient societies BD (KE,64)
- Understands the development and the influence of basic tools on work and behavior BD (NE,64)
- Knows various technological developments to control fire, water, wind and soil and to utilize natural resources (e.g., trees, coal, oil, gas) in order to satisfy basic human needs for food, water, clothing and shelter BD (KE,64)
- Knows about technological inventions and developments that evolved during the 19th century and the influence of these changes on the lives of workers BD (KE,64;NE,25,26)
- Knows the significant scientific and technological achievements of various historical societies (e.g., the invention of paper in China, Mayan calendars, mummification in Egypt, astronomical discoveries in the Moslem world, the invention of the steam engine in England) BD (KE,65)

20. Understands changes in transportation and their effects (KE,66)

Level I (Grades K-2)

- Understands differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses, llamas, camels and elephants; nonmotorized vehicles such as chariots, travoises, bicycles, blimps, BD (KE,66;NI,18,26,35)

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hot air balloons and gliders; motorized vehicles such as railroads, motorcycles, autos, electric rail systems and airplanes; modern space advancements)

- Knows basic information about marine transportation (e.g., the technology and activities of people along the Erie Canal) BD (KE,66)

Level II (Grades 3-4)

- Knows the different forms of transportation and their developments over time BD (KE,66;NI,18,26,35)
- Understands the developments in marine vessels constructed by people from ancient times until today (e.g., early dugout Phoenician ships, Native American canoes, the Portuguese caravel, the Chinese vessels used by Zheng He, the Arab dhow, the Norse long ships, currachs used in the British Isles, square-riggers, aircraft carriers, submarines, bathyscaphs) BD (KE,66;NI,4)
- Understands the development of extensive road systems (e.g., the Roman system of roads; the trade routes by camel caravan linking East Asia, Southwest Asia and Africa during the ancient and early Middle Ages; the network of roads and highways of the Inca in Peru; the National Road in the U.S.; the interstate highway system), the travel and communication difficulties encountered by people over vast expanses of territory and the social and economic effects of these developments BD (KE,66,67)
- Knows the developments in rail transportation beginning in the 19th century and the effects of national systems of railroad transport on the lives of people BD (KE,66;NI,26)
- Understands the design and development of aircraft and rocketry and the people involved BD (KE,66;NE,34)
- Knows about people who have made significant contributions in the field of transportation (e.g., Henry Ford, Amelia Earhart, John Glenn, Sally Ride) BD (KE,66,67;NE,29,34)

21. Understands changes in communication and their effects (KE,67)

Level I (Grades K-2)

- Knows the ways people communicate with each other now and long ago and the technological developments that facilitated communication (e.g., speaking by gestures, transmitting stories orally, pictographs, hieroglyphics, different alphabets, writing by hand, BD (KE,67;NI,34)

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printing techniques, the invention of the telegraph and telephone, satellite transmission of messages)

- Knows various systems of long-distance communication and their effects (e.g., runners, the "talking drums" of Africa, smoke signals of Native American, the pony express, the telegraph, telephones, satellite systems) BD (KE,67)

Level II (Grades 3-4)

- Understands the origins and changes in methods of writing over time and how the changes made communication between people more effective (e.g., pictographs, cuneiform, hieroglyphics, alphabets) BD (KE,67,68)
- Understands the significance of the printing press, the computer, and electronic developments in communication and their impact on the spread of ideas BD (KE,67,68)
- Knows about people who have made significant contributions in the field of communication (e.g., the inventors of the telegraph, telephone, the Braille alphabet, radio, television, the computer, satellite communication) BD (KE,67,68;NE,34,35)

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Summary of Standards for United States History

Era 1 Three Worlds Meet (Beginnings to 1620)

1. Understands commonalities, diversity and change in the societies of the Americas from their beginnings to 1620
2. Understands the characteristics of Western European societies in the Age of Exploration
3. Understands the characteristics of West African societies before 1450
4. Understands how the stages of European oceanic and overland exploration between the 15th and 17th centuries occurred amid international rivalries
5. Understands the Spanish conquest of the Americas

Era 2 Colonization and Settlement (1585-1763)

6. Understands how the immigration of diverse peoples affected the character of European colonies between 1585 and 1763
7. Understands family life, gender roles and the rights of women in different areas of colonial North America
8. Understands Native American-European relations and the European struggle for control of North America
9. Understands the rise of individualism, the roots of representative government and how political rights were defined
10. Understands religious diversity in the American colonies and the evolution of religious freedom
11. Understands political conflicts in the American colonies
12. Understands colonial economic life and labor systems in the Americas
13. Understands economic life and the development of labor systems in the English colonies
14. Understands African life under slavery

Era 3 Revolution and the New Nation (1754-1820s)

15. Understands the causes of the American Revolution
16. Understands the principles articulated in the Declaration of Independence
17. Understands the factors affecting the course of the war and contributing to the American victory
18. Understands how American relations with European powers affected the character and outcomes of the American Revolution
19. Understands how the American Revolution affected social and economic relations among the new nation's many groups
20. Understands the evolution of American government at the national and state levels between 1787 and 1815
21. Understands the issues involved in the creation and ratification of the United States Constitution and the new government it established
22. Understands the guarantees of the Bill of Rights and its continuing significance
23. Understands the development of the first American party system

24. Understands the development of the Supreme Court's powers and significance from 1789 to 1820

Era 4 Expansion and Reform (1801-1861)

25. Understands the international background and consequences of the Louisiana Purchase, the War of 1812 and the Monroe Doctrine
26. Knows federal and state Indian policy in the first half of the 19th century and the various strategies forged by Native Americans
27. Understands the sources and consequences of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War of 1846-1848
28. Understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development during the period of expansion and reform (1801-1861)
29. Understands the first era of American industrialization
30. Understands the rapid growth of slavery and African American resistance after 1800
31. Understands the settlement of the West in the first half of the 19th century
32. Understands the changing character of American political life in "the age of the common man"
33. Understands how the debates over slavery influenced politics and sectionalism during the antebellum era
34. Understands the abolitionist movement
35. Understands how the Second Great Awakening, transcendentalism and utopianism affected reform during the first half of the 19th century
36. Understands changing gender roles and the roles of different women during the antebellum era

Era 5 Civil War and Reconstruction (1850-1877)

37. Understands how the North and South differed and how politics and ideologies led to the Civil War
38. Understands how the resources and leadership of the Union and Confederacy affected the course of the war
39. Understands the social experience of the Civil War on the battlefield and homefront
40. Understands the political controversy over Reconstruction
41. Understands the programs to transform social relations in the South during Reconstruction
42. Understands the successes and failures of Reconstruction in the South, North and West

Era 6 The Development of the Industrial United States (1870-1900)

43. Understands the connections between industrialization, the rise of big business and the advent of the modern corporation between 1870 and 1900
44. Understands the impact of rapid industrialization on urban politics, living standards and opportunity at the different levels of society in the late 19th century
45. Understands how agriculture, mining and ranching were transformed in the late 19th

century

46. Understands the ecological effects of industrialism, urbanization, agricultural and mining developments and the emerging environmental movement in the late 19th century
47. Understands the sources and causes of immigration and the experiences of immigrants after 1870
48. Understands the theory of Social Darwinism, race relations and the struggle for equal rights and opportunities
49. Understands the rise of cultural movements at different levels of society and how they affected American life in the late 19th century
50. Understands how the second industrial revolution changed the nature and conditions of work
51. Understands the rise of national labor unions and the role of the state and federal governments in labor conflicts
52. Understands how Americans grappled with the social, economic and political problems of the late 19th century
53. Understands federal Indian policy, westward expansion and the resulting struggles in the late 19th century
54. Understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War

Era 7 The Emergence of Modern America (1890-1930)

55. Understands origins of the Progressives and the coalitions they formed to deal with issues at the local and state levels
56. Understands progressivism at the national level
57. Understands the limitations of progressivism and the alternative programs from other groups
58. Understands how the American role in the world changed in the early 20th century
59. Understands the causes of World War I and the reasons for U.S. intervention
60. Understands the impact at home and abroad of U.S. involvement in World War I
61. Understands the cultural clashes and their consequences in the post-World War I era
62. Understands how a modern capitalist economy emerged in the 1920s
63. Understands the development of mass culture and how it changed American society in the 1920s
64. Understands politics and international affairs in the 1920s

Era 8 The Great Depression and World War II (1929-1945)

65. Understands the causes of the stock market crash of 1929 and the Great Depression
66. Understands how American life changed during the depression years
67. Understands the presidency of Franklin D. Roosevelt and the New Deal
68. Understands the impact of the New Deal on workers and the labor movement
69. Understands the opposition to the New Deal, alternative programs of its detractors and the legacy of the "Roosevelt Revolution"

70. Understands the international background of World War II
71. Understands the course and character of World War II and how the Allies prevailed
72. Understands the effects of World War II at home

Era 9 Postwar United States (1945 to early 1970s)

73. Understands the extent and impact of economic changes in the post-World War II period
74. Understands how social changes during the post-World War II period affected various Americans
75. Understands the political debate over continuation of the New Deal after World War II
76. Understands the New Frontier and Great Society and their domestic accomplishments
77. Understands the origins and domestic consequences of the Cold War
78. Understands U.S. foreign policy in Africa, Europe, the Middle East and Asia after World War II
79. Understands the foreign and domestic consequences of U.S. involvement in Vietnam
80. Understands the "Second Reconstruction" and its advancement of civil rights
81. Understands how Asian Americans, Mexican Americans and Native Americans advanced the movement for civil and equal rights
82. Understands how women advanced the movement for civil and equal rights after World War II
83. Understands the contributions of the Warren Court in advancing civil liberties and equal rights

Era 10 Contemporary United States (1968 to the present)

84. Understands Nixon's domestic agenda and the Watergate Affair
85. Understands domestic policy issues in contemporary American society
86. Understands major foreign policy initiatives from 1968 to the present
87. Understands continuing reform agendas in contemporary America
88. Understands the new immigration and the internal migration in contemporary American society
89. Understands changing religious diversity and its impact on American institutions and values
90. Understands the modern American economy
91. Understands contemporary American culture

(AE,40;LI,51)

1. Understands commonalities, diversity and change in the societies of the Americas from their beginnings to 1620

Level II (Grades 5-6)

- Knows the location of the Bering land bridge and the routes taken by migrating Asians into the Americas BD (AE,40;LE,55)
- Understands Native American beliefs about their origins in the Americas BD (AE,40;LE,55)
- Understands how location and physical geography affected food sources, shelter and cultural patterns of different Native American societies (e.g., Iroquois and Pueblo, Northwest and Southeast societies) and how they adapted to the geography of the regions in which they lived BD (AE,40;LE,55-56;NE,40)
- Knows the different ideas that Native Americans and Europeans held about how the land should be used BD (AE,40;LI,56)
- Understands how the Mohawk, Oneida, Onondaga, Cayuga and Seneca united to form the Iroquois nation and solve conflicts peaceably BD (AE,41;LI,56)

Level III (Grades 7-8)

- Understands the archeological and geological evidence that explains the movement of people from Asia into the Americas BD (AE,41;LE,55)
- Understands the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas (e.g., the Mississippian, Aztec, Mayan, Incan, Pueblo, Iroquois, Inuit) BD (AE,41;LI,55-56)
- Understands the cultural traditions, gender roles and the complex patterns of social organization, trading networks and political culture of Native American societies and European perceptions of them BD (AE,41;LI,56;NI,39)

Level IV (Grades 9-12)

- Understands the values and beliefs represented in Native American origin stories and how they are used to explain migration, settlement and interactions with the environment BD (AE,41;LE,55)
- Understands the factors that account for the diversity of European perceptions (e.g., John BD (AE,41;LI,56)

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White's vs. Theodore deBry's) of Native Americans during the years of exploration

- Understands the differences in the agricultural practices, gender roles and social development of Native American societies (e.g., Hopi, Zuni, Algonkian, Iroquoian, Moundbuilder and Mississippian cultures) and 15th-century European peasant communities; how they reflected differences in geographic environments and available resources BD (AE,41;LI,55-56)

2. Understands the characteristics of Western European societies in the Age of Exploration (AE,43;LE,55)

Level II (Grades 5-6)

- Understands geographical, scientific and technological factors that contributed to the Age of Exploration BD (AE,43;LI,55)
- Knows stories, myths and legends about the early explorations of the Americas before Columbus BD (AE,43)

Level III (Grades 7-8)

- Understands how geographical, scientific and technological factors (e.g., navigational knowledge, innovations in ship-building such as the design of caravels) contributed to exploration and why European exploration rarely occurred before the 15th and 16th centuries BD (AE,43;LE,55)
- Understands how European views affected people's perspectives of different cultures during the period of exploration and early settlement (e.g., European attitudes toward property and the environment) BD (AE,43;LI,56)
- Understands the connections between the rise of centralized states, the development of urban centers, the expansion of commerce, and overseas exploration BD (AE,43;LI,55)

Level IV (Grades 9-12)

- Understands the factors that stimulated overseas exploration (e.g., the Crusades and the Reconquista of Spain; the rise of cities; the military revolution; the development of strong BD (AE,43; LE,55;NI,84)

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monarchies; the expansion of intercontinental commerce; the expansion of geographical, scientific and technological knowledge)

- Understands how the spirit of individualism (e.g., the relationship between man and God and the position and power of the individual) sparked overseas exploration and affected cross-cultural contacts with new people BD (AE,43;LI,55)
- Knows the customary European family organization, gender roles, acquisition of private property, relationship to the environment, and ideas about other cultures BD (AE,43; LI,55;NI,84)

3. Understands the characteristics of West African societies before 1450 (AE,44; LE,44)

Level II (Grades 5-6)

- Knows the locations of the political kingdoms of Mali, Songhai and Benin and the major urban centers of West Africa before 1450 (e.g., Timbuktu, Jenne) BD (AE,44;LI,56)
- Understands the great wealth of Mali (as reflected by, e.g., the pilgrimages of Mansa Musa to Mecca in 1324), its trade in gold and salt and the importance of its learning center at Timbuktu BD (AE,44;LI,56)
- Understands the characteristics of traditional West African family life and gender roles before 1450 (e.g., how children were taught about expected behavior; the use of local materials to make artifacts that reflected their beliefs) BD (AE,44;LI,56)

Level III (Grades 7-8)

- Understands the achievements and grandeur of Mansa Musa's court and the wealth and social customs of the kingdom of Mali BD (AE,44;LI,56)
- Understands the social relationships and political structures of West Africa (as reflected, for example, in terra cotta, wood and bronze sculpture) BD (AE,44;LI,56;NI,39)
- Knows the patterns of settlement and trade that developed between African states, Southwestern Asia and Europe before 1450 BD (AE,44;LI,56)
- Understands the influence of Islam and Muslim culture on West African society BD (AE,44;LI,56)

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Level IV (Grades 9-12)

- Understands how family organization, gender roles and religion shaped West African societies before 1450 (e.g., how religious practices affected child-rearing practices; the role of individual and social relationships; attitudes toward nature and use of the land) BD (AE,45;LI,56)
 - Understands the growing influence of Islam in West Africa (e.g., why merchants and rulers were likely to adopt Islam; why Islam was more widespread than Christianity; how West African religious beliefs were affected) BD (AE,45;LI,56)
 - Understands the cultural, political and economic life of the African kingdoms of Mali and Songhai before 1450 BD (AE,45;LI,56;NE,85)
4. Understands how the stages of European oceanic and overland exploration between the 15th and 17th centuries occurred amid international rivalries (AE,46;LI,54)

Level II (Grades 5-6)

- Knows the major European explorations between the 15th and 17th centuries, including the names of explorers, dates, countries of origin and routes taken BD (AE,46;LI,56-57;NI,39)
- Knows the problems encountered on the high seas, the fears and superstitions of the times relative to exploration and what sailors expected to find when they reached their destinations BD (AE,46)

Level III (Grades 7-8)

- Understands how Columbus interacted with the Carib Indians, his description of their peaceful and pleasant nature and his treatment of them BD (AE,46)
- Understands the immediate and long-term significance of the Columbian Exchange (e.g., how the exchange of food such as maize affected population growth in Europe; the forced relocation and enslavement of millions of Africans in the Americas; the spread of diseases through the societies of the Americas) BD (AE,46;LI,53;NI,41)
- Understands the role of religious rivalries in stimulating overseas expansion between the 15th and 17th centuries (e.g., the reasons for the establishment of the Spanish St. Augustine south of the French Protestant colonies of Fort Caroline and Charlesfort; how BD (AE,46;LI,55)

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the English government promoted the activities of "sea dogs" such as Hawkins and Drake)

Level IV (Grades 9-12)

- Understands the changing interpretation (e.g., between 1892 and 1992) of the significance of Columbus's voyages and of his interactions with indigenous peoples BD (AE,47)
- Understands how the religious antagonisms of the Reformation stimulated overseas expansion (e.g., how the Spanish "Black Legend" was used to motivate and justify English colonization of North America; the extent to which the "Black Legend" was Protestant propaganda and a valid description of the Spanish conquest) BD (AE,47;LI,55)
- Understands the long-range social and ecological impact of the Columbian exchange (e.g., how the horse, the pig and the dandelion brought about changes in the land; how sugar connected Caribbean slaves, Indian laborers and European urban proletarians) BD (AE,47;LI,53)

5. Understands the Spanish conquest of the Americas

(AE,9;LI,56-58;NE,41)

Level II (Grades 5-6)

- Knows the motivations for Spanish immigration to the Americas BD (AE,48;LI,56-57;NE,41)
- Understands Spanish explorations in the Americas in the century following Columbus, such as those of Cabeza de Vaca and Francisco Vázquez de Coronado across the American Southwest BD (AE,48;LI,57)
- Understands Spanish interactions with such people as Aztecs, Incas and Pueblos and the conquest of Spanish America BD (AE,48;LI,55-56;NE,42)

Level III (Grades 7-8)

- Understands the social composition of the early Spanish settlers of the Americas (e.g., soldiers, Africans, Catholic missionaries) and their motives for exploration and colonization BD (AE,48;LI,55)
- Understands the Spanish conquest of the Aztec and Incan empires (e.g., the recruitment of Indian allies; the impact internal rivalries had on the resistance of the Incas to Spanish BD (AE,48;LI,56-57)

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conquest)

- Understands the societies the Spanish explorers encountered in Aztec and Incan settlements (e.g., indigenous architecture, skills, labor systems, agriculture) BD (AE,48:LI,56)

Level IV (Grades 9-12)

- Understands the social composition of early Spanish settlers in the Americas in terms of age, gender, class and the settlers' long-range effects on the history of Latin America BD (AE,49:LI,55,58)
 - Understands the role religious beliefs played in the perceptions the Aztecs and Spanish held of each other BD (AE,49:LI,56)
 - Understands how Cortes and Pizarro were able to conquer the Aztecs and the Incas (e.g., how the factors of disease, political and ethnic rivalry, succession problems, military strategy, religion and trickery contributed) BD (AE,49:LI,56-57)
 - Understands the Spanish attempts at justification for their treatment of Native Americans (e.g., the arguments of Sepulveda versus those of Las Casas) BD (AE,49)
 - Understands the *encomienda* system and the evolution of labor systems within the Spanish empire in the Americas BD (AE,49:LI,58)
 - Understands the origin and expansion of the African slave trade in the Americas (e.g., how African chattel slavery gradually replaced Indian labor in the Spanish colonies; the forced relocation and enslavement of millions of Africans in the Spanish and Portuguese colonies) BD (AE,49:LI,58;NI,86)
6. Understands how the immigration of diverse peoples affected the character of European colonies between 1585 and 1763 (AE,52;LE,60)

Level II (Grades 5-6)

- Knows the routes and dates of Spanish, French, Dutch and English explorations in North America and the goals, motives and achievements of the explorers BD (AE,52:LI,63;NE,41)
- Understands the first settlers who established Jamestown, Plymouth and Philadelphia (e.g., their backgrounds, reasons for coming, occupational skills, leadership qualities, how they worked together, their chances of surviving the first year) BD (AE,52:LI,63-66;NE,43)

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BC (AE,52;LI,63;NE,43)

- Understands the similarities and differences of the English, French and Spanish settlements (e.g., St. Augustine, Santa Fe, Quebec, New Orleans)

Level III (Grades 7-8)

BC (AE,53;LI,63;NE,43)

- Understands the different motives of the Spanish, French, Dutch and English colonizers and which goals they achieved
- Understands how motives differed among English colonizers and whether their goals were achieved
- Understands the growth and resulting changes that took place in the European colonies during the two centuries following their founding, especially the arrival of Africans in the English colonies in the 17th-century and the rapid increase of slave importation in the 18th-century

BC (AE,53;LI,63-64)

BD (AE,53;LE,65,68)

Level IV (Grades 9-12)

BD (AE,53)

- Understands how English colonization of the Americas was influenced by the enclosure movement and the growth of the poor in cities, the accession of Elizabeth I to the throne in 1558, the accounts of Spanish wealth from Mexico and Peru, the Spanish "black legend" and religious persecution
- Understands the factors that influenced Spanish, French and Dutch colonization of the Americas
- Understands the changing patterns of European immigration and settlement in the Americas (e.g., the motives of the Puritans and Quakers in the 17th-century and 18th century immigrants such as Germans and Scots-Irish; why the colonies of New York and Pennsylvania attracted the greatest diversity of immigrants)
- Understands the slave trade and the system of chattel slavery that evolved over the 17th and 18th centuries (e.g., the differences among slavery in the Spanish Caribbean, the French Caribbean and Louisiana, the Dutch West Indies and the English Caribbean and Chesapeake)

BD (AE,53;LE,60,63;NI,89)

BD (AE,53;LI,63,67-68; NI,89)

BD (AE,53;LE,65,68)

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7. Understands family life, gender roles and the rights of women in different areas of colonial North America (AE,54)

Level II (Grades 5-6)

- Understands how and why family and community life differed in various regions of colonial North America (e.g., Williamsburg, Philadelphia, Boston, New York, French Quebec, Santa Fe) BD (AE,54)

Level III (Grades 7-8)

- Understands how family and gender roles of different regions of colonial America changed across time (1600-1760) BD (AE,54)

Level IV (Grades 9-12)

- Understands different patterns of family life (e.g., patriarchies; the treatment of children; economic interests; family roles, values and structure) in colonial North America and different ideals among diverse groups (e.g., New England Puritans, the Virginia aristocracy, the Quakers, frontier farmers, the Iroquois, the French in Quebec, the Indians of the Southwest, the Spanish in Santa Fe) BD (AE,54)
- Understands the different roles and status of men and women and the property rights of single, married and widowed women in colonial America BD (AE,55;NI,90)

8. Understands Native American-European relations and the European struggle for control of North America (AE,56;LI,62)

Level II (Grades 5-6)

- Understands European and Native American views of the land and its use BD (AE,56;LI,64)
- Understands how English settlers interacted with Native Americans in New England, Mid-Atlantic, Chesapeake and Lower South colonies (e.g., William Penn's friendly relations with the Susquehannocks and the wars between the colonial settlers and the Powhatans in Virginia [1622] and the Pequots in Massachusetts [1637]) BD (AE,56;LI,62;NI,41)

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- Understands how Native American and European societies were influenced by one another in North America (e.g., how early settlers in Massachusetts and Virginia depended on the skills and assistance of Native Americans in order to survive; how Native American society was changed) BD (AE,56;LI,62;NI,41)

Level III (Grades 7-8)

- Understands the relationships between Native Americans and Spanish, English, French and Dutch settlers (e.g., how Roger Williams, William Penn and John Eliot differed in their actions toward Native Americans from most of their countrymen; the friendliness of the French relations with the Hurons, Ottawas and Algonkians) BD (AE,57;LI,62;NI,42)
- Understands the long-term effects of the fur trade (e.g., destruction of animal life; disruption of traditional Native American relationships with the environment; inter-tribal conflict) BD (AE,57)
- Understands the events that culminated in the English victory over the French in the Seven Years War and why the war and its outcomes were significant BD (AE,57;LI,72-73)
- Understands how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies BD (AE,57;LI,62,64)

Level IV (Grades 9-12)

- Understands the diversity of Native American interactions with English, French and Dutch settlers (e.g., how Native American societies responded to European land hunger; how the experiences of Native American people in the interior differed from those who lived in coastal regions) BD (AE,57;LI,62;NI,88)
- Understands the European wars for control of North America between 1675 and 1763 and Native American involvement in them (e.g., how the English, French and Spanish were pitted against one another; how the Iroquois League, the Creek and the Cherokee nations strengthened their positions by playing one European nation against the other) BD (AE,57;LI,72-73)
- Understands the events and consequences of the Seven Years War (e.g., the significance of the Peace of Paris; options left to Native Americans) BD (AE,57;LI,72-73)

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9. Understands the rise of individualism, the roots of representative government and how political rights were defined (AE,58;LI,60)

Level II (Grades 5-6)

- Understands the significance of the Mayflower Compact to the Pilgrims at Plymouth in proclaiming the right of self-government BD (AE,58;NE,42)
- Understands how different colonies defined the right to vote and why women were not permitted to vote BD (AE,58;NE,42)
- Understands how the rise of individualism affected the ideal of the community BD (AE,58)

Level III (Grades 7-8)

- Understands the degree to which colonial society was democratic in practice (e.g., how political rights were affected by gender, property ownership, religion and legal status; why Jews and Catholics were not permitted to vote) BD (AE,58;NI,42)
- Understands the concept of the "rights of Englishmen"; how the Magna Carta, English common law and the English Bill of Rights (1689) contributed to the concept; and the impact of the English Civil War and the Glorious Revolution on the colonies BD (AE,58;LI,64)
- Understands how the values and ideals expressed in Benjamin Franklin's thirteen virtues represented a change from the values and ideals of Puritan New England BD (AE,58)
- Knows how the growth of individualism challenged European ideas of hierarchy and deference and contributed to the idea of participatory government BD (AE,58;LI,67;NE,42)
- Knows how early colonies differed in the way they were established and governed BC (AE,58;LE,63;NE,42)

Level IV (Grades 9-12)

- Understands how the Mayflower Compact, the Fundamental Orders of Connecticut, the Massachusetts Body of Laws and Liberty, the New Jersey Laws, Concessions and Agreements and the Pennsylvania Frame of Government reflect differences in the growth of early representative government and institutions in the colonies BD (AE,59;LI,64-65)

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- Understands how demography had an impact on the different forms of government in colonial America (e.g., Pennsylvania's fluid social organization; Virginia's rigid social hierarchy) BD (AE,59;LI,65)
 - Understands how colonial institutions (e.g., the Virginia House of Burgesses, the county court system, parish vestries, congregational organization of churches, the Massachusetts General Court, the New England town meeting) contributed to the growth of representative government BD (AE,59)
 - Understands the concept of the "rights of Englishmen" and the impact of the English Civil War, the Glorious Revolution and Leisler's Rebellion on the colonies BD (AE,59;LI,64-65)
 - Understands how gender, property ownership, religion and legal status affected political rights (e.g., why women were not allowed to vote even if they held property and met religious requirements) BD (AE,59)
 - Understands the Puritan beliefs in a covenant community and support of communal ideals and the acquisitive and individualistic values associated with the early Chesapeake colonies BD (AE,59;LI,61-62)
 - Understands factors that challenged European ideas of hierarchy and deference and contributed to the idea of participatory democracy (e.g., abundance of land, devotion to private property, the growth of individualism, a competitive entrepreneurial spirit) BD (AE,59;LI,65)
- 10. Understands religious diversity in the American colonies and the evolution of religious freedom** (AE,20;LE,67)

Level II (Grades 5-6)

- Understands why the Puritans came to America, how Puritanism shaped New England communities and how Puritanism changed during the 17th century BD (AE,60;LI,61-62)
- Understands the lives of children in Puritan families (e.g., religious beliefs and values instilled, apprenticeships at age 13, gender roles) BD (AE,60)
- Understands the opposition of dissenters to King James I BD (AE,60)

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Level III (Grades 7-8)

- Understands Anne Hutchinson's acts of civil disobedience, her trial and banishment from the Massachusetts Bay Colony BD (AE,60;LI,61-62;NE,44)
- Understands the treatment of dissenters (e.g., Roger Williams, Anne Hutchinson, William Penn, Cecilius Calvert) in colonies such as Puritan Massachusetts, Anglican Virginia and Quaker Pennsylvania and the meaning of the separation of church and state in colonial America BD (AE,60;LI,62;NE,44)
- Understands the evolution of religious freedom in the English colonies BD (AE,60;LI,67;NE,43)

Level IV (Grades 9-12)

- Understands the major tenets of Puritanism (e.g., predestination, the covenant of works, the covenant of grace, the doctrine of sanctification); how they shaped the social, political and religious life of the Puritan colony; Puritanism's gradual decline and its enduring legacy in the national character BD (AE,61;LI,61-62;NI,90)
- Understands the dissension of Anne Hutchinson and Roger Williams, Puritan objections to their ideas and behavior, and how they were treated differently BD (AE,61;LI,61-62)
- Understands how the presence of diverse religious groups (e.g., Quakers, Jews, Catholics, Huguenots, German Pietists) contributed to the evolution of religious freedom in the colonies BD (AE,61;LI,67-68;NE,90)
- Understands the Great Awakening and how it influenced the political and religious development of colonial America BD (AE,61;LI,67-68;NI,90)

11. Understands political conflicts in the American colonies (AE,63)

Level II (Grades 5-6)

- Not appropriate at this grade level BD (AE,63)

Level III (Grades 7-8)

- Understands how political, social and economic tensions caused Bacon's Rebellion and the BD (AE,63)

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Paxton Boys Massacre and whether these acts might be considered justifiable or lawless attempts to overthrow legitimate government

Level IV (Grades 9-12)

- Understands the similarities and differences between the causes of Bacon's Rebellion, Leisler's Rebellion and the revolts of the Carolina Regulators and the Paxton Boys; the significance of Bacon's Rebellion for race and class relations in the South BD (AE,63)
- Understands how the conflict between the lower houses of colonial legislatures and the governors over such items as "control of the purse" contributed to the development of representative government BD (AE,63)
- Understands who held the real power of government in Virginia, New York and Massachusetts and how conflicts between legislative and executive branches contributed to the development of representative government BD(AE,63)

12. Understands colonial economic life and labor systems in the Americas (AE,24;LI,65,68)

Level II (Grades 5-6)

- Knows the crops, animal products, minerals and other natural resources found in the New England, Middle Atlantic and southern colonies BD (AE,64)
- Understands the economic relationships between the colonies, the Caribbean Islands and the home country BD (AE,64)
- Knows the major economic regions in the Americas and how labor systems shaped them BD (AE,64;NE,45)

Level III (Grades 7-8)

- Understands the advantages and disadvantages of mercantilism for both the mother country and its colonies; the value of the regions that produced sugar, rice, tobacco, timber, coffee, grains, fish and minerals to the mother country BD (AE,64)

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Level IV (Grades 9-12)

- Understands the advantages and disadvantages of mercantilism for both the mother country and its colonies (e.g., the effects of gold and silver mining on the Spanish economy; how mining was organized) BD (AE,64)
 - Understands the economic development of the French, English and Spanish colonies (e.g., which areas became the most valuable; which areas exhibited the greatest imperial conflict; the climate and soil conditions that affected the development of money crops in different regions) BD (AE,65)
 - Understands the evolution of the Atlantic economy and the developing trade patterns, including the extent and significance of triangular trade BD (AE,65)
- 13. Understands economic life and the development of labor systems in the English colonies** (AE,66;LI,65,68)

Level II (Grades 5-6)

- Understands economic life in the New England, Chesapeake and southern colonies (e.g., the work people did; environmental conditions; the crops that plantation, yeoman and family farmers grew) BD (AE,66;LI,65,68;NE,44)
- Understands the New England merchants' trading triangle and the goods and people regularly transported between the English colonies, West Indies, Africa and Great Britain BD (AE,66)
- Understands free labor, indentured servitude and slavery and the rights, obligations and opportunities for people under each form of labor BD (AE,66;LI,65;NE,45)

Level III (Grades 7-8)

- Understands how climate, land fertility, water resources and access to markets affected economic growth in different regions of the English colonies BD (AE,66)
- Understands the reasons for the passage of the early Navigation Acts and their relationship to mercantilism BD (AE,66)
- Knows the characteristics of free labor, indentured servitude, and chattel slavery and why BD (AE,67;LI,65;NE,45)

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indentured servitude was prevalent in the mid-Atlantic, Chesapeake and southern colonies

- Understands how laws enacted in Virginia and Maryland helped institutionalize slavery (e.g., rights that were taken away from enslaved Africans; restrictions placed on white-black relations; how slavery was made perpetual and hereditary) BD (AE,67;LI,68)

Level IV (Grades 9-12)

- Understands the environmental factors (e.g., climate, land fertility, access to markets) that affected economic growth of the English West Indies and North American colonies; the value of the colonies to the mother country; the consequences of economic development BD (AE,67)
- Understands the passage of the Navigation Acts, how they reflected traditional mercantile values, and their economic effects BD (AE,67)
- Understands the gradual emergence of chattel slavery in Virginia and Maryland in the 17th century BD (AE,67;LI,65,68)
- Understands free labor and chattel slavery and why neither provided a viable and effective alternative for labor in the Chesapeake colonies in the period before 1675 (e.g., why the headright system and indentured servitude provided a better alternative; how the increased life expectancy of indentured servants contributed to the transition to chattel slavery) BD (AE,67;LI,65,68)

(AE,68)

14. Understands African life under slavery

Level II (Grades 5-6)

- Understands chattel slavery, the slave trade and the movement of enslaved Africans to different parts of the Caribbean and North America BD (AE,68;LI,65)
- Understands the influence of African heritage on slave life in the colonies and the values slaves drew on to cope with slavery (e.g., art, music, childrearing activities) BD (AE,68;LI,68)

Level III (Grades 7-8)

- Understands the contributions of African slaves (e.g., crops that were cultivated in West Africa and introduced in the Carolinas) BD (AE,68)

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- Understands the variety of measures used to resist slavery and their effectiveness (e.g., New York rebellions in 1712 and 1740, the Stono Rebellion in South Carolina in 1739) BD (AE,68;LI,68)
- Understands ways in which African Americans drew upon their African past to develop a new culture BD (AE,68;LE,68)
- Understands the forced relocation of Africans to the English colonies in North America and the Caribbean BD (AE,68)

Level IV (Grades 9-12)

- Understands the "middle passage," the conditions faced by enslaved Africans and how survivors coped with the brutality of bondage BD (AE,69)
- Understands the degree to which African Americans retained and transmitted their cultural heritage (e.g., through religious practices, dances, songs, holistic medicine, work chants) BD (AE,69;LI,68)
- Understands the contributions of African slaves to rice cultivation and cattle raising in South Carolina; how the sickle cell enabled Africans to work in the Carolina lowlands more effectively than whites BD (AE,69)
- Understands slavery and slave resistance in different parts of the Americas (e.g., differences in Spanish America and British America, urban and plantation areas) and the effectiveness of measures used to resist slavery BD (AE,69)

15. Understands the causes of the American Revolution (AE,72;LE,72)

Level II (Grades 5-6)

- Understands the major consequences of the Seven Years War (e.g., the English victory, the removal of the French as a power in North America, the reduced need of the colonists for the protection of the mother country) BD (AE,72;LI,72-73)
- Understands the major events leading to the outbreak of conflict at Lexington and Concord BD (AE,72;LI,74;NE,51)
- Understands why the English Parliament felt it was justified in taxing the colonies to help BD (AE,72;LE,73;NE,46)

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pay for a war fought in their defense and why the colonists challenged the legitimacy of the new taxes as "taxation without representation"

Level III (Grades 7-8)

- Understands the arguments against and the resistance to the new imperial policies (e.g., by John Adams, Thomas Jefferson, John Dickinson, Thomas Paine, Patrick Henry, Samuel Adams) and the factors involved in the English tax on the colonists to help pay for a war fought in their defense (Seven Years War) BD (AE,72-73;NE,46)
- Understands the interests and positions of Loyalists, Patriots and different economic groups (e.g., northern merchants, southern rice and tobacco planters, yeoman farmers, urban artisans) and how these differences created divisions in the colonies over the issues related to the new imperial policy BD (AE,73;LE,73;NI,46)
- Understands the events leading up to "the shot heard 'round the world" and whether any action at that point could have prevented the war with England BD (AE,73;LI,74)
- Understands how political and religious ideas joined economic interests to play a role in bringing about revolution BD (AE,72;LI,70-71;NI,50)

Level IV (Grades 9-12)

- Understands the arguments advanced by opponents and defenders of England's new imperial policy (e.g., Parliamentary taxation; the British decision to station troops in the colonies after the Seven Years War) BD (AE,73;LE,73)
- Understands the circumstances and decisions leading to the mounting crisis of revolution and the efforts in Parliament and in the colonies to prevent a rupture with the mother country BD (AE,73;LI,72-73)
- Understands how religion became a factor in the American Revolution (e.g., the ideas of Virginia Baptists, mid-Atlantic Presbyterians, millennialists) BD (AE,73;LI,71)
- Understands the economic and social differences of those who chose to be Loyalists, Patriots or to remain neutral during the American Revolution and their different views related to the Tea Act of 1773, the Boston Tea Party, the "Intolerable" Acts and the cause of the skirmish at Lexington Green BD (AE,73;LI,74)

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16. Understands the principles articulated in the Declaration of Independence (AE,74;LI,73-74)

Level II (Grades 5-6)

- Understands the terms in the Declaration of Independence (e.g., "all men," "created equal," "endowed by their Creator," "life, liberty, and the pursuit of happiness," "just powers," "unalienable rights," "consent of the governed") BD (AE,74;LI,73-74;NE,48)
- Understands why Thomas Jefferson wrote the Declaration of Independence, what its signers risked, and what its consequences were for the newly declared nation BD (AE,74;LI,73-74;NE,50)

Level III (Grades 7-8)

- Understands the major principles set forth in the Declaration of Independence (e.g., the basic rights of all people, the source of those rights, the purpose of government, the source of its just powers, the right of the people to alter or abolish a government) and their sources (e.g., the traditions of English common law, the English Bill of Rights, the Glorious Revolution, the traditions of natural law, the Judeo-Christian heritage) BD (AE,74;LI,73-74;NI,46)
- Understands the fundamental contradictions between the institution of chattel slavery and the ideals expressed in the Declaration of Independence BD (AE,74)
- Understands the lives of individuals who were in the forefront of the struggle for independence (e.g., Sam Adams, Thomas Paine, Mercy Otis Warren, Ebenezer MacIntosh) BD (AE,75;LE,75;NE,47)

Level IV (Grades 9-12)

- Understands how the ideas of John Locke's *Two Treatises on Government* influenced the ideas of the Declaration of Independence (e.g., Jefferson's use of the phrase "the pursuit of happiness" instead of property) and how the Declaration justified American independence BD (AE,75;LI,73-74;NI,94)
- Understands the arguments of advocates and opponents of slavery from different regions of the country during the revolutionary period (e.g., how pro-slavery Americans justified their defense of slavery with their espousal of inalienable rights to freedom; how enslaved Africans employed revolutionary ideals to obtain their freedom) BD (AE,75;LI,75)
- Understands the importance of the Declaration of Independence and the French BD (AE,75;LI,73-74)

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Declaration of the Rights of Man and Citizen to the spread of constitutional democracies in the 19th and 20th centuries (e.g., Mexico, Russia, China, Cuba, Vietnam)

17. Understands the factors affecting the course of the war and contributing to the American victory (AE,76;LI,74-76)

Level II (Grades 5-6)

- Knows the major developments and chronology of the Revolutionary War from its outbreak at Lexington and Concord in 1775 to the Battle of Yorktown in 1781 BD (AE,76;LE,74)
- Understands the leadership roles of major political, military and diplomatic leaders (e.g., George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Samuel Adams, John Hancock, Richard Henry Lee) BD (AE,76;LE,75;NE,46)
- Understands how the war affected the lives of people, including white settlers, free and enslaved African Americans, and Native Americans BD (AE,76;LI,75-76)

Level III (Grades 7-8)

- Understands the varied responses of Native American nations to the American Revolution (e.g., the dilemma of establishing alliances or remaining neutral; Chief Joseph Brant's reasons for supporting Britain after the Oswego Council (1777); the impact of the war on the Iroquois and Cherokee) BD (AE,76;LI,74-75;NE,51)
- Knows the major campaigns of the Revolutionary War, both American and British military leaders, and why the Americans were ultimately successful BD (AE,76;LI,74-75)
- Understands the roles and perspectives of African Americans during the Revolutionary war (e.g., the impact of Lord Dunmore's proclamation; why free blacks and slaves joined the side of the Patriots; the grounds on which they based their appeals for freedom before and after the war) BD (AE,76;LI,74-75;NE,49)
- Understands the successes and failures of various efforts to finance the Revolutionary War (e.g., taxing Americans, borrowing from foreign nations, confiscating goods and services needed by the military, printing unbacked currency, repudiating debts) BD (AE,77;LI,74)

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Level IV (Grades 9-12)

- Understands how the daily lives of men, women and children were affected during the Revolutionary War (e.g., participation in the front lines; the need for women and children to manage farms and urban businesses; economic hardships) BD (AE,77;LI,75-76)
- Understands the significance of leadership traits and the contributions of major political, military and diplomatic leaders of the Revolutionary War BD (AE,77;LE,75;NI,93-94)
- Understands why the Battle of Saratoga has been considered the turning point of the revolution; how Benjamin Franklin used the Battle of Saratoga to gain French aid; why French aid was important during the Revolutionary War BD (AE,77;LI,74)
- Understands the extent to which the Revolutionary War was a civil war (e.g., the battle at King's Mountain) BD (AE,77)
- Understands how guerilla warfare as well as conventional warfare was an aspect of the American Revolution BD (AE,77)
- Understands the military and diplomatic factors that helped produce the Treaty of Paris BD (AE,77;LI,74)
- Understands the problems of financing the war and dealing with wartime inflation, hoarding and profiteering BD (AE,76)

18. Understands how American relations with European powers affected the character and outcomes of the American Revolution (AE,78;LI,72)

Level II (Grades 5-6)

- Understands the importance of Benjamin Franklin's negotiations with the French government and of French aid to the Americans during the Revolutionary War BD (AE,78;LI,74-76)
- Understands the terms of the Treaty of Paris and the territorial changes agreed upon in the treaty BD (AE,78;LI,74-76)
- Understands the American relationship with Holland and Spain during the Revolution and Holland's and Spain's contributions to the American victory BD (AE,78)

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Level III (Grades 7-8)

- Understands the interests, goals and actions of France, Holland and Spain in responding to American requests for assistance in their war with England BD (AE,78;LI,74-76)
- Understands the contributions of Europeans (e.g., the Marquis de Lafayette, Pierre de Beaumarchais, Baron Friedrich Wilhelm Von Stueben, Baron Johann de Kalb, Thaddeus Kosciusko, Count Casimir Pulaski) to the American victory BD (AE,78;LI,74-76)
- Understands the implications of the Treaty of Paris for Native Americans (e.g., tensions between the colonists and England over the Proclamation of 1763 and how it was expressed after the war) BD (AE,78;LI,74-76;NI,51)
- Knows the implications of the Treaty of Paris for U.S. relationships with the European powers that continued to hold territories and interests in North America BD (AE,78;NI,51)

Level IV (Grades 9-12)

- Understands how American diplomatic initiatives and the contributions of European military leaders affected the character and outcome of the American Revolution BD (AE,78;LI,74-76)
- Understands how the national interests of Spain and France differed from those of the United States during the American Revolution (e.g., what Spain and France hoped to gain) BD (AE,79;LI,74-76)
- Understands how the terms of the Treaty of Paris and the national boundaries it specified affected the economic and strategic interests of the United States, Native Americans, Spain, England and France (e.g., the economic impact of the loss of trade with the British West Indies following the American Revolution; boundary disputes that remained; how the Treaty of Paris addresses issues of importance to the Indians; the impact of the Treaty of Fort Stanwix [1784] and the Treaty of Hopewell; the benefits Indians could expect to gain from their alliance with the U.S.) BD (AE,79;LI,74-76;NI,98)
- Understands the boundary dispute between the U.S. and Spain resulting from the Treaty of Paris in 1763 and why the Jay-Gardoqui Treaty of 1786 resulted in regional economic conflict in the new nation BD (AE,79)

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19. **Understands how the American Revolution affected social and economic relations among the new nation's many groups** (AE,42;LI,76)

Level II (Grades 5-6)

- Understands the social, political, and economic effects of the American revolutionary victory on different groups (e.g., small farmers; wealthy merchants; women who had contributed to the war effort; Native Americans and newly freed African Americans who had fought on either side of the war) BD (AE,80;LI,75-76)
- Understands the lives of women during the American Revolution (e.g., Abigail Adams, Mercy Otis Warren, Phyllis Wheatley) BD (AE,80)

Level III (Grades 7-8)

- Understands the new roles and rights women were seeking; the extent to which women were influenced by ideals such as liberty, equality and the right to representation; the extent to which women were constrained by the social conventions of the 18th century BD (AE,80-81)
- Understands the contributions of former slaves (e.g., Prince Hall, Paul Cuffe, Richard Allen, Absalom Jones) who worked to improve the social, economic and community life of newly freed African Americans after the revolution BD (AE,81)
- Understands the goals of those who remained loyal to the English (e.g., Loyalists, Native Americans, many African Americans), the extent to which the goals of those who supported the Revolution were achieved and the consequences BD (AE,81;LI,75-76)
- Understands the revolutionary hopes of enslaved and free African Americans, the reformist calls for abolition of slavery during the revolution, and the gradual post-revolutionary abolition of slavery in the northern states BD (AE,80;LI,75;NE,49)

Level IV (Grades 9-12)

- Understands the degree to which the goals of different groups (e.g., small farmers, indentured servants, enslaved and free African Americans, urban shopkeepers, artisans, wealthy merchants, plantation owners, Native Americans) were advanced or retarded by the American victory BD (AE,81;LI,75-76)

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- Understands how women's quest for new roles and rights continued to evolve; the extent to which women were successful in gaining new educational and political rights in the years following 1776; the degree to which women were able to enter the public realm BD (AE,81;LI,75;NI,96)
 - Understands the importance of African American leaders in the early republic and of the institutions (e.g., African American churches) developed in the free black communities of the North BD (AE,81;LE,75)
- 20. Understands the evolution of American government at the national and state levels between 1787 and 1815** (AE,82;LI,78-79)

Level II (Grades 5-6)

- Understands how the 13 colonies settled the question of governing themselves after declaring their independence BD (AE,82;LI,76,81-82)
- Understands the powers apportioned to the states and to the Continental Congress under the Articles of Confederation BD (AE,82;LI,82;NE,46)
- Understands the cession of western lands by various states to the national government BD (AE,82;LE,76)

Level III (Grades 7-8)

- Understands the importance of the Northwest Ordinance of 1787 in its provisions for the development of new states, restrictions on slavery, provisions for public education and "the utmost good faith" clause for dealing with the Native Americans in the Northwest Territory BD (AE,82;LE,76;NE,46)
- Understands the issue of the western lands dispute in the drafting of the Articles of Confederation and the importance of the sale of these lands for the creation of a central government BD (AE,82;LI,81-82)
- Understands the accomplishments and failures of the national government under the Articles of Confederation and their contributions to the call for a constitutional convention BD (AE,82;LI,81-82;NE,46)

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Level IV (Grades 9-12)

- Understands various applications of 18th-century republicanism (e.g., representation, virtue in government, balancing the interest of different social groups, service to the common good) as they are expressed in state constitutions BD (AE,83;LI,84)
 - Understands the accomplishments and failures of the Continental Congress (e.g., the war with England, the negotiation of diplomatic alliances, the conflict of state claims to western lands, Native American-white relations, the effectiveness of national government) BD (AE,83;LI,81-82)
 - Understands the importance of the Northwest Ordinance (e.g., its anti-slavery clause; the "utmost good faith" clause; its enforcement; how it promoted public education; how it led to the opening of the West; the status of free blacks in the territory; the impact on Native Americans) BD (AE,83;LE,76;NE,96)
 - Understands the arguments over the Articles of Confederation BD (AE,82;LE,81-82)
- 21. Understands the issues involved in the creation and ratification of the United States Constitution and the new government it established** (AE,84;LI,81-82;NI,46-47)

Level II (Grades 5-6)

- Knows who the delegates to the Constitutional Convention were and why they were assembled in Philadelphia BD (AE,84;LI,81-82;NE,46)
- Understands why delegates from large states supported the Virginia Plan, why delegates from small state supported the New Jersey Plan and the importance of the Connecticut Compromise BD (AE,84;LI,82)
- Understands the interests of the delegates to the Constitutional Convention who opposed and those who defended slavery and the consequences of the compromises that were agreed upon BD (AE,84;LI,82;NI,49)
- Understands the Constitutional separation of powers and the system of checks and balances BD (AE,84;LI,82)
- Understands the importance of Shay's Rebellion BD (AE,84;LE,82;NE,48)

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Level III (Grades 7-8)

- Understands the issues involved in Shay's Rebellion (e.g., the extent to which the grievances of the debtor class and the fears of the wealthy class contributed to the national call for a constitution) BD (AE,84;LE,82;NI,48)
- Understands the alternative plans considered by the delegates to the Constitutional Convention and the major compromises agreed upon to secure the approval of the Constitution BD (AE,85;LI,82)

Level IV (Grades 9-12)

- Understands the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution BD (AE,85;LI,82)
- Understands the compromises agreed upon to secure the approval of the Constitution (e.g., their bases in 18th-century republican ideals; regional political and economic considerations) BD (AE,85;LI,82)
- Understands the arguments of Federalists and Anti-Federalists for and against the Constitution of 1787, and the relevance of these arguments in 20th-century politics (e.g., in party platforms, state initiatives, candidate speeches) BD (AE,85;LI,83)
- Understands the differences between leading Federalists and Anti-Federalists in terms of their background, service during the Revolution, and political experience and how these differences shaped their positions on the issues (e.g., individual rights, republican government, federalism, separation of powers, popular sovereignty) BD (AE,85;LI,83)
- Understands the factors in calling the Constitutional Convention, including Shay's Rebellion BD (AE,85;LE,81-82;NI,93)

22. Understands the guarantees of the Bill of Rights and its continuing significance (AE,86)

Level II (Grades 5-6)

- Understands some of the guarantees in the Bill of Rights and the relevance of the Bill of Rights in today's society BD (AE,86;LI,83)

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Level III (Grades 7-8)

- Understands the importance of the guarantees in the Bill of Rights and why the Anti-Federalists argued for its incorporation into the Constitution BD (AE,86;LE,80;NI,46)

Level IV (Grades 9-12)

- Understands the arguments presented by Federalists and Anti-Federalists in the debate over whether there was a need for a Bill of Rights BD (AE,87;LE,80)
- Understands the extent to which the Alien and Sedition Acts threatened rights guaranteed by the First Amendment of the Bill of Rights and the issues they posed in the absence of judicial review of acts of Congress (e.g., how the Federalist party justified the need for the Acts; how they affected the growth of the Democratic-Republican party; reasons for the Virginia and Kentucky Resolutions) BD (AE,87;LE,83-84)
- Understands the specific guarantees of Bill of Rights and its continuing significance (e.g., issues addressed in recent court cases) BD (AE,86)

23. Understands the development of the first American party system (AE,88;LE,78,79;NE,93)

Level II (Grades 5-6)

- Understands the issues that impacted the lives of farmers in western Pennsylvania during the Whiskey Rebellion BD (AE,88)
- Understands the differences in leaders (e.g., Alexander Hamilton and Thomas Jefferson) and the social and economic composition of each party in the 1790s. BD (AE,88;LE,83)

Level III (Grades 7-8)

- Understands the central social and economic issues of the 1790s, the positions advocated by the party leaders and how they contributed to the development of the Federalist and Democratic-Republican parties BD (AE,88;LI,83-84;NE,47)
- Understands the role of ordinary people in the Whiskey Rebellion and in demonstrations against Jay's treaty (e.g., the causes of the rebellion; similarities and differences between rebellion against the whiskey tax and British taxation during the revolutionary period; why BD (AE,88;LI,83-84)

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western farmers objected to Jay's Treaty)

- Understands the presidential election of 1800 (e.g., Adam's appointment of "midnight judges"; election issues; accusations against Jefferson that he advocated anarchy and destroyed Christian principles) BD (AE,88;LI,78)

Level IV (Grades 9-12)

- Understands the viewpoints of different constituencies concerning Hamilton's plans for promoting the development of the new nation and the nature of the objections to Hamilton's financial plan (e.g., regional differences, Thomas Jefferson's critique, Patrick Henry's views) BD (AE,89;LI,83)
- Understands the factors that contributed to the emergence of an organized opposition party led by Jefferson and Madison (e.g., support for the French Revolution, foreign policy issues such as the Genet's affair, the Jay and Pinckney treaties, the XYZ Affair, the undeclared war with France, immigration) BD (AE,89;LI,83-84)
- Understands the social and economic makeup of the membership of the Federalist and Democratic-Republican parties in the 1790s (e.g., the extent to which the social and economic status of the leadership of each party reflected its membership) BD (AE,89)
- Understands the factors that led to the Whiskey Rebellion (e.g., the extent to which the rebellion was a confrontation between the haves and the have-nots; the government's reaction; similarities and differences between grievances of the Whiskey Rebels and those of the Regulators, the Paxton Boys and the Shaysites) BD (AE,89;LI,83-84)

24. Understands the development of the Supreme Court's powers and significance from 1789 to 1820 (AE,90)

BD (AE,90)

Level II (Grades 5-6)

- Not appropriate for this grade level

Level III (Grades 7-8)

- Understands the powers and responsibilities of the Supreme Court set forth in Article III BD (AE,90;LI,84;NE,47)

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of the Constitution and in the Judiciary Act of 1789 which confers the power of judicial review of acts of state governments

- Understands why *Marbury v. Madison* is considered a landmark decision of the Supreme Court BD (AE,90;LE,84;NE,52)
- Understands the differences in the power of the Supreme Court in 1800 and 1820 and how Chief Justice Marshall contributed to the growth of the Court's importance in relationship to the other two branches of the federal government BD (AE,90)

Level IV (Grades 9-12)

- Understands how Chief Justice Marshall's decisions established important legal precedents and strengthened the role of the Supreme Court as an equal branch of government (e.g., *Marbury v. Madison* [1803]; *Dartmouth College v. Woodward* [1819]; *Gibbons v. Ogden* [1824]) BD (AE,90;NI,93,94)
- Understands the position of the national government in relation to state governments and the extent to which *McCulloch v. Maryland* strengthened the power of the national government BD (AE,90)
- Understands how the stature and significance of the federal judiciary changed during the 1790s and early 19th century, and the influence of the Supreme court today BD (AE,90;LI,93)

25. Understands the international background and consequences of the Louisiana Purchase, the War of 1812 and the Monroe Doctrine (AE,94;LI,84,93,98,102)

Level II (Grades 5-6)

- Knows the boundaries of the U.S. and French territorial claims in the Western Hemisphere before and after the Louisiana Purchase and why Napoleon agreed to sell the territory to the U.S. BD (AE,94;LI,102;NI,53)
- Understands the expedition of Lewis and Clark BD (AE,94;LI,102)
- Understands the influence of American explorers and mountain men (e.g., Zebulon Pike, John C. Fremont, Jedediah Smith, James Beckwourth, Kit Carson) BD (AE,94;LI,101-102)

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- Knows the territories held by Spain, France, Britain and Russia in 1800, the nations of the Western Hemisphere that declared their independence by 1823 and how President Monroe dealt with attempts by European nations to reestablish control in the hemisphere BD (AE,94;NI,57)
- Understands sectional divisions over the War of 1812 (e.g., why New Englanders opposed the war; why the War Hawks wanted to move against Native Americans in the Northwest Territory; the extent to which the war was a second war for independence, a war of expansion or a war for maritime rights) BD (AE,95)

Level III (Grades 7-8)

- Knows the case for and against the acquisition of the Louisiana Territory (e.g., Thomas Jefferson's beliefs that the Louisiana Purchase provided the opportunity for an "Empire of Liberty," Senator Samuel White's views that the Louisiana Purchase was "the greatest curse that could befall us") and the importance of the acquisition BD (AE,95;LI,93;NI,53)
- Understands the effects of the Lewis and Clark expedition (e.g., as a scientific expedition, its short and long-term effects, its contribution to friendly relations with Native Americans) BD (AE,95; LE,102)
- Understands the impact of territorial expansion on Native Americans between 1801 and 1861 (e.g., how the acquisition of the Louisiana Territory affected Native Americans in the region) BD (AE,95; LE,90,98,100-101; NI,53)
- Knows the major provisions of the Monroe Doctrine and understands its historical significance (e.g., why President Monroe felt a need to issue the Monroe Doctrine; how it was a departure from earlier foreign policy; its impact today) BD (AE,95; NE,57)
- Understands the diplomatic problems facing the U.S. as a result of the renewal of English-French hostilities (e.g., the seizure of American ships; English impressment of American sailors into the English navy; economic losses in trade) BD (AE,95)
- Understands the causes of the War of 1812 (e.g., the reasons for President Madison declaring the war; the extent to which the war was a second war for independence, a war of expansion or a war for maritime rights; why the War Hawks wanted to move against Native American in the Northwest Territory) BD (AE,95; LI,84)
- Understands the reaction of Native Americans to the encroachment of white settlers on BD (AE,95; LI,100-101; NE,53)

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tribal lands and the interests and actions of Native Americans in different regions of the country in the war (e.g., why Tecumseh joined with the British during the War of 1812 and what he hoped to achieve by an English victory)

Level IV (Grades 9-12)

- Understands the factors that contributed to Napoleon's sale of the Louisiana Territory (e.g., the black rebellion on Haiti, French losses in the Santo Domingo campaign, pending hostilities with Great Britain, American opponents to French designs on New Orleans, French Minister Tallyrand's opinions) BD (AE,96)
- Understands how the purchase of the Louisiana Territory was justified and its impact in terms of economic development, slavery, politics and on French and Spanish inhabitants (e.g., Jefferson's arguments, New England Federalists' opposition) BD (AE,96; LI,102;NI,100)
- Understands the significance of the provisions of the Monroe Doctrine (e.g., the extent to which its major purpose was to protect the newly won independence of Latin American states or to serve notice of U.S. expansionist intentions in the hemisphere; why the U.S. and other countries ignored the provisions of the doctrine for so long; its impact today) BD (AE,96;NI,104)
- Understands Jefferson and Madison's response to impressment and the harassment of U.S. shipping prior to the outbreak of the War of 1812 (e.g., the effectiveness of the Embargo Act, Macon's Bill No.2 and the Nonintercourse Act; the domestic political and economic impact of the Embargo Act and why it was repealed) BD (AE,96)
- Understands the reasons for dissent and the sectional interests related to the War of 1812 (e.g., New England's opposition in spite of its apparent economic interests; reasonableness of proposed Constitutional amendments; issues dealt with during the Hartford Convention; the Kentucky and Virginia Resolutions of 1798; the effects on the Federalist Party) BD (AE,96;LI,93;LI,84)
- Understands the interests of Native Americans and white settlers of the Northwest Territory in the War of 1812 (e.g., the impact of the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Treaty of Greenville [1795]; Tecumseh's appeal for a great Indian confederation; the situation created by Indian defeat at Kithtippecanoe [1811]; Indian support for Britain and what they hoped to gain; why the Cherokee remained neutral; the reasons the Red Stick Creeks fought; why the Cherokee joined General Jackson against the Creeks and Horseshoe Bend; the consequences of war for Indian nations in the Northwest and South) BD (AE,96;LI,101)

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- Knows the opposing positions of congressmen from Pennsylvania, the South and the West in supporting the war resolution of June 3, 1812, and those from New England and the other mid-Atlantic states in voting against it, though President Madison's war message focused on the maritime issues most directly affecting their interests BD (AE,96)

26. Knows federal and state Indian policy in the first half of the 19th century and the various strategies forged by Native Americans. (AE,97;LE,100-101,103)

Level II (Grades 5-6)

- Knows the original lands in the Old Northwest Territory occupied by the Shawnee, Miami and the Potawatomi; and the Seminole, Creek, Chickasaw and Choctaw nations of the Southeast BD (AE,97)
- Understands Native American efforts to hold on to their lands, resist government policies of removal and return to the ways of their ancestors BD (AE,97;LI,100-101,103)
- Understands personal stories of the Trail of Tears (e.g., from such sources as A.L. Barry's *Yunini's Story of the Trail of Tears*) BD (AE,97)

Level III (Grades 7-8)

- Understands the survival strategies employed by Native Americans (e.g., John Ross, Speckled Snake, Red Eagle, Sequoyah, Tecumseh, Osceola, Black Hawk) BD (AE,97;LE,101,103)
- Understands state and federal policy toward the Cherokee Nation and the removal of the Cherokee from their homeland (e.g., the Cherokee Nation and Worcester cases before the Supreme Court; Georgia's motives in passing laws governing the Cherokees and Georgia's response to the Marshall Court's decisions; President Jackson's opposition to the Court's decisions) BD (AE,97;LI,99,101)
- Knows the differences between the topography and climate of native Cherokee and Choctaw lands and the resettlement areas in western Arkansas and eastern Oklahoma; how the differences impacted these societies BD (AE,98)
- Understands the Black Hawk War and the federal and state removal policies in the Old Northwest BD (AE,98;LI,99,101)

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Level IV (Grades 9-12)

- Understands the U.S. government's changing policies toward Native Americans in the first half of the 19th century (e.g., President Monroe's policies; Whig opposition to removal and resettlement; sectional and political differences between Northerner, Southerner and Westerner) BD (AE,98;LI,103)
 - Knows the arguments in favor of Indian removal advanced by President Jackson and the arguments against removal advanced by Native American leaders (e.g., John Ross, Tecumseh) BD (AE,98;LI,101)
 - Understands Cherokee values, the integration of those values with European culture and their adaptation and resistance to removal (e.g., how they defined law, property rights, heroism, freedom) BD (AE,98)
- 27. Understands the sources and consequences of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War of 1846-1848** (AE,99;LE,98;NI,104-105)

Level II (Grades 5-6)

- Understands why Mexico invited Americans to settle in Texas; the conflict that developed (the Texas Revolution) when Mexico outlawed slavery and settlement in the territory; the Texas rebels' victory and declaration of independence following their initial defeat at the Alamo BD (AE,99;LI,99;NI,57)
- Understands how the annexation of Texas by the U.S. and the invasion of Mexico by U.S. troops led to war with Mexico BD (AE,99;LI,102;NI,57)
- Understands the expansionist roots of Manifest Destiny and how that belief led to President James K. Polk's resolution of the Oregon dispute with Great Britain and his initiation of war with Mexico BD (AE,99;LI,102;NI,57)

Level III (Grades 7-8)

- Understands the ideals of Manifest Destiny and its appeal to 19th-century American industrial workers and small farmers BD (AE,99;LI,102;NI,57)
- Understands how the annexation of Texas and the American desire for California led to BD (AE,100;LI,99,102;NI,57)

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the Mexican-American war; the arguments of support and opposition to the war (e.g., opposition of Abraham Lincoln, Frederick Douglass, Henry David Thoreau; supporters of Polk); how the terms of the Treaty of Guadalupe Hidalgo reflected the spirit of Manifest Destiny

- Understands the issues surrounding the controversy over the Oregon Territory and the extent to which the negotiated treaty of 1846 was a satisfactory solution to interested parties in the U.S. and Great Britain (e.g., the practicality of Polk's call for annexation of the entire Oregon Territory; Polk's campaign slogan "54° 40' or fight") BD (AE,100;LI,102)
- Understands the diplomatic and political developments that led to the resolution of conflicts with Britain and Russia in the period 1815-1850 BD (AE,99;LI,102)

Level IV (Grades 9-12)

- Understands the factors that contributed to the 19th-century belief in Manifest Destiny (e.g., John Winthrop's vision and the Protestant belief in the divine mission of the U.S. to build a model Christian community; the emphasis on millennialism during the Second Great Awakening; the belief in Republicanism; the prevention of potential foreign enemies from gaining control of adjacent areas; control of the Pacific coast with its harbors for Far East trade; the belief in America's duty to uplift the "backward" and "less civilized" peoples in the West) BD (AE,100)
- Knows the differences between the Mexican and American views on the Alamo and the treatment of Mexicans and Cherokees loyal to the Texan revolution in the Lone Star Republic prior to 1846 BD (AE,100;NI,105)
- Understands the extent to which Polk bore responsibility for initiating war with Mexico, the supporting and opposing arguments for the war (e.g., Polk's diplomatic correspondence with Mexican and American officials such as Thomas Larkin, John C. Fremont and James Slidell; the congressional debate) BD (AE,100;LI,99)
- Understands the terms of the Treaty of Guadalupe Hidalgo and its impact on Mexico and on the U.S. (e.g., different perspectives of Mexico and the U.S.; why the U.S. Senate rejected the land grant provisions in Article 10 of the treaty; how the treaty affected relations with Native Americans in the Mexican cession; lasting consequences of the treaty for the U.S. and Mexico) BD (AE,100;LI,102;NI,104)

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28. **Understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development during the period of expansion and reform (1801-1861)** (AE,101;LE,89)

Level II (Grades 5-6)

- Understands the differences between travel by wagon, flatboat and clipper ship and travel by rail and steamboat after the invention of the steam locomotive BD (AE,101;LI,91)
- Understands the importance of such inventions as the spinning jenny, the steam locomotive, the steamboat and the telegraph and their inventors (e.g., Samuel Slater, Robert Fulton, Eli Whitney, Samuel B. Morse, John Deere, Cyrus McCormick) BD (AE,101;LE,90;NI,56)
- Understands the canal system developed after 1825, including the Erie Canal; the railroad system built by 1860; how the economy, international markets, the environment and the lives of people were affected by faster, more efficient transportation BD (AE,101;LE,91;NI,56)
- Understands differences between the lives of farm children and urban children in the early 19th century (e.g., why there were no laws to prevent child labor and to guarantee all children an education; the importance of Horace Mann's crusade for free public education for all children) BD (AE,102;LI,87,90; NI,56)
- Understands life in New England mill towns in the early 1800s BD (AE,102;NI,56)

Level III (Grades 7-8)

- Understands the effects of technological and economic developments on business owners, farmers and workers in different regions BD (AE,102;LI,90,91)
- Understands the nature of the controversy surrounding internal improvements in the early 1800s BD (AE,102;LI,93)
- Understands national and state policies regarding a protective tariff and a national bank (e.g., the extent to which economic issues intensified political and sectional differences in the antebellum era) BD (AE,102;LI,93)
- Understands the impact of the factory system on the lives of men, women and children; child labor in the New England mills BD (AE,102;LI,90;NE,56)

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- Understands the effects of the factory system on owners and laborers (e.g., the extent to which the factory system created wealth and improved the lives of Americans; the extent to which it stimulated the rise of the labor movement; the extent to which social mobility improved and class distinctions narrowed) BD (AE,102;LI,91-92)
- Understands the major technological developments that revolutionized land and water transportation; how they transformed the economy and affected international markets BD (AE,101;LE,91)

Level IV (Grades 9-12)

- Understands how economic policies related to expansion served different regional interests and contributed to growing political and sectional differences in the antebellum era BD (AE,101;LI,92,93)
- Understands the advantages and disadvantages of a protective tariff, a national bank and Andrew Jackson's veto of the bank recharter bill in 1832, internal improvements at federal expense and a cheap price for the sale of western lands to residents of the North, South and West BD (AE,103;LE,88,93)
- Understands how Supreme Court cases promoted the market revolution (e.g., *Fletcher v. Peck* [1810], *McCulloch v. Maryland* [1819], *Dartmouth College v. Woodward* [1819], *Gibbons v. Ogden* [1824], *Charles River Bridge v. Warren Bridge* [1837]) BD (AE,103;LE,93)
- Understands the causes and results of the economic depressions of 1819, 1837 and 1857 BD (AE,103;LE,91-92)
- Understands the impact of industrialization on the environment during the first half of the 19th century and the reactions to it of artists and writers of the time (e.g., Henry Thoreau, Ralph Waldo Emerson, Asher Brown Durand) BD (AE,103;LI,88)
- Understands the growth and spread of the factory system in New England; the differences between the early "piece work" and "putting out" systems and the factory system of production (e.g., how the transformation from household to factory labor eroded the earlier artisan tradition, imposed a new industrial discipline on the workforce and affected the lives of men, women and children; how workers responded to the changes; how the development of the machine tool industry and of interchangeable parts by inventors such as Eli Whitney and Samuel Colt contributed to American economic growth) BD (AE,103;LE,90-91)
- Understands the labor conflicts (e.g., the Lowell strikes of 1834 and 1836; the textile strikes in Rockdale, Pennsylvania in 1836 and 1842; the Lynn, Massachusetts shoemakers' strike in 1860) of the antebellum period (e.g., the different perspectives of workers, BD (AE,103;LI,92)

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employers, state and federal governments and political parties; how ethnic, religious and racial tensions divided the working classes and affected the emergence of a unified labor movement; how women used community bonds to mobilize protest in times of crisis)

- Understands the pattern of economic development in the different regions of the country in the first half of the 19th century (e.g., industry and finance in the North; plantations and subsistence farms in the South; family farms, meatpacking and food processing and the manufacture of agricultural machinery in the Northwest), the impact of the transportation revolution on those patterns and the impact on Native Americans BD (AE,103;L1,85-86)

29. Understands the first era of American industrialization

(AE,104;LE,87)

Level II (Grades 5-6)

- Understands how the development of the canal and railroad systems after 1820 impacted the locations and sizes of cities; why so many immigrants were coming to American and settling in the cities BD (AE,104;LE,91)
- Understands the city life in the 1840s (e.g., jobs; housing; urban crowding; relations among different racial, ethnic and religious groups; the availability of public schools, public services, health, safety and cultural activities) BD (AE,104)

Level III (Grades 7-8)

- Knows the major cities of the U.S. in 1800 and 1860 and how rapid urbanization, immigration and industrialization disrupted the social fabric of early 19th-century cities (e.g., reasons for increased immigration from Europe and the growth of free black communities in the North; the extent to which cities were able to meet the demands and problems caused by rapid growth) BD (AE,104;LE,91,92)
- Knows the contributions of individuals such as Benjamin Banneker, Prince Hall, Richard Allen and Absalom Jones to free black communities (e.g., reasons for the growing white hostility they faced in the cities, particularly among new immigrants; how the African American communities responded) BD (AE,104)

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Level IV (Grades 9-12)

- Understands the factors that led to the rapid growth of northern, southern and western cities such as Boston, New York, Philadelphia, Baltimore, Charleston, New Orleans, Chicago and San Francisco or smaller cities such as Paterson, New Jersey; Rochester, New York; Lexington, Kentucky; and Fall River and Lowell, Massachusetts BD (AE,105;LI,91)
- Understands the factors that contributed to urban conflict and tensions in the period from 1830-1861 (e.g., social composition of the cities in terms of ethnicity, religion, class and race; differences in terms of where people lived and worked in the cities; major problems such as violence facing the cities) BD (AE,105;LE,92)
- Understands how former slaves (e.g., Richard Allen, Peter Williams, Prince Hall, Absolom Jones) gained their freedom became leaders of African American communities in the North and advanced the interests and rights of African Americans BD (AE,105)
- Understands the appeal of novels, the popularity of theater for all classes, the minstrel shows and P.T. Barnum's "American Museum" during the early 19th century BD (AE,105;LI,86,92)

30. Understands the rapid growth of slavery and African American resistance after 1800 (AE,106; LE,106)

Level II (Grades 5-6)

- Understands the differences in the lives of poor farm families (free black and white) of the South, the families of plantation owners and enslaved men, women and children BD (AE,106;LI,110-111)
- Understands the human impact of slavery, the experiences of men and women who resisted slavery by escaping, the courage of those who helped them and the costs of being caught (e.g., the experiences of those in the Underground Railroad) BD (AE,106;LI,110-111)
- Understands how the cotton gin and the opening of new lands in the South and West led to the advance of "King Cotton" and to the increased demand for slaves BD (AE,106;LE,110;NI,55)

Level III (Grades 7-8)

- Understands the impact of the invention of the cotton gin on the maintenance and spread of slavery BD (AE,106;LE,110)

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- Understands the roles and responsibilities of different classes and genders in the plantation system (e.g., how the plantation system affected the family life of slaveholders and of the enslaved; the extent to which the plantation was a "self-contained" world) BD (AE,106;LI,110-111)
- Understands the ways in which enslaved Africans survived an oppression and forged their own culture (e.g., slave songs, black spirituals, folklore) BD (AE,107;NI,54)
- Understands the effectiveness of various methods of passive and active resistance to slavery (e.g., the factors that contributed to the failure of slave conspiracies and revolts such as those of Gabriel Prosser, Denmark Vesey and Nat Turner) BD (AE,107;LI,111)
- Understands the experiences of individuals such as Henry "Box" Brown, Frederick Douglass and Harriet Tubman in escaping slavery BD (AE,107)

Level IV (Grades 9-12)

- Understands how the cotton gin and the opening of new lands in the South and West led to the advance of "King Cotton" and to the increased demand for slaves BD (AE,107;LE,110;NI,103)
- Understands how the institution of slavery and the hierarchical system based on paternalism affected the development of the middle class and retarded the emergence of capitalist institutions and values in the South BD (AE,107)
- Understands the major causes and consequences of the rebellions led by Gabriel Prosser (Virginia, 1800), Denmark Vesey (South Carolina, 1822) and Nat Turner (Virginia, 1831) (e.g., the views about slavery by the enslaved; why Nat Turner's rebellion in particular caused such widespread consternation in the South; restrictions instituted on slaves and free blacks in most southern states after Nat Turner's rebellion) BD (AE,107)
- Understands why so few church leaders and non-slaveholders in the South spoke out against the internal slave trade BD (AE,107)

31. Understands the settlement of the West in the first half of the 19th century (AE,108;LE,99-100)

Level II (Grades 5-6)

- Knows the routes taken by settlers of the Western U.S. (e.g., overland trails west and

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north from Mexico, water routes around the Horn and by way of Panama to California)

- Understands why various groups undertook hazardous journeys to the West in the first half of the 19th century (e.g., the goals they hoped to achieve and what they found there; why the Mormons headed west) BD (AE,108;LI,102)
- Understands the cultural interactions among diverse groups in the trans-Mississippi region during the first half of the 19th century (e.g., changes in peaceful relations between settlers and Native Americans as more settlers arrived; the effects of the Mexican Cession to Mexican rancheros of California and New Mexico) BD (AE,108;LE,100-101,103)

Level III (Grades 7-8)

- Understands how the image of the West depicted in popular folklore differed from everyday life on the frontier BD (AE,108)
- Understands the interactions of different cultural groups in the 19th-century West (e.g., the extent to which the motives for settlement in the West were similar among different groups; factors that contributed to cooperation and conflict) BD (AE,108-109;LE,99,100-101,103)
- Understands the founding of the Church of Latter Day Saints, the struggles that led Mormons to establish communities in Utah and their contributions to settlement of the West (e.g., Mormon religious practices that set them apart; how the Mormons were able to turn the desert region of the Salt Lake basin into thriving farm land) BD (AE,109;LI,94)

Level IV (Grades 9-12)

- Understands cultural conflict between different peoples and societies in the West during the period 1801-1861 (e.g., the arguments for the expropriation of Native American lands; factors that contributed to the disunity of the Plains Indians and the obstacles the Indians posed to white expansion; conflicts between white settlers and Hispanics; conflicts between white settlers and Chinese) BD (AE,109;LE,103)
- Understands the impact of the Second Great Awakening and religious revivals of the early 19th century on Joseph Smith and his followers in the "burned over district" of western New York (e.g., how Mormon beliefs differed from the major Protestant denominations; why the Mormons were persecuted and forced to migrate westward; how Mormon political organization, settlement patterns in Utah and relations with Native Americans) BD (AE,109;LI,94)

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differed from others in the West)

- Understands the degree to which political democracy was a characteristic of the West and the factors influencing political and social conditions on the frontier (e.g., laws prohibiting the immigration of free blacks; the effect frontier conditions had on Mexican Americans in New Mexico and California) BD (AE,109;LE,101)
 - Understands the cultural characteristics of diverse groups in the trans-Mississippi West (e.g., Chinese, Lakota, Comanche, Zuni, Metis, Hispanics) BD (AE,109)
 - Understands the lives of women in the West (e.g., the roles they played; the hardships they faced; the importance of family ties in the development of the West; how gender roles were defined; different gender roles among different cultural groups) BD (AE,109;LI,103)
32. Understands the changing character of American political life in "the age of the common man" (AE,110;LI,87,93)

Level II (Grades 5-6)

- Understands why the election of Andrew Jackson was considered a victory for the "common man" (e.g., the "spoils system," Jackson's interest in providing the "common man" with opportunities to serve in government) BD (AE,110)

Level III (Grades 7-8)

- Knows the effects of changes in electoral qualifications for white males (e.g., reasons for changes in state policies regarding voter qualifications; the impact these changes had on local, state and national elections; the extent to which the style of political campaigns changed with the increase of voter participation and the rise of regional interest groups; why women were excluded from electoral reforms) BD (AE,111;LE,92;NI,52)
- Understands the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans BD (AE,111)
- Understands the influence of the West and western politicians in supporting equality of opportunity in the political process BD (AE,111;LE,92)
- Understands opposing views on Jackson's position on the bank recharter and nullification BD (AE,111;LE,93)

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issues (e.g., the political motives of the proponents and opponents; Jackson's position on the bank as a reflection of the will of the "common man"; the similarities between the principles of Jackson and Calhoun and those of Jefferson and Madison)

Level IV (Grades 9-12)

- Understands changes in American politics in the first half of the 19th century (the development of a second party system, the selection of candidates by the political parties, the rise of interest-group politics, the style of campaigning, state and local issues) and how these factors increased white male voter participation BD (AE,110,111;LE,92)
- Understands the combination of sectional, cultural, economic and political factors that contributed to the formation of the National Republican, Democratic, Whig and "Know-Nothing" parties; where these parties stood on the paramount issues of the day BD (AE,110,111;LE,93)
- Understands how President Jackson's actions in the bank war and the nullification controversy affected voters supporting the Democratic party and contributed to the rise of the Whig party BD (AE,111)

33. Understands how the debates over slavery influenced politics and sectionalism during the antebellum era (AE,112)

Level II (Grades 5-6)

- Knows how the Missouri Compromise provided for land areas that were open for slavery and those in which slavery was prohibited BD (AE,112;LE,111-112)
- Understands the issues that divided the North and South before the Civil War BD (AE,112;LE,111-112;NI,58)

Level III (Grades 7-8)

- Understands the support and opposition to the Missouri Compromise of 1820 (e.g., the bitter argument over the admission of Missouri to the Union; why the Missouri Compromise failed to resolve the debate over slavery) BD (AE,112;LI,88)
- Understands the positions of Whigs and Democrats on important issues in 1832 (e.g., how tariff policy and state's rights had special appeal to different sections of the country) BD (AE,112;LE,93)

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- Understands the impact of the debate over slavery from the late 1830s to the Compromise of 1850 (e.g., why certain states opposed the Wilmot Proviso; whether or not Congress had the constitutional right to interfere with slavery in states where it was established and in the territories; the institution of the "gag rule" and the extent to which these issues inflamed sectional interests) BD (AE,112;LE,111-112)

Level IV (Grades 9-12)

- Understands the issues created by the Missouri controversy (e.g., the free white male populations of the North and South in 1800, 1820, and 1840; the imbalance of Southern representation in the House of Representatives and Calhoun's attempt to deal with it; Congress's argument for the right to exclude slavery in a territory; political dividends gained by the slave states as a result of the three-fifths compromise in 1800, 1820, and 1840) and how the controversy was finally resolved BD (AE,113;LI,88,111)
- Understands how the Mexican War strained national cohesiveness and fostered intraparty squabbles and sectional conflict (e.g., how the "free soil" policy of the Wilmot Proviso and Lewis Cass' espousal of "popular sovereignty" served the interests of the U.S.; how the outcome of the Mexican War exacerbated sectional tensions; how the "Barnburners" differed from the "Hunkers"; how the "Conscience Whigs" differed from the "Cotton Whigs"; the basis for the Free Soil party) BD (AE,113;LE,102)
- Understands the positions of northern antislavery advocates and southern proslavery spokesmen on the issues of race, chattel slavery, wage slavery, the nature of the Union and states' rights, and their consequences BD (AE,113;LE,111-112)

34. Understands the abolitionist movement (AE,114;LE,87,89)

Level II (Grades 5-6)

- Understands the arguments of those who opposed slavery and those who defended slavery BD (AE,114;LI,94-95)
- Understands how slaves fled to freedom in the North and those who helped them escape by means of the Underground Railroad BD (AE,114)
- Understands the accomplishments and importance of a major African American or white leader of the abolitionist movement BD (AE,114;LE,95)

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Level III (Grades 7-8)

- Understands the influence of the Republic of Haiti on slavery in the U.S. (e.g., why southern political leaders opposed Haitian independence; how the Haitian Revolution influenced African Americans) BD (AE,114)
- Understands the arguments used to defend slavery in the 18th and 19th centuries and how and why they changed over time BD (AE,114)
- Understands different viewpoints within the abolitionist movement (e.g., abolitionist beliefs that were or were not consistent with the Constitution; the positions of the "immediatists" and "gradualists"; the extent to which abolitionists agreed on strategies to end slavery and the fundamental equality of African Americans; why William Lloyd Garrison and Frederick Douglass rejected the goals of the American Colonization Society; how Quaker abolitionists such as Benjamin Lundy responded to David Walker's *Appeal*) BD (AE,114-115;LI,96)

Level IV (Grades 9-12)

- Understands the defense of chattel slavery from the perspectives of the 19th-century southern slaveholders (e.g., John C. Calhoun, Thomas R. Dew, George Fitzhugh, James H. Hammond) BD (AE,115)
- Knows of the growing hostility against free blacks in the antebellum North (e.g., laws enacted by several northern states barring the immigration of free blacks; the urban black riots in northern cities; Pennsylvania's 1837 state constitution denying the vote to African Americans) BD (AE,115)
- Knows how African American leaders (e.g., Paul Cuffe, Frederick Douglass, Henry Highland Garnet, Harriet Tubman, William Still, Sojourner Truth, David Walker) fought for the rights of their fellow African Americans BD (AE,115;LE,94-95)
- Understands the similarities and differences of the positions of African American and white abolitionists on the issue of the African American's place in society (e.g., how the strategies of abolitionist leaders differed; the major differences between the "immediatists" and the "gradualists"; the extent to which black and white abolitionists cooperated and their views of each other) BD (AE,115)

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35. **Understands how the Second Great Awakening, transcendentalism and utopianism affected reform during the first half of the 19th century** (AE,116; LE,86)

Level II (Grades 5-6)

- Understands the religious revival that swept across the nation in the early 19th century (e.g., the messages of leaders such as Charles Finney and Peter Cartwright; how the Second Great Awakening influenced reform movements) BD (AE,116;LE,94)

Level III (Grades 7-8)

- Understands the importance of the revivalist spirit of the Second Great Awakening and its impact on American society (e.g., how the Second Great Awakening affected such issues as public education, temperance, women's suffrage, abolition and commercialization) BD (AE,116;LE,94)
- Understands the relevance of the Second Great Awakening and transcendentalism in contemporary society BD (AE,116;LI,93)
- Knows the works and actions of the leaders of transcendentalism (e.g., Emerson, Thoreau, Whitman) and understands the influence they exerted on American ideals and social reform (e.g., their themes of self-reliance, optimism, concern for nature and social equality) BD (AE,116;LI,88,95;NI,54,55)
- Knows the major utopian communities of the early 19th century, their objectives, the reasons for their growth and the extent to which they achieved their goals BD (AE,117;LE,94)

Level IV (Grades 9-12)

- Understands the impact of the Second Great Awakening on public education, temperance, women's suffrage and abolitionism (e.g., the major goals of leaders such as Charles Finney and his impact on ordinary people; the influence of the belief in individual responsibility for salvation and millennialism; the role of moral suasion, social control and compromise in each particular reform movement) BD (AE,117;LE,95-96;NI,102)
- Understands the views of Transcendentalists (e.g., Ralph Waldo Emerson, Henry David Thoreau, Theodore Parker, Bronson Alcott, Margaret Fuller) concerning individualism, society, the nature of good and evil, authority, tradition and reform BD (AE,117;LI,88,95)

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- Understands the similarities and differences between the ideas of the Transcendentalists, the evangelical Protestants (e.g., Charles Finney, Lyman Beecher) and Nathaniel Hawthorne and Herman Melville BD (AE,117)
 - Knows the origin, beliefs and approximate size and understands the significance of the utopian communities (e.g., the Shakers, the Oneida community, New Harmony, Charles Fourier's utopian socialist communities) and how they were similar or different from the Transcendentalists in terms of the rights of the individual, the relationship between the individual and the community and the nature of society BD (AE,117)
- 36. Understands changing gender roles and the roles of different women during the antebellum era** (AE,81;LI,96)

Level II (Grades 5-6)

- Understands the struggles and contributions of one of the women who was prominent in the reform movements of the antebellum era BD (AE,118;LE,96;NE,55)
- Knows the reforms women sought (e.g., suffrage, temperance, free public education, the abolition of slavery) BD (AE,118;LE,95-96)
- Knows how fashion became involved in the movement for women's rights BD (AE,118)

Level III (Grades 7-8)

- Understands the changing roles of women of different racial, regional and social groups and their involvement in the reform movements of the antebellum era BD (AE,118)
- Understands the Seneca Falls "Declaration of Sentiments" of 1848 as a response to the inequities of the period (e.g., the success of women in gaining a redress of their grievances; the effectiveness of the language in the Declaration of Independence in expressing the sentiments of women) BD (AE,118;LI,89;NI,53)
- Understands the leadership role women played in major reform movements during the antebellum era (e.g., the women who helped various reform movements and utopian communities; how the public at large viewed these women; how the "cult of domesticity" affected women's ability to take a more active role in society; the status of the "cult of

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domesticity" in contemporary society)

Level IV (Grades 9-12)

- Understands the contributions of women in the reform movements of the antebellum period (e.g., Catharine Beecher, Emma Willard, Mary Lyon, Dorothea Dix, Fanny Wright, Margaret Fuller, Amelia Bloomer, Angelina and Sarah Grimke, Sojourner Truth, Harriett Beecher Stowe, Harriet Tubman, Prudence Crandall) BD (AE,119;LE,96)
 - Understands the role of gender in different geographical regions and across class, ethnic, racial and religious lines in the antebellum period (e.g., how gender roles changed in the antebellum period and how such changes affected different classes of men and women; the circumstances under which the notion of "separate spheres" was challenged) BD (AE,119)
 - Understands the differences in language and style between the Declaration of Independence and the Seneca Falls "Declaration of Sentiments" of 1848 (e.g., how Elizabeth Cady Stanton modelled the "Declaration of Sentiments" after the Declaration of Independence; the political, economic, social and legal grievances outlined in the document; the objectives for women that were included in the twelve resolutions at the end of the document) BD (AE,119;LI,89)
 - Understands the connection between the evangelical movement and the idea of southern womanhood (e.g., the extent to which southern women endorsed the "Declaration of Sentiments") BC (AE,118)
 - Understands the differences between the status of women in the early 19th century and their status today (e.g., the extent to which the goals of the "Declaration of Sentiments" have been achieved; how the antebellum women's movement was similar to and different from 20th-century feminism) BD (AE,119;LI,96)
- 37. Understands how the North and South differed and how politics and ideologies led to the Civil War** (AE,122;LE,109)

Level II (Grades 5-6)

- Knows the locations of the southern and northern states and their economic resources (e.g., the industries and small family farms of the industrial North; the agricultural BD (AE,122;LI,90,110)

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economy and slavery of the South)

- Understands the growing influence of abolitionists (e.g., Julius Lester, Ann Turner, Frederick Douglass, Harriet Beecher Stowe, William Lloyd Garrison) BD (AE,122;LE,94-95)
- Understands children's roles and family life under slavery BD (AE,122;LE,110,111)
- Understands the causes of the Civil War and the importance of slavery as a principal cause BD (AE,122;NE,58)

Level III (Grades 7-8)

- Understands the impact of social and economic differences between the North and South and how the free labor system of the North differed from that of the South BD (AE,123;LI,110-111;NI,60)
- Understands important events from the Compromise of 1850 to John Brown's raid on Harper's Ferry and the sectional issues surrounding these events BD (AE,123;LI,111-112;NI,58)
- Understands the extent to which slavery was the primary cause of the Civil War and how other issues contributed to the conflict (e.g., cultural differences, conflicting economic issues, opposing constitutional perspectives) BD (AE,123;LE,112)
- Understands the process and reasons for secession and the effectiveness of the presidential leadership of Buchanan and Lincoln during crisis BD (AE,123)

Level IV (Grades 9-12)

- Understands the political and sectional conflicts over slavery and how the Missouri Compromise, Wilmot Proviso, Kansas-Nebraska Act and the Dred Scott case polarized the North and South BD (AE,123;LI,112;NI,106)
- Understands the Supreme Court's decision in *Dred Scott v. Sandford* (1857) and the main points of the Court's decision presented by Chief Justice Taney with Justice Benjamin Curtis's dissents (e.g., how the issues and the arguments of this case reflected the controversy over slavery that led to the Civil War) BD (AE,123)
- Understands the presidential leadership of Buchanan and Lincoln during the secession crisis (e.g., the measures Buchanan adopted after the secession of South Carolina; Lincoln as "railsplitter who split the nation"; the Crittendon Compromise; how Lincoln's First BD (AE,123)

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Inaugural Address reflected a "carrot and stick" approach to southerners)

- Understands southern justification for secession (e.g., use of the Declaration of Independence to support their position; the areas of the South that remained bastions of Unionism throughout the war) BD (AE,123)
- Understands the reasons for the disruption of the second American party system in the 1850s and how this led to the ascent of the Republican party BD (AE,122)

38. Understands how the resources and leadership of the Union and Confederacy affected the course of the war (AE,124;LI,106)

Level II (Grades 5-6)

- Understands the conditions and characteristics of the populations, armies and leaders of the Confederacy and the Union at the beginning of the Civil War BD (AE,124;LE,113)
- Understands the innovations in military technology (e.g., telegraph, extended railroad lines, observation balloons, ironclad ships, submarines, repeating and breechloading arms) and their impact BD (AE,124;NI,61)
- Understands the reasons Abraham Lincoln issued his wartime Emancipation Proclamation and public reaction to it in the North and South BD (AE,124;LI,113;NI,59)
- Knows the major areas of Civil War combat BD (AE,124;LE,113)

Level III (Grades 7-8)

- Understands the differences between the economic, technological and human resources of the Union and Confederacy BD (AE,125;LE,113;NI,61)
- Understands the importance of military technology and its effects on combatants during the Civil War BD (AE,125)
- Understands how major battles contributed to the outcome of the Civil War BD (AE,125;LE,113)
- Understands the provisions of the Emancipation Proclamation and its impact on the outcome of the war (e.g., Lincoln's reasons for issuing the Emancipation Proclamation; BD (AE,125;NE,59)

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how it affected the foreign recognition of the Confederacy)

Level IV (Grades 9-12)

- Understands how the "hammering campaigns" of Generals Grant and Sherman affected the outcome of the war (e.g., the consequences of the South's emphasis on the eastern theater; how the Civil War impacted the trans-Mississippi West) BD (AE,125;LE,113)
- Understands the wartime leadership of Jefferson Davis and Abraham Lincoln and the importance of presidential leadership to the outcome of the war (e.g., how their leadership styles differed; how Davis's military experience made a difference in his leadership; how Lincoln's sense of humor and pragmatism affected his leadership) BD (AE,125)
- Understands the reasons for the impact of the Emancipation Proclamation in transforming the goals of the Civil War BD (AE,125)
- Understands the meaning and significance of the Gettysburg Address (e.g., its relationship to the Declaration of Independence and the Constitution) BD (AE,125)
- Understands the varied Native American responses to the Civil War (e.g., how Native Americans in the West were affected by the Civil War; the internal conflicts among the "Five Civilized Tribes" regarding their support for the Union or Confederacy; the long-term consequences for Native Americans) BD (AE,125)

39. Understands the social experience of the Civil War on the battlefield and homefront (AE,126;LE,109)

Level II (Grades 5-6)

- Understands how the Civil War changed the lives of American women, men and children; the human costs of the war in the North and South BD (AE,126;LE,107,114)
- Understands Confederate and white and African Union soldiers' motives for fighting in the Civil War; why African American soldiers were in special danger during the war BD (AE,126)
- Understands how the Civil War affected the lives of women (e.g., responsibilities women took on at home; the roles they played on the battlefield) BD (AE,126;LE,114)

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Level III (Grades 7-8)

- Understands the experiences of Union and Confederate soldiers, how their motives differed and the extent to which they changed as the war progressed BD (AE,126;LI,113;NI,61)
- Knows the contributions of African American soldiers during the war, and how their experiences compared with white Union soldiers BC (AE,126-127;NE,59)
- Understands different perspectives on conscription during the Civil War and Union provisions for the avoidance of service BD (AE,127)
- Understands the role and contribution of women on both sides of the conflict BD (AE,127;LE,114)
- Understands the effects of divided loyalties during the Civil War BD (AE,127)

Level IV (Grades 9-12)

- Understands the treatment of African American soldiers in the Union army and Confederacy during the Civil War (e.g., how the concept of liberty was viewed by African Americans; how Confederate leaders dealt with African American soldiers; the events at Fort Pillow; reasons for the decision to differentiate between soldiers' pay for white troops and African American soldiers in the Union Army before June 1864) BD (AE,127;NI,107)
- Understands the causes and consequences of the New York City draft riots in July 1863 (e.g., how city officials responded to the riots; how the federal government responded; why African American males were so often targeted by rioters) BD (AE,127)
- Understands the need for the Union to curb wartime civil liberties and Lincoln's suspension of the writ of habeas corpus during the war BD (AE,127)
- Understands the roles of women on the home front and battle front during the Civil War (e.g., new occupations that were open to women; the extent to which gender roles and traditional attitudes toward women in the work force changed; how the actions of Clara Barton, Belle Boyd, Rose Greenhow and Harriet Tubman affected the war) BD (AE,127)
- Understands the effects of the Civil War on civilians and the human costs of the war in the North and South (e.g., how photographs of death and destruction affected people of the North and South) BD (AE,127;LE,107,114)

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(AE,128;LE,109)

40. Understands the political controversy over Reconstruction

Level II (Grades 5-6)

- Understands the end of the Civil War and demobilization of the Union and Confederate armies BD (AE,128;LI,113)
- Understands how the leadership of Presidents Lincoln and Johnson affected Reconstruction (e.g., how the two men differed; the effect of Lincoln's assassination on the nation; why Andrew Johnson was impeached) BD (AE,128;NI,60)
- Understands the basic provisions of the 13th, 14th and 15th amendments to the Constitution, how the lives of African Americans were changed by these amendments, and the political and social forces opposing or supporting each, such as the Ku Klux Klan BD (AE,128;LE,106,109;NE,58)

Level III (Grades 7-8)

- Understands the different Reconstruction plans advocated by President Lincoln, Congressional leaders and President Johnson BD (AE,128;LE,114-115)
- Understands how President Johnson's resistance to congressional authority led to his impeachment (e.g., how Congress responded to Johnson's attempts to control Reconstruction policy; the extent to which Johnson's personality played a role in the conflict with "Radical" Republicans; how the Tenure of Office Act played a role in the impeachment) BD (AE,128-129)
- Understands the basic principles incorporated in the Reconstruction amendments and their effectiveness (e.g., the intent of the amendments; how African American freedmen experienced change following these amendments; how southern "Redeemers" restricted the civil rights of African Americans) BD (AE,129;LE,115;NI,60)
- Understands the Compromise of 1877 and the perspectives of African Americans, southern political leaders and northern Republicans related to it (e.g., its effects in ending the political stalemate over the election of 1876; the extent to which the compromise abandoned reconstruction goals; what the long-range consequences of the compromise were) BD (AE,129)

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Level IV (Grades 9-12)

- Understands the Lincoln, Johnson and Radical Republican plans for Reconstruction (e.g., how each plan viewed secession, amnesty and pardon, and procedure for readmission to the Union; how the issue of Federalism influenced the debate over Reconstruction policy; how Johnson's personality and character affected relationships with congressional leaders; the various motives for maintaining control over the government) BD (AE,129;LI,114-115)
 - Understands the conflict between President Johnson and Republican legislators and the reasons for and consequences of Johnson's impeachment and trial BD (AE,129)
 - Understands the 14th and 15th amendments to the Constitution (e.g., how citizenship was defined; why the clauses of "equal protection of the laws" and "due process" were included; why women were excluded in the 15th amendment) BD (AE,129;LI,115;NI,107)
 - Understands how violence and the tactics of the "redeemers" helped produce the Compromise of 1877 and the consequences of the compromise on the South (e.g., how southerners justified the origin of the Ku Klux Klan; why northern Republicans and congressional leaders abandoned African Americans in the 1870s) BD (AE,129;LI,115-116)
- 41. Understands the programs to transform social relations in the South during Reconstruction** (AE,130;LI,115)

Level II (Grades 5-6)

- Understands how the Union victory and emancipation changed life in the South during Reconstruction (e.g., what the defeated Confederate soldiers found when they returned home; what the needs of nearly four million African American freed men and women were) BD (AE,130)
- Understands the ways in which former slaves organized into communities to improve their position in American society (e.g., why former slaves were eager to build schools and get an education; the importance of the black churches in working to improve the condition of African Americans in the South; how slaves worked together to obtain land; why some moved to the North and West after the Civil War) BD (AE,130;NE,60)
- Understands the goals of the Freedmen's Bureau, its most important need and how people from the North traveled south to help with Reconstruction BD (AE,130;LE,115)

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Level III (Grades 7-8)

- Understands the economic and social problems facing the South and their impact on different groups of people at the close of the Civil War BD (AE,130;NI,61)
- Understands the successes and failures of the Freedmen's Bureau (e.g., the goals of the Freedmen's Bureau; the extent to which the services of the Freedmen's Bureau were offered to southern poor whites; how the bureau proposed to deal with abandoned land in the South; the extent to which the policy was effective; the political, economic and social factors that hindered the success of the bureau) BD (AE,130;LI,115)
- Understands how African Americans attempted to improve their economic position during Reconstruction and the factors involved in their quest for land ownership BD (AE,131;LI,115;NI,58)

Level IV (Grades 9-12)

- Understands how traditional beliefs and values (e.g., limited government, white supremacy, the sanctity of private property) inhibited the role and successes of the Freedmen's Bureau (e.g., the extent to which the bureau was successful in securing employment, education and support services for African-American and white refugees; how the bureau contributed to the economic and social transformation of the South during Reconstruction; how the bureau contributed to racial stereotyping and paternalism; how African Americans were affected by labor contracts) BD (AE,131;LI,115-116)
- Understands the struggle between former masters seeking to create a labor force and former slaves seeking economic autonomy and land ownership; how such conflicts affected economics, politics and race relations in the postwar South (e.g., how southern Black Codes reflected attempts to limit the freed slaves' newfound freedom and force them back to work on the plantations; the effect such laws had on northern Republicans; why sharecropping evolved as the eventual solution to the labor problem and why newly emancipated slaves often chose it over wage labor) BD (AE,131)
- Understands how black churches and schools formed the basis for self-help within the African American community after the Civil War (e.g., the goals of education, economic development, establishing and reaffirming community and whether they were achieved; the effectiveness of black churches in dealing with social, economic and political issues of importance; the role taken by African American churches today) BD (AE,131)

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42. **Understands the successes and failures of Reconstruction in the South, North and West** (AE,132;LE,106)

Level II (Grades 5-6)

- Understands how the economic conditions of the North and South changed over the war years BD (AE,132)
- Understands the lives of African Americans who served as teachers and political leaders during Reconstruction and their contributions (e.g., Charlotte Forten, Robert Elliot, Hiram Revels, Blanche Bruce) BD (AE,132)
- Understands why Susan B. Anthony and Elizabeth Cady Stanton, who had supported the abolition of slavery, voiced opposition to the 15th amendment BD (AE,132)
- Understands the increase of corruption in the post-Civil War period and the importance of political cartoonists in drawing attention to it BD (AE,132;LI,116)

Level III (Grades 7-8)

- Understands the contributions of African Americans who served in state and national offices during Reconstruction (e.g., Hiram Revels, Blanche Bruce, B.S. Pinchback) BD (AE,133;LI,115;NE,59)
- Understands the changes in the political and economic position of African Americans in the North during Reconstruction (e.g., how attitudes toward free blacks changed; the extent to which Jim Crow laws were passed in the North; differences between the social conditions of African Americans in the North and the South) BD (AE,133;LI,115-116)
- Understands the reasons for the increasing political corruption of the post-Civil War period and whether political cartoonists accurately reflected the degree of corruption present BD (AE,133;LI,116)
- Understands the personal challenges to Freedmen during Reconstruction BD (AE,133)
- Understands how the Civil War and Reconstruction changed gender roles and status in the North and West BD (AE,132;NI,60)
- Understands differing historical views of Reconstruction (e.g., as a Revolution; as having failed because of lack of commitment to carry out its basic goals and pledges) BD (AE,132)

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Level IV (Grades 9-12)

- Understands the successes and achievements of "Black Reconstruction" (e.g., the extent to which African American goals of education, economic development and establishing and reaffirming community were achieved) and legislative reform programs promoted by reconstructed state governments BD (AE,133;LI,115-116)
 - Understands the impact of the uses of fraud and violence on the end of Reconstruction in 1877 BD (AE,133)
 - Understands the views of Reconstruction as a revolution (e.g., the possibility of African Americans attaining full equality during Reconstruction; why some freedmen chose to migrate West) BD (AE,133)
 - Understands how economic expansion and development were affected by the Civil War and Reconstruction (e.g., how land grants, subsidies to railroads and tariff and monetary policies affected U.S. growth and development) BD (AE,134;NI,110)
 - Understands the extent to which gender roles and status were affected by the Civil War and Reconstruction (e.g., why leaders like Elizabeth Cady Stanton, Susan B. Anthony and others felt betrayed by Reconstruction; the differences between the National Woman Suffrage Association and the American Woman Suffrage Association and their strategies) BD (AE,134)
 - Understands the extent of corruption in state and national politics after the Civil War (e.g., the extent to which crooked business deals, in securing contracts during the Civil War, encouraged corruption in the government after the war; how William Marcy Tweed was able to come to power in New York and why the city was called "Boss Tweed's New York") BD (AE,134)
- 43. Understands the connections between industrialization, the rise of big business and the advent of the modern corporation between 1870 and 1900** (AE,138;LE,118)

Level II (Grades 5-6)

- Understands the major technological, transportation and communication changes that occurred after 1870 and their effects (e.g., great inventors and their inventions; how trade, shipping, railroads, large business and farming practices changed; the effects of technological change on the environment; factors that contributed to the rapid economic growth of the U.S.; how the lives and standard of living of many people changed) BD (AE,138;LI,119,122;NE,66)

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- Knows about the careers of prominent industrial and financial leaders of the late 19th century (e.g., Andrew Carnegie; John D. Rockefeller; J.P. Morgan) BD (AE,138;LE,119;NE,67)

Level III (Grades 7-8)

- Understands the impact of modern technology, new inventions and advances in transportation on society after 1870 (e.g., the promotion of the development of urban areas, changes in rural America) BD (AE,139;LI,119,122;NE,66)
- Understands the concept of the "American Dream" (e.g., the influence of the Horatio Alger model and how many of the great business leaders of the late 19th century fit the model; the extent to which the "rags to riches" stories tell about American values; the "rags to riches" dream in contemporary American society) BD (AE,139)
- Understands how business leader sought to limit competition and maximize profits in the 19th century BD (AE,139;LI,122)
- Understands the various types of business organizations that transformed the economy (steel industry, railroads, corporations, banks) BD (AE,138;LI,124;NI,66)
- Understands the lives of prominent industrial leaders (e.g., benefits an individual's success brought to American society; how the "captains of industry" built great fortunes and how they used their wealth; the roles of government, competition and the maximization of profit to industrial leaders; the "robber baron" characterization) BD (AE,139;LE,119,122;NE,67)

Level IV (Grades 9-12)

- Understands the changing nature of business enterprise in the late 19th century (e.g., the social origins of business leaders of the period in terms of race, religion, ethnicity, class, education and occupation; the impact of individual business leaders and market forces on economic expansion; the role of the judicial system in helping or hindering economic change) BD (AE,139;LI,119,120)
- Understands how business leaders (e.g., Rockefeller, Carnegie) gained dominance in their particular industries in the late 19th century (e.g., by maximizing profits and limiting competition; by pursuing horizontal or vertical integration; the contributions of managerial organization, technological innovation and individual decision making) BD (AE,139;LE,122)

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44. Understands the impact of rapid industrialization on urban politics, living standards and opportunity at the different levels of society in the late 19th century (AE,140;LE,121)

Level II (Grades 5-6)

- Knows where industries and transportation expanded during the late 19th century and the geographic reasons for building factories, commercial centers and transportation hubs in these places BD (AE,140;LI,124)
- Understands the living conditions in the growing cities in the late 19th century and what drew different groups of people from the farms to the big cities in the late 19th century BD (AE,104;LE,124;NI,66)

Level III (Grades 7-8)

- Understands the factors that created different kinds of cities in diverse regions of the country (e.g., the influence of physical geography; the influence of new methods of transportation and communication; the extent to which economic development contributed to the growth of urban centers such as Boston, Philadelphia, Chicago, Atlanta, San Francisco) BD (AE,140)
- Understands the internal migration from farm to city in the late 19th century (e.g., why people moved to the cities; differences between urban and rural living conditions) BD (AE,140;LE,124)
- Understands how industrialization and urbanization affected the division of wealth, living conditions and economic opportunity in the late 19th century BD (AE,141;LE,124)
- Understands how urban political machines gained power, how they addressed the challenges of governing large cities, and their negative impact in the late 19th century (e.g., the most notorious political bosses of the era; the tactics they used to govern cities; how machine politics helped the urban poor; how they were viewed by immigrants and middle-class reformers) BD (AE,141;LE,126)

Level IV (Grades 9-12)

- Understands the demographic, economic and spatial expansion of cities in the late 19th century (e.g., how the population, workforce and residential patterns of cities changed) BD (AE,141;LE,124)
- Understands how city residents dealt with problems (e.g., adequate water supplies; sewer systems; public health, safety, education; transportation; housing) in the late 19th century BD (AE,141;LE,124)

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- Understands how urban bosses (e.g., William Marcy Tweed, George Washington Plunkitt) won the support of immigrants and viewed the role and responsibilities of city government (e.g., the interests they supported and how effective they were; Lord James Bryce's characterization of city government; how democratic the good government advocates were) BD (AE,141;LE,126)

45. Understands how agriculture, mining and ranching were transformed in the late 19th century (AE,142)

Level II (Grades 5-6)

- Understands the major technological and geographical influences that affected farming, mining and ranching BD (AE,142;LE,125,126;NI,66)
- Understands life on the Great Plains and the idea of the "frontier" (e.g., the kind of people who were drawn to the West and where they came from; the role of women and children on farms, ranches and in mining towns; what the average work week was like for farmers; conflicts that arose between farmers, ranchers and miners during settlement) BD (AE,142;LI,125,126)
- Understands how different people lived and worked in the West during the late 19th century (e.g., farmers compared with urban workers) BD (AE,142)

Level III (Grades 7-8)

- Understands the influence of geography and technology on farming, ranching and mining in the American West BD (AE,142;LE,125,126;NI,66)
- Understands the reasons for conflict among farmers, ranchers and miners that arose during the settlement of the "last frontier" (e.g., disputes that developed over water rights and open ranges) BD (AE,142;LI,126)
- Understands the daily life of women on the western frontier; how their experiences differed from the experiences of women in the East and Midwest; the impact these experiences had on the expansion of women's rights BD (AE,143)
- Understands cross-cultural encounters and the conflicts that arose among the different racial and ethnic groups in western mining regions, farming communities and urban areas BD (AE,143;LE,125-126;NI,64)

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in the late 19th century (e.g., the extent to which the old Spanish and Mexican land grants were recognized by local and state governments and new settlers; experiences that Asian immigrants encountered; discriminatory practices that existed; conflicts that developed between Native Americans and white settlers; the experiences of African Americans in the West; the role of the Buffalo Soldiers in the West)

- Understands commercial farming in the Northeast, South Great Plains and West in terms of crop production, farm labor, financing and transportation and the significance of farm organizations BD (AE,142;LI,125)

Level IV (Grades 9-12)

- Understands the hardships faced by settlers in the late 19th century and how they differed from romantic depictions of life in the West (e.g., conflicts between cattle ranchers, farmers and sheep herders; ethnic conflict portrayed in the Murietta stories and the Cortina uprising; the role of vigilantes) BD (AE,143)
- Understands the extension of railroad lines, increased agricultural productivity and the effect of improved transportation facilities on commodity prices (e.g., the average size of farms in the North, South, Great Plains and West in 1870 and in 1900; the agricultural commodities that were the principal source of income in these regions; how the increased use of agricultural machinery affected productivity, indebtedness, farm ownership and the average size of farms) BD (AE,143;LI,125)
- Understands the racial, ethnic and gender composition of farmers, miners and ranchers in the West in the late 19th century and how gender and racial roles were defined BD (AE,143;LI,126)
- Understands the major grievances of and solutions offered by the farm organizations of the late 19th century (e.g., Patrons of Husbandry; Greenbackers; Northern, Southern and Colored Farmers' Alliances) and the impact of the crop-lien system in the South, transportation and storage costs for farmers and the price of staples (e.g., the decline in farm commodity prices and how the government's monetary policy affected the prices) BD (AE,143)
- Understands the role of religion in stabilizing the new western communities in the late 19th century BD (AE,143)

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46. **Understands the ecological effects of industrialism, urbanization, agricultural and mining developments and the emerging environmental movement in the late 19th century** (AE,144;NE,66)

Level II (Grades 5-6)

- Understands the efforts of late 19th century reformers (e.g., John Muir and the Sierra Club) to control pollution and the depletion of natural resources BD (AE,144;LE,131;NI,67)
- Understands the environmental effects of mining and industrial development (e.g., effects of strip mining on soil erosion; effects on the scenic beauty and health of city and countryside) BD (AE,144;NI,66,67)

Level III (Grades 7-8)

- Understands the environmental impact of industrialization and the depletion of natural resources during the latter part of the 19th century (e.g., the origins of the environmental movement and how successful it was; the role of local, state and national government in the attempt to preserve natural resources) BD (AE,144;NI,67)
- Understands how rapid industrialization, extractive mining techniques and the "gridiron pattern" of urban growth affected the scenic beauty and health of city and countryside BD (AE,144)

Level IV (Grades 9-12)

- Understands how the emphasis on staple crop production, strip mining, lumbering, ranching and the destruction of western buffalo herds led to massive environmental damage in the late 19th century and to the conservation movement (e.g., how local, state and national leaders and ordinary people responded to environmental and conservation concerns; the leaders and primary supporters of the conservation movement and their arguments) BD (AE,144-145;NI,115)
- Understands the environmental impact of the rapid increase in population and industrial growth in urban areas in the late 19th century (e.g., why the "gridiron pattern" became the standard for urban growth and the problems that resulted; how inefficient procedures for garbage collection and sewage disposal and treatment affected urban life; how city leaders and residents coped with the major environmental problems facing cities) BD (AE,145;NI,115)

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(AE,146)

47. Understands the sources and causes of immigration and the experiences of immigrants after 1870

Level II (Grades 5-6)

- Understands how immigration changed after 1870; where people came from and where they settled; how they were welcomed by the English, Scots, Irish, German and other earlier settlers BD (AE,146;LE,123;NE,64)
- Understands the ways in which immigrants learned to live and work in a new country (e.g., how urban reformers such as Jane Addams and Jacob Riis tried to serve the needs of new immigrants; the role of public schools in helping immigrants settle into their new communities; early Chinese and Japanese immigration to California; the experiences of Jewish immigrants) BD (AE,146;LE,123-124;NE,64,65)
- Understands the obstacles, opportunities and contributions of different immigrant groups BD (AE,146;LI,123)

Level III (Grades 7-8)

- Understands the differences between immigration in the 1880s and the 1840s (in terms of e.g., motives for immigration; regions of the world from which most immigrants came; volume and the newcomers' ethnicity, religion and language) BC (AE,147;NE,65)
- Understands different attitudes toward immigrants (e.g., how Americans reacted to the new immigration; differences between the nativism of the 1840s and the 1880s; how the languages and religious beliefs of the new immigrants affected the nativists; factors that contributed to changing attitudes toward immigrants; how immigrants responded to hostility) BD (AE,147;LI,123)
- Understands the contributions of immigrants to American society BD (AE,147)
- Understands how Catholic and Jewish newcomers responded to discrimination and internal divisions in their new surroundings after 1870 BD (AE,147)

Level IV (Grades 9-12)

- Understands the experiences of new immigrants in the period 1870 to 1900 (e.g., their goals and whether they were able to attain them; the communal associations and

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institutions that immigrant groups organized in order to ease their transition and preserve their cultural and ethnic identities; expectations; tensions between ideals and realities)

- Understands the reasons for hostility toward the new immigrants in the late 19th century (e.g., antiforeshyn hysteria in the aftermath of the Haymarket Affair; attacks on Jewish merchants and residents in Louisiana and Mississippi; anti-Italian hysteria in New Orleans in 1891; attacks on Polish and Hungarian strikers in Pennsylvania in 1887) BD (AE,147;LI,123)
- Understands the trends, changes, reasons for changes and the tensions between American ideals and reality as they relate to immigration (e.g., restriction measures such as the Chinese Exclusion Act [1882], Gentleman's Agreement [1907], Literacy Test [1917], Emergency Quota Act [1921], Immigration Restriction Act [1924], the McCarran-Walter Act [1952]) BD (AE,147)

48. Understands the theory of Social Darwinism, race relations and the struggle for equal rights and opportunities (AE,148;LE,122-123)

Level II (Grades 5-6)

- Understands how diverse people (e.g., African Americans, Asian Americans, Hispanic Americans) fared in different regions of the country in the late 19th century (e.g., the establishment and practice of their own religions and customs; methods used to stop emigration from Asia; treatment of minorities and immigrants in the workplace and the steps taken to stop discrimination) BD (AE,148;LI,123-124)
- Understands Jim Crow laws and how African Americans worked to end restrictions BD (AE,148;LI,130;NE,63)

Level III (Grades 7-8)

- Understands the philosophy of Social Darwinism, its applications and its opponents BD (AE,148;LE,122-123;NE,64)
- Understands racial and ethnic discrimination in the U.S. after 1870 (e.g., Jim Crow laws; differences in the discrimination of African Americans in the North and the South; *Plessy v. Ferguson* and the impact it had on race relations; discrimination against Asian Americans and Hispanic Americans in the West and Southwest and the extent to which legislation limited their rights) BD (AE,148;LI,123-124,130;NI,63)
- Understands the efforts of minority groups to attain equal rights and the leadership roles BD (AE,148;LE,130)

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of individuals who were outspoken in their opposition to discrimination and racial prejudice

Level IV (Grades 9-12)

- Understands the arguments of the advocates of Social Darwinism (Graham Sumner, John Fiske, Andrew Carnegie) and its opponents (Lester Frank Ward, John Dewey, Richard T. Ely, William James) and the impact of Social Darwinism on public policy in the late 19th century BD (AE,149;LI,122-123;NI,112)
 - Understands the political, social and economic discrimination against African Americans, Asian Americans and Hispanic Americans (e.g., the origins and purpose of the Jim Crow system; poll taxes and residency requirements; the goals and consequences of the Immigration Restriction League; *Yick Wo v. Hopkins* and *Plessy v. Ferguson* Supreme Court cases; widespread lynching of the 1890s) BD (AE,149;LI,123-124,130)
 - Understands the arguments and methods by which various minority groups sought to acquire equal rights and opportunities BD (AE,148)
 - Understands the experiences of African American families who migrated from the South to New York City in the 1890s BD (AE,149)
- 49. Understands the rise of cultural movements at different levels of society and how they affected American life in the late 19th century** (AE,150)

Level II (Grades 5-6)

- Understands entertainment in the lives of children (e.g., toys, games) and mass entertainment and leisure activities at different levels of American society in the late 19th century BD (AE,150)
- Understands new forms of popular culture and the reasons for their development BD (AE,150;NE,64)

Level III (Grades 7-8)

- Understands how regional artists (e.g., Mary Cassatt, Winslow Homer) portrayed American life, attitudes and values in the late 19th century BD (AE,150)

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- Understands the reasons for the appeal of new sports, entertainment and recreational activities of the late 19th century (e.g., recreational activities that were associated with the wealthy, middle and working classes; how increased leisure time affected spectator sports and entertainment; recreational activities that are commonly depicted in the art of the period) BD (AE,150;NI,64)
- Understands the changes in lifestyles of the late 19th century (e.g., how department stores and chain stores illustrate the change in the role of the family from producers to consumers; how public education reflected the changes taking place in the country; how changes in childhood were reflected in new games played and the differing expectations of children; how women's clothing and dress styles change) BD (AE,150)

Level IV (Grades 9-12)

- Understands how regional writers (e.g., George Washington Carver, Will Cather, Edward Eggleston, Hamlin Garland, Joel Chandler Harris, Bret Harte, William Dean Howells, Charles W. Chesnutt, Mary Noailles Murfree, O. E. Rolvaag, Mark Twain, Edith Wharton, Constance Fenimore Woolson) portrayed American life in the late 19th century (e.g., regional themes; why most of the famous authors of the period are referred to as social realist writers) BD (AE,151;LI,119-120)
- Understands the various forms of leisure activities available to different classes in the late 19th century (e.g., organized and spectator sports, theaters and symphonies, vaudeville, amusement parks, circuses, city parks, bicycling, croquet, golf, tennis, polo, horse racing) BD (AE,151;LI,124)
- Understands Victorianism and its impact on manners and morals (e.g., effects on lifestyles, class differences, gender roles and reform movements) BD (AE,151)

50. Understands how the second industrial revolution changed the nature and conditions of work (AE,152;LE,124)

Level II (Grades 5-6)

- Understands changes in the way businesses operated, working conditions in urban factories and how workers lives were affected after the Civil War BD (AE,152;LE,124)
- Understands the reasons for child labor and its consequences in the late 19th century BD (AE,152;NI,67)

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Level III (Grades 7-8)

- Understands how gender, race, ethnicity and skill affected employment in different regions of the country in the late 19th century BD (AE,152)
- Understands the effects of the rise of big business on labor and the change from workshop to factory in different regions of the country in the late 19th century (e.g., the effect of the rise of big business on the number of manufacturing workers needed in American industry; jobs that were most affected by change; the role and experiences of women and children in the workforce) BD (AE,152-153;LI,124;NI,66,67)
- Understands how working conditions changed and how the workers responded to deteriorating conditions BD (AE,152;LE,124;NI,66)

Level IV (Grades 9-12)

- Understands how the rise of big business and the increasingly impersonal nature of work in the factories affected workers and their responses to the new order of the late 19th century BD (AE,153)
 - Understands the inroads women made in traditionally male-dominated professions and occupations and the legal status of women in the late 19th-century BD (AE,153;NI,113)
 - Understands the reasons for the increase in child labor, the type of work performed by children, the occupations in which they were employed and the dangers they faced during the workday BD (AE,153)
- (AE,154;LE,124-125;NE,66)
- 51. Understands the rise of national labor unions and the role of the state and federal governments in labor conflicts**

Level II (Grades 5-6)

- Understands the causes and results of labor conflicts in the late 19th century (e.g., where the major conflicts erupted; prominent labor leaders; the effectiveness of the strikes; what methods were used to break strikes) BD (AE,154;NE,66)
- Understands the causes and effects of the strikes in the coal mines and the organizing efforts of Mother Mary Jones BD (AE,154)

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Level III (Grades 7-8)

- Understands the ways in which management in different regions and industries responded to efforts to organize workers (e.g., Railroad Strike of 1877, Haymarket Affair of 1886, Homestead and Coeur d'Alene strikes of 1892, Pullman Strike of 1894) BD (AE,154;NE,67)
- Understands the response of management and government at different levels to labor strife in different regions of the country (e.g., how trade unions differed from earlier reform unions; what prompted workers to band together; what led workers to decide to strike; how, why and the extent to which government became involved in labor disputes) BD (AE,154;LI,124;NI,63)

Level IV (Grades 9-12)

- Understands the difference between reform unions and trade unions in terms of agendas for reform, the organization of workers by race, skill, gender and ethnicity and the extent of radicalism in the labor movement (e.g., National Labor Union; Knights of Labor hostility toward the Chinese; American Federation of Labor's avoidance of broad-based social and political reform; most unions' support of a "lily white" policy) BD (AE,155;NI,116)
- Understands the extent of radicalism in the late 19th-century labor movements (e.g., the writings of Terence Powderly, Samuel Gompers and Eugene V. Debs; Railroad Strike of 1877, Haymarket Affair of 1886, Homestead and Coeur d'Alene strikes of 1892, Pullman Strike of 1894) BD (AE,155)
- Understands the labor conflicts of 1894 and their impact on the development of American democracy (e.g., the formation of Coxey's Army and its impact; important individuals such as Thorstein Veblen, Attorney General Olney, Eugene V. Debs, President Cleveland) BD (AE,155)

52. Understands how Americans grappled with the social, economic and political problems of the late 19th century (AE,156)

Level II (Grades 5-6)

- Understands why the third parties were established in the late 19th century (e.g., the Socialist, Populist, Greenback Labor parties) BD (AE,156;NI,63)
- Understands the importance of Thomas Nast's political cartoons in the late 19th century (e.g., what they told about political issues; symbols Nast used to represent the Democratic) BD (AE,156)

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and Republican parties)

- Understands the lives of important political personalities of the late 19th century (e.g., James G. Blaine, Grover Cleveland, Mary Lease, William Jennings Bryan, Samuel Gompers, Belva Lockwood, George Washington Carver) BD (AE,156;NI,63,67)
- Understands the issues and results of the 1896 election and to what extent it was a turning point in American life BD (AE,156)

Level III (Grades 7-8)

- Understands the positions of the Democratic and Republican parties on the important issues of the late 19th century (e.g., civil service reform, monetary policy, tariffs, business regulation) BD (AE,156;LI,126)
- Understands the importance of individuals in promoting political reform in the late 19th century (e.g., Samuel Tilden, Grover Cleveland, Thomas Nast) BD (AE,157)
- Understands the goals of the Socialist party and what group of people was more likely to support the socialists BD (AE,156)
- Understands the goals, successes and failures of the Populist party and the leading populists of the period 1870-1900 (e.g., the effectiveness of Mary Elizabeth Lease and William Jennings Bryan in arousing western farmers; the problems the populists addressed) BD (AE,157;NE,63)

Level IV (Grades 9-12)

- Understands the appeal of the Democratic, Republican and Greenback Labor parties to different socioeconomic groups and sections of the country (e.g., why voter turnout and party loyalty was high in the period 1870-1896; support of the Democratic party by urban workers in the North; support of the Republican party by African Americans; the role of third parties such as the Greenback Labor and Socialist parties and their impact) BD (AE,157;LI,126)
- Understands the causes and effects of the depressions of 1873-1879 and 1893-1897 and the ways in which government, business, labor and farmers responded (e.g., the extent to which the contraction of the money supply was the chief cause of the decline in farm BD (AE,156,157)

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prices and income in the period 1873-1896)

- Understands how Democrats and Republicans responded to civil service reform, monetary policy, tariffs and business regulations (e.g., the extent to which the two parties deserved the label "Tweedledee and Tweedledum"; the "Mugwumps" and why they supported Cleveland in the election of 1884; the extent to which the tariff was a major issue in the 1880s and 1890s and how the Cleveland and Harrison administrations dealt with the tariff) BD (AE,156,157)
- Understands the reaction of western and southern farmers to the cycle of falling prices, scarce money and debt (e.g., the goals and achievements of the National Farmers Alliance and Industrial Union and its relationship to the National Colored Farmers Alliance; why Jerry Simpson and Mary Elizabeth Lease became alliance leaders) BD (AE,157)
- Understands the problems that prompted the establishment of the Populist party (e.g., the extent to which provisions of the Omaha Platform were incorporated into the platforms of the two major parties over the following generation; the influence the Populists had on the later Progressive movement) BD (AE,157;LI,126;NI,112)
- Understands the issues and results of the 1896 election (e.g. the extent to which farmers were unable to adjust to the changing industrial scene and the Populist decision to endorse the Democratic nominee; William Jennings Bryan's "Cross of Gold" speech and how it affected the outcome of the election; arguments and strategies used by William McKinley and Mark Hanna; urban women's support of the Republican party; the major components of the "full dinner pail") BD (AE,158)
- Understands the overall successes and failures of the Populist movement in meeting the needs of American society (e.g., issues raised by the Populists; the extent to which the movement differed in different sections of the country; positions taken on immigration and woman suffrage; leadership roles played by women; how populism contributed to the movement to disenfranchise African Americans in the southern states) BD (AE,158)33

53. Understands federal Indian policy, westward expansion and the resulting struggles in the late 19th century (AE,159;LI,118)

Level II (Grades 5-6)

- Understands the movement of Native Americans to reservations in western states, the effect of government policies on Native American nations and Indian land holdings BD (AE,159;LE,125;NI,64)

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between 1870 and 1900 (e.g., why they signed treaties to accept life on reservations in faraway areas; how they resisted forced migrations)

- Understands the survival strategies of Native American societies in the late 19th century BD (AE,159;NI,64)

Level III (Grades 7-8)

- Understands the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, settlers and the general public in the late 19th century (e.g., changes in governmental policies; the public's reaction to the Indian wars; differences in the attitudes of easterners and westerners; the impact of Helen Hunt Jackson's *A Century of Dishonor*; the impact of the government's reservation policy; the intent of the Dawes Severalty Act of 1887 and whether it achieved its goals; Native American response to the Dawes Act) BD (AE,159;LI,120)
- Understands the response of Native American societies to increased white settlement, mining activities and railroad construction in the late 19th century BD (AE,159-160;NI,64,65)

Level IV (Grades 9-12)

- Understands the Dawes Severalty Act of 1887 (e.g., how the effort to assimilate Native Americans affected the expropriation of Indian lands; how the admission of new western states affected relations between the U.S. and Native American societies; how the act attempted to dismantle the reservation system) BD (AE,160;LE,125;NI,113)
- Understands the leadership and values of Native American leaders (e.g., Seattle, Red Cloud, Chief Joseph, Black Elk, Wovoka) and their determination to serve their people (e.g., respect gained by their people; how government officials portrayed Native American leaders; the reaction of the general public to Native American leaders; how they were represented in the eastern and western press) BD (AE,160;NI,113)
- Understands the depiction of Native Americans and whites by 19th-century artists (e.g., George Catlin, Frederic Remington, Charles M. Russell) BD (AE,160)

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54. **Understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War** (AE,161;LE,136,139)

Level II (Grades 5-6)

- Knows the areas around the world which the U.S. annexed in the post-Civil War era and the primary reasons for interest in each of these areas BD (AE,161;LE,135;NI,68)
- Understands the conditions which led the U.S. to war with Spain in 1898 and the character and objectives of the war BD (AE,161;LE,139-140;NE,68)
- Knows about the leading personalities of the Spanish-American War (e.g., Butcher Weyler, William McKinley, Theodore Roosevelt, Emilio Aguinaldo) BD (AE,161;LE,138;NI,68)

Level III (Grades 7-8)

- Understands the geographic, economic and social factors for U.S. expansionism in the late 19th century; the arguments used to justify expansion (e.g., Social Darwinism) and arguments by individuals who opposed expansion BD (AE,161;LE,140;NE,68)
- Understands how writers (e.g., Rudyard Kipling, Mark Twain) responded to U.S. expansionism in the late 19th century BD (AE,161)
- Understands causes of the Spanish-American War (e.g., economic, geographic factors; U.S. justifications; the impact of the press on public opinion) BD (AE,161;LE,139,140)
- Understands the consequences of the Spanish-American War (e.g., the role of the U.S. in Cuba after the war; the war's effects on U.S. involvement in international relations; constitutional issues raised by the acquisition of new territories) BD (AE,162;LE,140;NE,63)
- Understands the consequences of the annexation of the Philippines and the Filipino insurrection (e.g., changes in U.S. policy after the war; justification for annexation; human costs of the war) BD (AE,162;LE,140)

Level IV (Grades 9-12)

- Understands how geopolitics, economic interests, racial ideology, Protestant missionary zeal, nationalism and domestic tensions combined to create an expansionist foreign policy BD (AE,161,162;LE,139;NI,117)

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in the late 19th century (e.g., the extent to which seapower was a factor; U.S. interest in acquiring Hawaii and Samoa; the extent to which farmers, business leaders and working men supported expansionism)

- Understands President McKinley's reasons for going to war with Spain after Spanish officials had agreed to the terms specified in his ultimatum (e.g., his reasoning for taking control of the Philippines; U.S. justification; the role of McKinley's own party and public opinion) BD (AE,162;LE,139-140)
 - Understands changing U.S. attitudes toward Emilio Aguinaldo from 1898 to the issue of warrants for his arrest after the Treaty of Paris (e.g., why Aguinaldo opposed U.S. annexation of the Philippines; his basic goals; the effectiveness of his leadership during the Filipino insurrection) BD (AE,162)
- 55. Understands origins of the Progressives and the coalitions they formed to deal with issues at the local and state levels** (AE,165;LI,128)

Level II (Grades 5-6)

- Understands the conditions that led the Progressives to far-reaching social and moral reforms (e.g., child labor, urban tenements, slums, poor living conditions) BD (AE,165;LE,131;NI,63)
- Knows how migrants from rural areas and immigrants from other lands experienced life in growing urban centers and how they coped (e.g., schools, settlement houses, religious groups, philanthropists) BD (AE,165;LI,123-124;NI,64)

Level III (Grades 7-8)

- Understands how intellectuals laid the groundwork and publicists spread the word of defects in urban industrial society, and the remedies they suggested (e.g., the work of Ida Tarbell, Upton Sinclair, Henry Demarest Lloyd, Jacob Riis; the characterization of these people as muckrakers) BD (AE,165-166;LE,130,131;NI,63)
- Understands the success of the Progressives in promoting political change and restoring democracy at the local and state levels and the contributions of such governors as Hiram Johnson, Robert La Follette and Charles Evans Hughes BD (AE,165,166;LE,132-133;NI,63)
- Understands Progressive social reforms in the areas of education, conservation, BD (AE,166;LE,123,131,132;NI,63)

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temperance and the "Americanization" of immigrants, and the people who were instrumental in promoting these reforms and their successes

Level IV (Grades 9-12)

- Understands the social origins of the Progressives (e.g., age, gender, education, social class, race, religion) and how their social origins contributed to their goals and strategies, successes and failures (e.g., the impact of the social gospel movement; proposals in education, conservation, the consumption of alcohol, the assimilation of immigrants; proposals for the regulation of big business, the protection of consumers and the improvement of working conditions) BD (AE,166;LE,131,132)
- Knows the important evidence and arguments of major Progressive leaders (e.g., the works of Florence Kelley, Charlotte Perkins Gilman, Margaret Sanger, Carrie Nation, Jacob Riis, Emma Goldman, John Dewey, Lincoln Steffens, Ida Tarbell, Upton Sinclair, Henry Demarest Lloyd) BD (AE,166;LE,130,131;NI,111)
- Understands Progressive reforms pertaining to government and business at the local and state level of government (e.g., the reforms that were implemented; the cities and mayors, states and governors who were leaders in the Progressive movement) BD (AE,166;LE,132-133;NI,111,112)
- Understands how racial and ethnic conflicts contributed to delayed statehood for New Mexico and Arizona during the Progressive era BD (AE,166)
- Understands the impact of the new nativism, the movement to restrict immigration and the effects on the status of African Americans, Native Americans, Asian Americans and Hispanic Americans during the Progressive era BD (AE,166;LE,123-124;NI,111,113)

56. Understands progressivism at the national level

(AE,167;LE,130)

Level II (Grades 5-6)

- Understands the leadership of Presidents Roosevelt, Taft and Wilson and their ideas for reform (e.g., their solutions to human problems in urban centers and the workplace; their successes and failures) BD (AE,167;LE,128,133-134;NI,63)
- Understands the 16th, 17th and 18th amendments (e.g., how they reflected the ideas of the

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Progressives; how they affected the lives of store owners, homemakers, farmers, school children, city mayors)

BD (AE,167;LE,132;NI,63,65)

- Understands the movement for women's suffrage

Level III (Grades 7-8)

BD (AE,167;LE,133-134;NI,63)

- Understands the major reforms initiated by presidents Roosevelt, Taft and Wilson, the commitment of each to Progressive ideals and how these presidents were popularly portrayed as leaders of reform

BD (AE,167;LI,134)

- Understands the results of the presidential election of 1912 (e.g., the factors that contributed to Wilson's victory, how the election was a high watermark for progressivism)

BD (AE,168;LI,134;NI,63)

- Understands the Progressive amendments to the Constitution and the movements that culminated in the 16th, 17th and 18th amendments (e.g., how the alliance of the Anti-Saloon League and the Women's Christian Temperance Union produced the 18th amendment; why the Income Tax Amendment was considered progressive; the reasons for a movement for direct elections of senators)

BD (AE,167;NI,66)

- Understands the New Nationalism, New Freedom and Socialist agendas for change

Level IV (Grades 9-12)

BD (AE,168;LI,133-134;NI,111,112)

- Understands the presidential leadership of Theodore Roosevelt, William Howard Taft and Woodrow Wilson in terms of their effectiveness as spokespersons for progressivism and passage of reform measures (e.g., the substance of Roosevelt's reforms, his contributions to progressivism and the idea that he was a "trust buster"; Taft's background and training as they influenced his style of leadership and the Republican case against him; how Wilson responded to the requests of African Americans, women and labor and the extent to which his reform program from 1913 to 1916 was an updating of the Omaha platform of 1892)

BD (AE,168)

- Understands the Hetch Hetchy controversy, the motives of the central participants and the impact of the battle during the Progressive era (e.g., how Pinchot defended his position)

BD (AE,168)

- Understands how the election of 1912 was a pivotal campaign for the Progressive movement at the national level (e.g., the platforms of the Democratic, Republican, Progressive and Socialist parties; the rift within the Republican party after 1909; the

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factors that influenced the outcome of the election; differences between the Square Deal, New Nationalism and New Freedom)

- Understands the methods Carrie Chapman Catt used in her leadership of the National Women's Suffrage Association to get the 19th amendment passed and ratified; why President Wilson changed his mind about the amendment; which of Catt's tactics were most successful BD (AE,168;NI,111)
- Understands how the decisions of the Supreme Court affected progressivism (e.g., *U.S. v. E.C. Knight Company* [1895], *Northern Securities Company v. U.S.* [1904], *Lochner v. New York* [1905], *Muller v. Oregon* [1908], *Standard Oil of N.J. v. U.S.* [1911], *Hammer v. Dagenhart* [1918]) BD (AE,168;LI,129,130;NI,111)

57. Understands the limitations of progressivism and the alternative programs from other groups (AE,169;LE,129,134)

Level II (Grades 5-6)

- Understands the issues that were important to women, Native Americans, African Americans and organized workers during the Progressive era BD (AE,169;LE,130,131;NI,63,65)
- Understands the perspectives of African Americans on progressivism and their alternative programs (e.g., through study of such persons as Ida Wells-Barnett, Booker T. Washington and W. E. B. DuBois) BD (AE,169;LE,130;NI,63,65)

Level III (Grades 7-8)

- Understands the perspectives of African Americans on progressivism and their alternative programs (e.g., the goals and strategies of Booker T. Washington and W. E. B. DuBois; how African Americans used progressive tactics to attempt change; their success in securing the passage of legislation such as anti-lynching laws; the legacy of *Plessy v. Ferguson*) BD (AE,169;LE,130;NI,63,65)
- Understands the message of the Industrial Workers of the World (IWW) (e.g., the leaders, their strategies, how their goals differed from those of the Progressives) BD (AE,169;NI,66)
- Understands why mainstream Progressives abandoned women's issues and how women responded BD (AE,169)

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Level IV (Grades 9-12)

- Understands the different perspectives of W.E. B. DuBois and Booker T. Washington and DuBois's role in the founding of the NAACP BD (AE,169;LE,130;NI,113)
- Understands how Mary Church Terrell, Charlotte Hawkins Brown and Ida Wells-Barnett contributed to the Progressive movement (e.g., the extent to which the Progressives' emphasis on decentralization and localism worked to the disadvantage of African Americans) BD (AE,170;LI,131)
- Understands how the International Ladies Garment Workers Union (ILGWU) and the "1909 uprising of the 20,000" exemplified alternatives to mainstream progressivism BD (AE,170)
- Understands the issues raised by women but ignored by mainstream progressives (e.g., how the "New Woman" ideas and activities were an alternative to progressivism and its effects on women; the debate among leading women such as Charlotte Perkins Gilman, Susan B. Anthony, Margaret Sanger, Louise Bryant, Emma Goldman and Alice Paul on the suffrage movement) BD (AE,170;NI,111,113)
- Understands the changing perception toward Native American assimilation under progressivism and its consequences (e.g., how perceptions changed since the Dawes Act of 1887; how Native Americans came to be perceived as more peripheral members of society; how assimilation no longer included full citizenship and equality; the effects of the case of *Lone Wolf v. Hitchcock* [1903] and the Burke Act of 1906; the decisions of western politicians and their constituents regarding tribal lands) BD (AE,170)
- Understands the success of the Progressive movement as it related to groups outside the mainstream (e.g., its relationship to democracy; Progressive views of immigration and how they strengthened the position of the urban bosses; voter registration laws and how they affected voter participation; the disenfranchisement of African Americans in the South and the paradox it represents with regard to Progressive reform) BD (AE,170)

58. Understands how the American role in the world changed in the early 20th century (AE,171;LE,136,139)

Level II (Grades 5-6)

- Understands the Open Door policy (e.g., which areas of China were dominated by European countries and Japan; why the U.S. was interested in having an open door) BD (AE,171;LE,135-136;NI,68,69)

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relationship with China; what trade relationships and products the U.S. wanted from China)

- Knows the places that the U.S. claimed, occupied or protected in the Caribbean after the Spanish-American War; Roosevelt's ideas of Big Stick diplomacy; the importance of an interoceanic canal (the Panama Canal) BD (AE,171;LE,139-140;NI,68,69)

Level III (Grades 7-8)

- Understands American diplomatic initiatives in East Asia (e.g., Theodore Roosevelt's mediation of the Russo-Japanese War; America's relations with Japan; the evolution and significance of the "Gentlemen's Agreement"; the Open Door Policy) BD (AE,171;LI,135-136,137,140;NI,68,69)
- Understands Roosevelt's Big Stick policy and how it was applied to Latin America (the basis for Roosevelt's belief that the U.S. had the right to intervene in the affairs of Latin American nations; the relation of the construction and control of the Panama Canal to the perceived role of the U.S. in the region) BD (AE,172;LE,139)
- Understands the differences between Taft's Dollar Diplomacy, Theodore Roosevelt's Big Stick diplomacy in the Caribbean and Wilson's Moral Diplomacy in relation to the Mexican War (e.g., the foreign policy goals of each administration; the reaction of Latin Americans to U.S. intervention in the Caribbean, Central America, and Mexico) BD (AE,171;LI,139-140)

Level IV (Grades 9-12)

- Understands the commercial basis of American foreign policy in East Asia (e.g., the extent to which the Open Door Notes reflected a quest for "informal empire" rather than open imperialism and how they laid the basis for America's future protection of China's territorial integrity) BD (AE,172;LI,139-140;NI,117)
- Understands the Roosevelt Corollary, its connection with the Monroe doctrine, and whether nations under it were entitled to complete sovereignty BD (AE,172;LE,140)
- Understands the U.S. role in the Panama Revolution of 1903 (e.g., the interests involved in the construction of the Panama Canal; Roosevelt's responses to the Panamanian Revolution and the long-term effects of his actions; the actions he took without congressional approval) BD (AE,172;LE,140)

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- Understands U.S. relations with Japan and the evolution and significance of the "Gentleman's Agreement" (e.g., West Coast hostility to Japanese immigrants; the 1906 segregation of San Francisco schools; how the Gentleman's Agreement affected U.S.-Japanese relations; why Roosevelt sent the "Great White Fleet" to Japan in 1908) BD (AE,172;LI,140)
- Understands Taft's Dollar Diplomacy (e.g., the reasons Taft gave for the policy of Dollar Diplomacy in China and the Caribbean; the extent to which the policy was the implementation of the Roosevelt Corollary) BD (AE,172;LI,140)
- Understands Wilson's moral diplomacy and its relationship to the Mexican Revolution (e.g., Wilson's Mobile Declaration; Wilson's foreign policy goals and the employment of a large military force along the Mexican-U.S. border) BD (AE,172;LI,140-141)

59. Understands the causes of World War I and the reasons for U.S. intervention (AE,173;LE,136,138)

Level II (Grades 5-6)

- Understands the causes of WWI in 1914 and the reasons for the declaration of U.S. neutrality BD (AE,173;LE,141;NI,73,74)
- Knows the locations of the Allied and Central Powers, the extent of war in Europe and the use of new weapons and technology (e.g., the "Big Bertha" cannon, poison gas, steel tanks; how the use of submarines and blockades pushed the U.S. toward a declaration of war) BD (AE,173;NI,72)

Level III (Grades 7-8)

- Understands the system of alliances through which nations in Europe sought to protect their interests; how nationalism and militarism contributed to the outbreak of the war; how the war expanded to become a world war BD (AE,173;LI,141)
- Understands the impact of U.S. public opinion on the Wilson administration's evolving foreign policy during the period 1914-1917 (e.g., why many Americans initially saw no reason to join in the war in Europe and why the U.S. declared neutrality at the beginning of the war; how the American public responded to the images of total war; the impact of Allied propaganda on public opinion; how ethnic American groups figured in the debate about the course of the war; Wilson's election pledge to keep the U.S. out of the war) BD (AE,173;LI,141;NI,72)

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- Understands how technological developments employed during WWI contributed to the brutality of modern war BD (AE,173;NI,72)
- Understands Wilson's leadership during the period of neutrality and his reasons for U.S. intervention into WWI (e.g., British interference with U.S. shipping, the sinking of the Lusitania, unrestricted submarine warfare, the Zimmermann Telegram) BD (AE,174;LI,141;NI,73)

Level IV (Grades 9-12)

- Understands the causes, course and impact of WWI prior to U.S. entry (e.g., motivations of leading world powers; the relative success of nations in mobilizing their resources and populations; the relative success of their propaganda campaigns to influence neutral nations; the successes of military strategies; the general spirit of disillusionment) BD (AE,174;LI,136,139;NI,123,124)
- Understands President Wilson's leadership during the period of neutrality (1914-1917) (e.g., Secretary of State Bryan's call for a ban on loans and the sale of munitions to the belligerents; Wilson's warning Americans to get out of Mexico and refusal to warn them to stay out of the European war zone; Wilson's response to the Zimmermann Note) BD (AE,174;NI,123)
- Understands the events of President Wilson's second term as president (e.g., his honesty and forthrightness during the presidential election of 1916 regarding American participation in the war; responses to German and British propaganda campaigns in the U.S.; the primary focus of Wilson's declaration of war) BD (AE,174)

60. Understands the impact at home and abroad of U.S. involvement in World War I (AE,175;LI,137,139)

Level II (Grades 5-6)

- Understands how the U.S. prepared for war in 1917 (e.g., recruitment posters, war bond appeal flyers, pictures of women at work, appeals urging African Americans to move north to fill jobs to support the war effort) BD (AE,175)
- Understands Wilson's Fourteen Points, the negotiation of the Versailles Treaty and the national debate over treaty ratification and the League of Nations (e.g., how Congress, the press and the American people responded to the idea of the League of Nations) BD (AE,175;LE,136,142;NI,74)
- Understands how the American Expeditionary Force contributed to the Allied victory of WWI BD (AE,175)

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Level III (Grades 7-8)

- Understands U.S. military and economic mobilizations for war and the role of labor, women and African Americans in the war effort (e.g., propaganda measures that were used to win support for such measures as conscription and the sale of war bonds; the limitation of civil liberties; the impact of the war on women) BD (AE,175;LE,141)
- Understands the significance of the Russian Revolution, its impact on the war and on the foreign policies of the U.S. and Allied powers BD (AE,175;LI,136;NI,73)
- Understands WWI military engagements, the campaigns in which the American Expeditionary Force participated, the importance of the U.S. victory and the impact of war on American troops BD (AE,175)
- Understands Wilson's goals in recommending the establishment of a League of Nations (e.g., why domestic opposition to the League of Nations arose; differences between the League as Wilson envisioned it and the present day United Nations) BD (AE,176;NI,73,74)

Level IV (Grades 9-12)

- Understands the impact of public opinion and government policies on constitutional interpretation and civil liberties (e.g., the denial of democracy to many citizens; the prosecution of war dissenters; Wilson's support of the Espionage and Sedition Acts; Justice Oliver Wendell Holmes's opinion in *Schenck v. U.S.* [1919], how it affected free speech and how it differed from his opinion in *Abrams v. U.S.* [1920]) BD (AE,176;LI,141)
- Understands U.S. military and economic mobilization for war (e.g., the roles of the War Industries Board, the Railroad Administration, the Food Administration, the Fuel Administration, the Committee on Public Information [Creel Committee], the U.S. Shipping Board) BD (AE,176;LI,141;NI,122)
- Understands the wartime contributions of labor and how the war transformed the role and labor of women (e.g., the roles of Samuel Gompers and the AFL; the roles of Bill Haywood, Eugene Debs and the IWW; Wilson's attempt to ensure the support of labor) BD (AE,176;LI,141;NI,122)
- Understands the role of African Americans in the war effort (e.g., the migration of African Americans to northern cities; opportunities and difficulties of adapting to life in northern urban centers; contributions African Americans made to urban centers; causes and consequences of racial tensions and conflict in East St. Louis, IL and Houston in 1917) BD (AE,176;LI,141)

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- Understands how point six of the Fourteen Points dealt specifically with Russia (e.g., Wilson's support or violation of his Fourteen Points with regard to Russia; the nature and purpose of the U.S. Siberian expedition and the long-term consequences of Allied and American military intervention in Russia) BD (AE,176;NI,119)
 - Understands the effectiveness of the Versailles Treaty considering actions prior to and during the negotiations (e.g., the relationship of the Treaty to the terms that Germany had agreed to in the armistice, to the secret Allied treaties that had been negotiated during the war, and to the conflicts over self-determination that arose at Paris) BD (AE,177;LI,136;NI,124)
 - Understands the national debate over the Versailles treaty ratification and the League of Nations (e.g., Wilson's miscalculations on early popular support for the League of Nations; the role of Henry Cabot Lodge; the effect of Wilson's medical problems and subsequent incapacitation on the ratification struggle in 1919-1920) BD (AE,177;LI,136;NI,124)
- 61. Understands the cultural clashes and their consequences in the post-World War I era** (AE,178;LI,144-145)

Level II (Grades 5-6)

- Understands the effects of nativism and anti-immigration attitudes (e.g., why nativists felt that immigration was harmful; the passage of restrictive immigration laws in 1921 and 1924; why Congress passed laws to sharply limit immigration from southern and eastern Europe and how these laws further restricted Asian immigration) BD (AE,178;LE,144,149;NI,70)
- Understands the spread of the Ku Klux Klan's influence in different sections of the country in the 1920s (e.g., cross burning; the march in Washington D.C.; violence against African Americans and immigrants; how the Klan regarded African Americans, Asians, southern and eastern European immigrants and Jewish and Catholic Americans) BD (AE,178;LI,149;NI,71)
- Understands how women's lives changed after WWI (e.g., their contributions in schools, hospitals, settlement houses and social agencies; how the spread of electrification and household appliances improved the life of homemakers) BD (AE,178)
- Understands smuggling during prohibition BD (AE,178)

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Level III (Grades 7-8)

- Understands the "red scare," the Palmer raids and the restriction of civil liberties as a reaction to Bolshevism BD (AE,179;LI,144,149;NI,69)
- Understands immigration restrictions after WWI (e.g., the quota system and how it discriminated against particular groups; how Mexican American immigration was affected) BD (AE,179;LI,144,149;NI,70)
- Understands race relations and increased racial conflict (e.g., the resurgence of the Ku Klux Klan and the development of large organizations in the northern states; their hostility to people of color, religious minorities and immigrants; the emergence of Garveyism) BD (AE,179;LI,144,149;NI,71)
- Understands changing American values, new ideas and attitudes toward women regarding employment opportunities, appearance standards, leisure activities and political participation after WWI BD (AE,179)
- Understands the clash between traditional moral values and changing ideas as exemplified in the *Scopes* trial and Prohibition BD (AE,178;LE,149;NI,71)

Level IV (Grades 9-12)

- Understands the major causes of the Red Scare (e.g., the role of J. Edgar Hoover and Attorney General A. Mitchell Palmer in contributing to the hysteria; the effectiveness of propaganda in winning public support for the Palmer Raids; the extent to which Bolshevism was a real threat to the U.S.) BD (AE,179;LI,149;NI,119,121)
- Understands the issues raised by the Sacco and Vanzetti trial (e.g., the fairness of the trial; how it related to the Palmer raids) BD (AE,179;LI,144,149;NI,121)
- Understands the changes in the ethnic composition of immigrants and the fears these changes represented (e.g., immigration laws of 1917, 1921 and 1924; how "American" was being defined) BD (AE,179;LI,144,149;NI,113)
- Understands the Garvey movement and the impact and consequences of racism after WWI (e.g., the causes of the northern race riots; the origins, goals and successes of Garveyism; differing attitudes about race as expressed by Madison Grant, Thomas Dixon, James Weldon Johnson, W. E. B. DuBois and Claude McKay) BD (AE,179;LI,149)
- Understands the clash between traditional moral values and changing ideas as exemplified BD (AE,180;LE,149;NI,111,120)

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in the *Scopes* trial (e.g., the views and arguments of William Jennings Bryan and Clarence Darrow)

- Understands the emergence of the "New Woman" and challenges to Victorian values (e.g., how clothing became "The Great Liberator of the Decade"; the media image of women; how middle-class behavior and family relationships were affected; fears that were aroused; the writings of H.L. Mencken and Charlotte Perkins Gilman) BD (AE,180;NI,113)
- Understands the purposes and goals of the "New Klan" (e.g., the extent to which it differed from the earlier Ku Klux Klan; how the Klan's rituals and ceremonies appealed to a need for community; the extent to which the immigration laws were related to the revival of the Klan; the role of women in the Klan) BD (AE,179;LI,149;NI,121)
- Understands the causes and outcome of Prohibition (e.g., the extent to which Prohibition was an expression of ethnocultural differences and urban-rural tensions; groups that supported the 18th Amendment and their reasons) BD (AE,180;LI,149)

62. Understands how a modern capitalist economy emerged in the 1920s (AE,181;LE,143,144)

Level II (Grades 5-6)

- Understands the new downtown areas and suburbs and how they changed urban life (e.g., how improvements in steel construction and elevators changed cities in the 1920s; why people prized home ownership; why people left the cities for the suburbs; changes in transportation that made travel to work easier for people in cities and suburbs) BD (AE,181;LI,144)

Level III (Grades 7-8)

- Understands new inventions and technologies that affected the lives of Americans in the 1920s and how management techniques changed the methods of production (e.g., Henry Ford as a symbol of the new industrial order; how automobile manufacturing was the characteristic industry of the 1920s; how the automobile changed the American way of life; labor policies related to new methods of production) BD (AE,181;LI,145,147;NE,71)
- Understands the impact of advertisement on the desire for new products (e.g., how advertising media of the 1920s compare to advertising media today) BD (AE,181;LI,147)
- Understands changes in the modern corporation of the 1920s, including labor policies and BD (AE,181;NI,66,67)

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the advent of mass advertising and sales techniques

Level IV (Grades 9-12)

- Understands how new inventions, technologies and improvements in scientific management revolutionized productivity and the nature of work in the 1920s (e.g., how the expanded "rule of reason" decision in the 1920 U.S. Steel case favored the growth and development of modern corporations; how Frederick W. Taylor's scientific research increased the efficiency and productivity of the workforce and affected public education and the schooling of children) BD (AE,181;LI,147)
 - Understands how the "new paternalism" of the modern corporation contributed to improvements in industrial efficiency and production in the 1920s (e.g., the rise of welfare capitalism; the rapid growth of personnel departments seeking to create a cooperative, highly motivated and productive work force) BD (AE,182)
 - Understands new forms of advertising, installment buying and sales techniques contributed toward the creation of a new consumer culture in the 1920s BD (AE,182;LE,147)
 - Understands the new downtown areas and suburbs and how they changed American life (e.g., reasons for the development of skyscrapers and their impact on the concept of community and individualism; how the architecture of Frank Lloyd Wright developed the urban "civic center"; how Wright tried to bridge individualism, equality and urban congestion with his architecture; and how his architecture portrayed middle-class culture in suburbia) BD (AE,150;LI,147;NI,114)
63. Understands the development of mass culture and how it changed American society in the 1920s (AE,183;LI,145,146,148)

Level II (Grades 5-6)

- Understands the media and recreation available in the 1920s and how they contributed to a mass culture (e.g., the popularity of radio, movies, magazines and newspapers; clothing, fashion and dance changes; what families did at home to get information and to entertain themselves; where families went outside their homes for recreation; why this era was called the "Roaring Twenties") BD (AE,183;LI,145,147;NI,64)

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- Understands the Harlem Renaissance (e.g., the contributions of individuals such as Langston Hughes, James Weldon Johnson, Zora Neale Hurston, Bessie Smith, Duke Ellington and Archibald Motley; and the ideas and issues they portrayed in their work) BD (AE,183;LE,146,149;NI,71)
- Understands the growth of professional sports facilities, fairgrounds, amusement parks and recreational areas and how they changed local areas in the 1920s BD (AE,183)

Level III (Grades 7-8)

- Understands the mass culture of the 1920s (e.g., fashion and hair styles, slogans and phrases, popular dances and how they were introduced into mainstream society; how movies, radio and print media influenced change in American society) BD (AE,183;LI,143,145;NI,64)
- Understands the emergence of distinctively American art and literature and the contributions of the Harlem Renaissance and the "Lost Generation" (e.g., what the writers of the Lost Generation thought about American society; the prominent writers of the Lost Generation and the themes of their work; the extent to which the Harlem Renaissance captured the diversity of African American culture; the leading writers and artists of the Harlem Renaissance and the impact of their work) BD (AE,184;LE,146,149;NI,71)
- Understands why there was an increase in leisure time and the ways in which Americans used it in the 1920s (e.g., how the automobile promoted the use of national parks; why the 1920s were called the "Golden Age of Bat, Club, Glove and Ball"; popular sports figures of the era) BD (AE,184;LI,147)

Level IV (Grades 9-12)

- Understands the national impact of radio, high circulation print media and movies (e.g., the extent to which a popular culture was created by syndicated presses or national press associations; the power of radio and movies in shaping mass culture) BD (AE,184;LI,145;NI,121)
- Understands the emergence of a distinctive American art, literature and music in the 1920s (e.g., how the works of the Harlem Renaissance reflected the experience of African Americans; the works of Langston Hughes, Claude McKay, Zora Neale Hurston and Countee Cullen; how blues and jazz became a part of the national culture) BD (AE,184;LI,146;NI,121)
- Understands the emergence of artists in the postwar period (how the art of the period reflected the urban landscape of the period; why the display of modern art at the Armory) BD (AE,184;LI,149;NI,121)

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Show of 1913 shocked so many people; the works of Georgia O'Keefe, Robert Henri, William Glackens, George Luks, Everett Shinn, John Sloan, George Bellows, Edward Hooper)

BD (AE,184)

- Understands how the increased leisure time achieved in the 1920s promoted the growth of professional sports, amusement parks and national parks (e.g., how the desire for the emerging leisure time competed with the Protestant work ethic; how the creation of national parks affected Native American culture, Indian reservations and white images of Indians)

(AE,185;LE,145)

64. Understands politics and international affairs in the 1920s

Level II (Grades 5-6)

BD (AE,185;LI,96,132,144;NI,63,65)

- Understands the major events of the women's suffrage movement from the Seneca Falls Convention of 1848 to the ratification of the 19th amendment (e.g., why women wanted to be able to vote; how the 19th amendment changed political life; how voting rules have changed for African Americans, young people, Native Americans and immigrants since the ratification of the 19th Amendment)

Level III (Grades 7-8)

BD (AE,185)

- Understands the changes in progressivism during the Harding and Coolidge administrations (e.g., the extent to which the changes were an extension or a retreat from Progressive ideals)
- Understands the impact of women's suffrage on American society in the decade following the passage of the 19th amendment (e.g., issues of gender discrimination and equality for women; the call for the passage of an equal rights amendment by women such as Alice Paul; the extent of active support by women for the Equal Rights Amendment)
- Knows the U.S. territories and spheres of influence in the 1920s and understands the foreign policy of the Republican administrations of Harding, Coolidge and Hoover (e.g., the role of the U.S. in disarmament conferences; U.S. willingness to enter into associations and make treaties with major European powers; U.S. policy in Latin America and how it differed from earlier policies; the extension of Roosevelt's Big Stick policy)

BD (AE,185;LI,150)

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Level IV (Grades 9-12)

- Understands the Harding and Coolidge administrations and the effects of WWI on the vitality of progressivism (e.g., the "return to normalcy" as a reflection of the rejection of Wilsonianism and progressivism; the contrast of Harding's and Coolidge's approaches to anti-lynching legislation, rights for African Americans and civil liberties; the impact of the Coolidge-Mellon economic program and the degree to which it was a break from progressive economics) BD (AE,186;LI,146,150)
- Understands the effects of women's suffrage on American society (e.g., why Alice Paul's sponsorship of the Equal Rights Amendment was not supported widely by women; protective labor issues for women and children and how unified women were on these issues) BD (AE,186;NI,111)
- Understands the goals and effectiveness of the Republican party in the 1920s (e.g., efforts to ensure a peaceful and stable world order; differences in foreign policy toward Asia, Europe and Latin America; agreements reached at the Washington Naval Conference of 1921-1922; differences between Republican foreign policy of the 1920s and Progressive foreign policy; the Clark Memorandum [1928] and the Hoover administration's reorientation of U.S. foreign policy toward Latin America) BD (AE,186;LI,150;NI,119)

65. Understands the causes of the stock market crash of 1929 and the Great Depression (AE,188;LE,151,152)

Level II (Grades 5-6)

- Understands the factors that contributed to the Great Depression and the effects of the depression on farmers, city workers and military veterans (e.g., why farm products were destroyed while people were hungry in the towns and cities; why workers were unable to find jobs; how mechanization displaced workers; what WWI veterans did to demand houses and jobs) BD (AE,188;LE,155-156,156;NE,72)
- Understands the consequences of the stock market crash of 1929 (e.g., depression conditions and changes in American life in the 1930s) BD (AE,188;LE,155-156;NI,72)

Level III (Grades 7-8)

- Understands trickle down economic policies of the Coolidge-Mellon years and their economic impact on wealth distribution, investment and taxes in the period 1925-1929 BD (AE,188)

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(e.g., the extent to which trickle down economics benefitted owners of large businesses, laborers and farmers; how Coolidge's economic policy was supposed to promote growth; arguments in support of and against the policy; the role government was to play in the economic policy)

- Understands the factors that contributed to the fluctuation of the stock market and the causes and consequences of the market crash of 1929 BD (AE,189;LE,155-156;NI,72)
- Understands the measures the Hoover administration took to stem the tide of the Great Depression and the effectiveness of those measures (e.g., the extent to which President Hoover's philosophy of "rugged individualism" influenced his recommendations for measures to stop the depression; factors that contributed to the continuing economic crisis; the impact of the closing of banks; how the worldwide depression impacted the U.S.) BD (AE,189;LE,156;NE,72)
- Understands the central political and economic causes of the Great Depression (e.g., the effects of the distribution of income and wealth; agricultural problems of the 1920s) BD (AE,189;LE,155-156;NE,72)

Level IV (Grades 9-12)

- Understands the major characteristics of the American economy in the 1920s (e.g., how the trickle down theory was supposed to ensure economic prosperity and growth and how it worked in reality; factors that contributed to the increasing consolidation of business in the 1920s; how Sinclair Lewis's character Babbitt reflected the business creed of the period; how and why the depression tarnished the popular image of American businessmen; why union membership declined so significantly) BD (AE,189;NI,122)
- Understands Hoover's responses to the Great Depression, the reasons for the deepening crisis in the period 1929-1933 and why his efforts failed (e.g., Hoover's emphasis on maintaining the gold standard and supporting a balanced budget and how this affected recovery; how the collapse of the banking system affected the economy; criticisms of Hoover during the period) BD (AE,189;LE,156;NI,122)
- Understands the global context of the depression and the reasons for the worldwide economic collapse (e.g., the effects of American tariff policy and international economic developments) BD (AE,188;LE,155)

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66. Understands how American life changed during the depression years (AE,159;LE,152,154)

Level II (Grades 5-6)

- Understands the effects of the Great Depression and Dust Bowl on American farmers, tenants and sharecroppers (e.g., how the drought of 1932 changed farming conditions in the Midwest; life in the Midwest during the depression; the experiences of farmers who migrated westward to California in search of work) BD (AE,190;LE,156;NI,71)
- Understands the effects of the depression on diverse groups and on the local community (e.g., families, unemployed city workers, businesses, farms, banks; the loss of homes and farms and how people managed; where people went for help; aid to people during the depression) BD (AE,190;LI,153-154,156;NI,70,72)

Level III (Grades 7-8)

- Understands the impact of the Great Depression on industry and workers and the response of local and state officials in combating the resulting economic and social crises (e.g., the responses of Dust Bowl farmers; how factory workers and other urban dwellers responded to unemployment and bank failures; programs developed by local officials to aid those affected by the depression) BD (AE,191;LI,156;NI,72)
- Understands the effects of the depression on American families and gender roles (e.g., how unemployment affected the self-esteem of heads of households; pressures unemployment placed on families; the effects on women who worked outside the home; opportunities open to women; the impact on young people) BD (AE,191;NE,70)
- Understands the effects of the depression on African Americans and Hispanics (e.g., how these groups reacted to the events of the depression; which New Deal efforts such as the CCC and the WPA most affected their lives) BD (AE,191;LI,158;NE,70)
- Understands the victimization of African American and white sharecroppers during the depression BD (AE,191)
- Understands the impact of the Great Depression on Native Americans BD (AE,190;LI,158;NI,70)

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Level IV (Grades 9-12)

- Understands the reasons for and effects of the Dust Bowl and the Great Depression on farmers and their families (e.g., reasons for the poverty amidst plenty during the depression; the purpose and success of the Southern Tenant Farmers Organization; the legitimacy of farmers' complaints concerning exploitation by a variety of middlemen as the chief source of their problems) BD (AE,191;LI,156;NI,122)
- Understands the impact of the depression on local, state and charitable resources in the period 1930-1938 BD (AE,191)
- Understands the impact of the depression on the lives of workers and their families (e.g., the effects of the depression on traditional gender roles; the increase in the number of working women and whether women took jobs from men; effects on marriages, divorces and the number of children born in the 1930s; how the lives of children and teenagers were affected; the effects of prolonged unemployment on male heads of households and how traditional authority relationships in the family changed) BD (AE,191-192;LI,156;NI,122)
- Understands the impact of the depression on African Americans in the north and south, how blacks responded to the crisis and how racism affected the conditions and position of African Americans in the 1930s (e.g., the cases of Angelo Herndon and the Scottsboro Boys; the Supreme Court's rulings in *Powell v. Alabama* [1932] and *Norris v. Alabama* [1935]) BD (AE,192;LI,158;NI,120)
- Understands the hardships faced by Mexican Americans during the depression, the role of state and immigration officials in protecting the rights of Mexican Americans and their repatriation between 1931 and 1934 BD (AE,192;LI,158;NI,120)
- Understands how the works of Erskine Caldwell, Dorothea Lange, Arthur Rotherstein, Ben Shahn, Roy Stryker, James Agee, Walker Evans, John Grierson, Pare Lorentz, Dwight MacDonal reflected American conditions in the 1930s and impacted the New Deal (e.g., how the Works Progress Administration promoted art in the period 1935-1941) BD (AE,192)
- Understands the cultural life of the depression years in art, literature and music and the government's role in promoting artistic expression (e.g., factors that contributed to the nationalization of culture; the movies and radio shows that were the most popular; how popular culture was divided along class lines; how popular sports and athletic heroes and heroines reflected the ideals and interests of the people; how regionalist artists such as Thomas Hart Benton and Grant Wood portrayed American life) BD (AE,190,192;LI,157;NI,120,121)

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67. **Understands the presidency of Franklin D. Roosevelt and the New Deal** (AE,193;LE,153,154)

Level II (Grades 5-6)

- Understands the background and leadership styles of Herbert Hoover and Franklin D. Roosevelt (e.g., how the public responded to them and the fairness of public response) BD (AE,193)
- Understands the ways in which the New Deal affected the lives of local families (e.g., how women tried to improve life for children and families; the roles women played in organizing day-care centers, medical clinics and food pantries) BD (AE,193;LI,157-158)
- Understands how women contributed to New Deal programs (e.g., Eleanor Roosevelt, Frances Perkins, Mary McLeod Bethune) BD (AE,193;LE,159)

Level III (Grades 7-8)

- Understands the personal and political reasons for Herbert Hoover's and Franklin D. Roosevelt's responses to the depression BD (AE,193;LI,156,157)
- Understands the link between progressivism and the early New Deal BD (AE,193;LI,134,158)
- Understands the relief, recovery and reform measures associated with the "first" and "second" New Deal and the relative success of each (e.g., social, economic and political ramifications of both plans and how they differed) BD (AE,194;LI,157-158;NI,70,72)
- Understands the commitment of Eleanor Roosevelt to improving conditions in the U.S. during the New Deal (e.g., the specific efforts she made and her successes) BD (AE,194;LE,159)
- Understands the impact of the New Deal on African Americans, Native Americans, Mexican Americans and women BD (AE,193;LI,158,159;NE,70)

Level IV (Grades 9-12)

- Understands both the "first" and "second" New Deals and the success of the relief, recovery and reform measures associated with each (e.g., differences in the political approaches of Hoover and Roosevelt; how Hoover paved the way for Roosevelt and the New Deal; the groups that benefited most from the New Deal; the extent to which the New Deal completed the work of the Populists and Progressives or ventured into new

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reform)

- Understands FDR's commitment to advancing the civil and political rights of African Americans (e.g., increasing support of the Democratic party by African American voters after 1934; the response of southern Democrats) BD (AE,194;LE,159)
- Understands how African Americans planted the seeds of a civil rights revolution during the 1930s (e.g., how African American leaders such as Charles Houston, Mary McLeod Bethune, Robert Weaver, William Hastie, Booker T. McGraw, Robert J. Vann influenced the New Deal; how Charles Houston and his students at Howard University laid the groundwork for the legal assault on segregation in the 1930s) BD (AE,194)
- Understands the factors contributing to the forging of the Roosevelt coalition in 1936 and its electoral significance in subsequent years BD (AE,193;LE,156,159)
- Understands how the Indian Reorganization Act of 1934 affected Native Americans and the role of John Collier in securing a "new deal" for Native Americans BD (AE,194;LI,158)

68. Understands the impact of the New Deal on workers and the labor movement (AE,195;LE,157,158,159)

Level II (Grades 5-6)

- Understands the impact of the New Deal on American workers and the labor movement (e.g., the condition of working men and women in the United States in the 1930s) BD (AE,195;LE,157,158,159)

Level III (Grades 7-8)

- Understands the emergence of labor militancy and the struggle between craft and industrial unions (e.g., the value of Section 7a of the NIRA in promoting unionism; the success of the New Deal in reducing the number and frequency of strikes; the militancy of the unions; the extent to which the New Deal supported the unions over management) BD (AE,195)
- Understands the commitment of labor unions to organizing African Americans, Mexican Americans and women and securing equitable conditions and pay for minorities BD (AE,195)
- Understands the stated objectives of labor leaders and advocates (e.g., A. Phillip Randolph, John L. Lewis, Upton Sinclair, Frances Perkins) and how they responded to the crises of lay-offs, anti-union tactics and unemployment BD (AE,195)

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- Understands how art, photographs and song lyrics contributed to the emotional appeal to support unions BD (AE,195)
- Understands how the WPA projects affected local areas (e.g., buildings, bridges, murals and other public works projects sponsored by New Deal agencies; how the Federal Theatre Project drama companies influenced small-town America; how artists working for the Federal Arts Project transformed post offices, schools and other public buildings) BD (AE,195-196;L1,157)

Level IV (Grades 9-12)

- Understands the factors contributing to the success of CIO leadership in organizing the rubber, auto and steel workers in the period 1937-1941 (e.g., the American Federation of Labor's reluctance to organize workers in the mass production industries; the role of Communist party organizers; how Roosevelt and the New Deal advanced the interests of workers; public perception of the sit-down strikes of 1937-1938 and the strikes' effects on support for the New Deal; workers that benefitted most by New Deal reforms) BD (AE,196)
- Understands labor's commitment to organizing African Americans, Mexican Americans and women workers during the 1930s (e.g., the role of Asa Phillip Randolph in promoting unionization of African American workers; how the Congress of Industrial Organizations [CIO] differed from the American Federation of Labor [AFL] in promoting interracial industrial unions; how committed unions were to organizing migrant farm workers; the organization of farm workers; unions established by Mexican American workers; the degree to which the AFL encouraged women and minorities to join unions; the impact on female workers of the AFL's program to restore "family life") BD (AE,196)
- Understands the causes, strategies and leadership of major strikes during the New Deal (e.g., strikers' success in attaining their stated goals; the rash of strikes in 1936 and 1937, including the celebrated General Motors strike) BD (AE,196)
- Understands the impact of the New Deal on non-union workers in the period 1933-1940 (e.g., workers affected least by unions; how the New Deal affected non-union workers) BD (AE,195,196)
- Understands the effects of New Deal agricultural programs on farm laborers (e.g., the impact of the Agricultural Adjustment Administration [AAA] on the Southern Tenant Farmers' Union [STFU] and the STFU response; the methods farm laborers used to change the system; the fact that white and African American tenant farmers in the South worked together in the STFU) BD (AE,196)

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(AE,197;LI,156-157,159)

69. Understands the opposition to the New Deal, alternative programs of its detractors and the legacy of the "Roosevelt Revolution"

Level II (Grades 5-6)

- Knows the major New Deal programs that are still in effect and how they affect life today BD (AE,197;LI,157-158)
- Understands support for and opposition to Roosevelt's "court packing" proposal and why Roosevelt abandoned his proposal BD (AE,197;LI,158)

Level III (Grades 7-8)

- Understands the controversy between Roosevelt and the Supreme Court (e.g., the decisions reached by the judicial branch as a result of legal challenges to early New Deal measures; the constitutional arguments the Supreme Court used to strike down various executive branch initiatives; Roosevelt's plan in response to the decisions of the Supreme Court and his success in carrying out the plan) BD (AE,197)
- Understands the roots of the opposition to Roosevelt's policies (e.g., reasons for the attacks on the New Deal from the political right and left and their effects) BD (AE,197;LE,159)
- Understands the significance and legacy of the New Deal and the extent to which the New Deal influenced the public's belief in the responsibility of government to deliver public services BD (AE,197;LI,158,159)
- Understands the ideas of the Townsend Plan and the "Share the Wealth" program of Dr. Francis Townsend and Senator Huey Long (e.g., the people to whom they appealed and why; threats they presented to the New Deal) BD (AE,197;LI,156,157)

Level IV (Grades 9-12)

- Understands the Supreme Court cases related to the New Deal and how they affected it (e.g., *Schechter v. U.S.* [1935], *U.S. v. Butler* [1936], *West Coast Hotel Company v. Parish* [1937], *National Labor Relations Board v. Jones and Laughlin* [1937]) and Roosevelt's responses (e.g., the appropriateness and constitutionality of his "court packing" scheme; how acceptance of Roosevelt's plan might have destroyed the system of checks and balances) BD (AE,198)

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- Understands the opposition of different groups to the New Deal and their effects (e.g. the Liberty League, the Communist Party; the protest movement of Coughlin and Long; how the proposals of the "Share the Wealth" movement differed from the opposition's proposals; the extent to which the opposition of these groups solidified support for the New Deal) BD (AE,198;LI,156-157)
- Understands the proposals of Upton Sinclair's EPIC campaign in California (e.g., groups that opposed it; why it failed; the reasons for the growth of the American Communist Party during the 1930s; to whom the party most appealed) BD (AE,198)
- Knows the class basis for support and opposition to the New Deal in the Northeast, South, Midwest and Far West BD (AE,198;NI,120)
- Understands the significance and ideology of FDR and the New Deal (e.g., whether the New Deal was able to solve the problems of depression; who the New Deal helped the most and the least; how the New Deal changed the relationship between state and federal government) BD (AE,198;LI,158,159)

70. Understands the international background of World War II (AE,199;LE,163)

Level II (Grades 5-6)

- Knows the global involvement of nations and people before WWII (e.g., geographic features that affected the U.S. policy of isolationism; countries in the Western Hemisphere affected by Roosevelt's Good Neighbor Policy; events such as the Japanese invasion of Manchuria, the Italian invasion of Ethiopia, foreign involvement in the Spanish Civil War, the Munich conference over Czechoslovakia, German demands for the Polish Corridor; countries that formed the Allied and Axis powers) BD (AE,199;LE,161,166;NE,73,74)
- Knows the location of Pearl Harbor and understands the events that brought the U.S. into WWII in 1941 BD (AE,199;LE,166;NE,74)
- Understands the Roosevelt administration's response to aggression in Europe, Africa and Asia from 1935 to 1941 BD (AE,199;NI,73)

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Level III (Grades 7-8)

- Understands the rise of Fascism, German Nazism and Soviet Communism between the First and Second World Wars (e.g., economic factors that contributed to the rise of dictatorships; how political instability contributed to the rise of Mussolini and Hitler; the extent to which nationalism was a factor contributing to the rise of dictatorships in Europe) BD (AE,199,200;LE,161,166;NI,73,74)
- Understands how the lack of support for the League of Nations and the breakdown of the Versailles settlement in the 1930s contributed to the start of WWII BD (AE,199,200;LI,142;NI,73,74)
- Understands the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy (e.g., the Roosevelt administration's response to Italian aggression in Ethiopia, the Japanese invasion of China, German militarism and appeasement and fascist support of Spain during the Civil War; American interests in Europe and Asia; the extent to which the Neutrality Act limited Roosevelt's options) BD (AE,199,200;LI,142,150;NI,73)
- Understands the events that caused growing tensions between the U.S. and Japan during the period 1900-1941 BD (AE,199,200;LE,166;NE,73)

Level IV (Grades 9-12)

- Understands Roosevelt's foreign policy toward Latin America and the reasons for the Good Neighbor Policy (e.g., how it differed from Theodore Roosevelt's Big Stick Policy, Taft's Dollar Diplomacy, and Wilson's Watchful Waiting) BD (AE,200)
- Understands wartime events that affected the U.S. prior to the attack on Pearl Harbor and the official U.S. entry into the war (e.g., why FDR used the metaphor of a "quarantine" in his speech of October 5, 1937 and whether this represented a contradiction of American neutrality; the arming of American merchant ships; FDR's calling for "cash and carry," "destroyers for bases," "lend lease" and the arming of merchant ships; FDR's alternatives and the consequences of his actions) BD (AE,200;NI,123)
- Understands the reasons for the Japanese attack on Pearl Harbor on December 7, 1941 (e.g., why Japan set up the East Asian Co-Prosperity Sphere and how the U.S. responded; when and why the U.S. cut off oil to Japan; the November 10 proposal from Japan; Japan's justification for its attack on Pearl Harbor) BD (AE,200;NI,123)

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- Understands the effect of the Nazi-Soviet Non-Aggression Pact of 1939 on the U.S. Communist Party (e.g., how the U.S. Communist Party reacted; the extent to which the pact weakened the antiwar movement in the U.S.) BD (AE,200;NI,123)

71. Understands the course and character of World War II and how the Allies prevailed (AE,201;LE,163)

Level II (Grades 5-6)

- Understands Axis and Allied military strategy and the military campaigns of the European and Pacific theaters in the period 1939-1945 and the locations of the major theaters of war in North Africa, Europe and the Pacific BD (AE,201;LE,163-164)
- Understands the costs during the war for the Allies and the Axis powers (e.g., the human tragedy of war on civilians; personal stories of the Holocaust) BD (AE,201;LE,164-165)
- Understands the diverse contributions of men and women during WWII BD (AE,201;LI,167)

Level III (Grades 7-8)

- Understands Axis and Allied military strategies and movements during WWII (e.g., why Germany and the USSR signed a non-aggression pact in 1939; the strategy Germany used to conquer France in 1940; the importance of the "Battle for Britain"; Japanese strategy in East Asia and the Pacific; Roosevelt's logic in fighting an aggressive war against the Axis powers in Europe and a defensive war in Asia; why the Allies launched an invasion of North Africa in 1942, Sicily in 1943 and Normandy in 1944) BD (AE,201;LE,166-167)
- Understands the dimensions of Hitler's "Final Solution" and the Allies' response to the Holocaust (e.g., how Roosevelt responded when he learned of the Nazi death camps; the human costs of Nazi genocide; Roosevelt's immigration policy toward Jewish refugees from Hitler's Germany; how Americans responded to news of the Holocaust; the story of Anne Frank) BD (AE,201,202)
- Understands Truman's decision to use atomic weapons during WWII (e.g., the bombings of Hiroshima and Nagasaki; moral and political implications) BD (AE,202;LI,167;NI,74)
- Knows the human costs of WWII (the civilian and military casualties) BD (AE,202;LE,164-165)

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- Understands the organization and functions of the United Nations (e.g., how the goals and objectives compare to the League of Nations, and the extent to which the U.N. has achieved them; the extent to which the United Nations Security Council was a fair representation of the "New World Order")
BD (AE,201,202;NE,73)

Level IV (Grades 9-12)

- Understands why there was a delay in creating a second front in Europe, the Soviet Union's role in helping to defeat the Axis Powers and the reasons for the success of D-Day
BD (AE,202;LI,167)
- Understands the Allied response to the Holocaust (e.g., the Allies' discovery of the scope of Nazi persecutions of diverse groups; actions taken by the European nations and the U.S. to support Jewish immigrants; why the Allies failed to organize rescue attempts and resist appeals to bomb rail lines leading to Auschwitz and other camps)
BD (AE,202)
- Understands the ideas presented in Roosevelt's Four Freedoms speech and his administration's wartime diplomacy
BD (AE,201,202;LE,168;NI,123)
- Understands the factors involved in the decision to use the atomic bomb on Japan (e.g., the Allied military position in the Pacific in 1945; estimated military and civilian casualties in a prolonged war; long-term consequences of using the bomb as understood in 1945; Japanese surrender overtures; the probability of Soviet entry into the war)
BD (AE,202;LE,167)

72. Understands the effects of World War II at home (AE,203;LE,163)

Level II (Grades 5-6)

- Understands the internment of Japanese Americans during WWII (e.g., where large numbers of Japanese Americans were living on the West Coast and the centers they were sent to during the war)
BD (AE,203;LE,167;NE,70)
- Understands economic and military mobilization during WWII (e.g., how men and women were mobilized; how shortages and rationing affected people's lives)
BD (AE,203;NI,72)
- Understands major developments in aviation, weaponry, communication and medicine during WWII
BD (AE,203;NI,72)

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- Understands how entertainment changed during the war years

BD (AE,203)

Level III (Grades 7-8)

- Understands the contributions of U.S. minorities to the WWII effort and the racism and discrimination they faced (e.g., how the war effort caused migration to the cities; the factors behind the Detroit race riot of 1943 and the Los Angeles "Zoot-suit" riot of the same year) BD (AE,203,204;NI,70)
- Understands the effects of WWII on gender roles and the American family (e.g., the images of women workers such as "Rosie the Riveter") BD (AE,203,204;NI,70,71)
- Understands the impact of WWII on U.S. culture and technology (e.g., new employment opportunities that were available; how wartime technology was transferred to a peacetime economy; the role of Hollywood movies, radio programs and musical recordings) BD (AE,203,204;NI,72)
- Understands the circumstances of the internment of Japanese Americans (e.g., the factors that led to the internment; Roosevelt's justification; the experiences of Japanese Americans and how they coped) BD (AE,204;LE,167;NE,70)

Level IV (Grades 9-12)

- Understands U.S. mobilization during WWII (e.g., how the industrial sector adapted to meet the necessities of war production; the types of jobs that developed both inside and outside the factories; the role women played in the workforce) BD (AE,204;LI,162;NI,122)
- Understands how African Americans, Mexican Americans and Native Americans contributed to the war effort and the contradiction between their treatment at home and the goals that they were fighting for in Europe BD (AE,204;LI,162,167;NI,120)
- Understands the effects of the relocation centers on Japanese American families and the restrictions of their civil liberties (e.g., the contributions of the Nisei Battalion; the treatment of Japanese Americans at home; justification of the internment by government officials; Supreme Court decisions in *U.S. v. Hirabayashi* [1943], *U.S. v. Korematsu* [1944], *U.S. v. Ex parte Endo* [1944]; constitutional issues involved; the public apology and vote to compensate issued by Congress in 1988 to surviving internees) BD (AE,204)

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73. Understands the extent and impact of economic changes in the post-World War II period (AE,206;LE,163,165)

Level II (Grades 5-6)

- Understands the reasons for sustained economic growth after WWII (e.g., economic opportunities for members of the armed forces; how people found housing and work after the war; how the landscape of America changed after the war; how transportation changed) BD (AE,206;LE,169-170;NI,78)
- Knows about service sector jobs and why more service jobs were available after WWII BD (AE,206)
- Understands the difference in the standard of living of the urban poor and that of the suburban middle class BD (AE,206)

Level III (Grades 7-8)

- Understands the economic and political effects of demobilization and reconversion after WWII (e.g., effects on industry; effects on the working lives of women and minorities; effects of suburbanization and the return of women to the home) BD (AE,206)
- Understands the growth and impact of opportunities in the service, white collar and professional sectors in government and business (e.g., factors that contributed to the development of new government jobs; the expansion of hospitality and recreation industries) BD (AE,206,207)
- Understands the effects of postwar industrial development on the environment BD (AE,207)

Level IV (Grades 9-12)

- Understands how increased defense spending and the unique position of the U.S. economy after WWII in relationship to European and Asian economies led to unprecedented economic growth (e.g., opportunities open to corporate workers; corporate effects on the lives of their employees and individuality; the extent to which women and minorities were represented in the corporate structure) BD (AE,207;LI,169-170,173;NI,129,130)
- Understands the impact of the Cold War on the economy BD (AE,207;LE,169;NE,132)

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- Understands the gap between the "affluent society" and "the other America" and the extent of poverty in post-WWII America (e.g., groups that made up the urban poor; social and political factors that made the poor "invisible"; factors that contributed to poverty in Appalachia) BD (AE,206,207)

74. Understands how social changes during the post-World War II period affected various Americans (AE,208)

Level II (Grades 5-6)

- Understands how family life changed after 1945 (e.g., social effects of suburbanization; the extent to which women worked outside the home; how media influenced and portrayed ideas about family life) BD (AE,208;NE,77)
- Understands the influence of popular culture on American society after WWII BD (AE,208)

Level III (Grades 7-8)

- Understands the effect of the G.I. Bill on American society (e.g., the extent to which it improved the standard of living) BD (AE,208;LE,170)
- Understands the reasons for the "return to domesticity" and its effect on gender roles and family life (e.g., the social effects of the return of women home from the factories after WWII) BD (AE,208)
- Understands the role of the mass media in homogenizing American culture and its validity for the poor in the 1950s (e.g., how patterns were set for accepted clothing and hair styles for adults, teenagers and children; the degree to which the Hollywood portrayals of Americans and their lives were true representations; the influence of popular culture) BD (AE,208,209;NI,77)

Level IV (Grades 9-12)

- Understands the impact of the Cold War on the lives and roles of women (e.g., the portrayal of women in the media and popular culture; the influence of Betty Friedan's writings about women) BD (AE,209)
- Understands the expansion of suburbanization and the impact of the "crabgrass frontier" BD (AE,208,209;NI,129)

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(e.g., why the "house and yard" became an American ideal and the extent to which it reflected reality; the symbols involved in the term "Levittown"; changes in social and economic patterns brought about by the interstate highway system; the impact of suburbia on race relations and the central cities)

- Understands how artists and writers portrayed the effects of alienation on the individual and society after 1945 (e.g., the paintings of Edward Hopper and Jasper Johns; articles about the "Organization Man") BD (AE,209)
- Understands the causes and results of new governmental spending on educational programs in the 1950s (e.g., competition with Soviet advances in space; new opportunities that were opened to individuals; the effect of public spending on educational institutions) BD (AE,208,209)
- Understands the place of religion in postwar American life (e.g., the development of ecumenicalism; the growing vitality of religious fundamentalism after 1945; the decline in overt anti-Catholic and anti-Semitic feelings) BD (AE,208,209;NI,128)
- Understands the social and economic effects of the G.I. Bill (e.g., its impact on higher education; the opportunities it opened; the effect it had on new home construction; how it fostered a trend toward mass production; the impact it had on the development of small businesses) BD (AE,209;LE,170)

75. Understands the political debate over continuation of the New Deal after World War II (AE,210)

Level II (Grades 5-6)

- Understands Truman's support for civil rights and the effect on the Democratic party (e.g., civil rights gained by African Americans; opposition to the desegregation of the military) BD (AE,210;LI,170)

Level III (Grades 7-8)

- Understands Truman's Fair Deal program for securing fair employment practices, desegregation, civil rights and race relations (e.g. the impact on the Democratic party of his efforts at desegregation; the goals of the States Rights and Progressive Democratic parties) BD (AE,210;LI,170)
- Understands Eisenhower's "Modern Republicanism" (e.g., his beliefs of "dynamic") BD (AE,210)

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conservativism")

Level IV (Grades 9-12)

- Understands the postwar reaction to the labor movement and the responses of the Truman and Eisenhower administrations to labor's agenda (e.g., why Truman vetoed the Taft-Hartley Bill) BD (AE,210,211)
- Understands the civil rights program of the Truman administration (e.g., why southern Democrats objected to Truman's civil rights proposals; how the Cold War influenced the struggle for civil rights; why Truman was able to win the 1948 election even though newspapers projected his loss) BD (AE,211;LI,170;NI,125)
- Understands the Eisenhower administration (e.g., Republican opposition to the Fair Deal; the image Eisenhower presented in the 1952 election campaign; the degree to which Eisenhower's domestic and foreign policy priorities and objectives were similar to and different from his predecessors; how the Eisenhower legacy has been evaluated by historians and political scientists; his warning about the military-industrial complex and the goals he set for the nation in his farewell address of January 17, 1961) BD (AE,211;LI,170)

76. Understands the New Frontier and Great Society and their domestic accomplishments (AE,212;LE,176)

Level II (Grades 5-6)

- Understands the domestic accomplishments of the New Frontier (e.g., programs presented to Congress by President Kennedy to improve conditions for poor urban and rural families and whether any of these programs are in place now) BD (AE,212;LI,177;NI,79)
- Understands Johnson's presidential leadership and the reforms of the Great Society BD (AE,212;LE,177;NI,79)
- Understands how Jacqueline Kennedy developed the images of Camelot to depict her husband's presidency BD (AE,212)

Level III (Grades 7-8)

- Understands the major issues of the 1960 presidential campaign and Kennedy's stance on BD (AE,212)

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each (e.g., the central domestic and foreign issues that divided Kennedy and Nixon; the extent to which religion was an issue in the campaign; how Kennedy responded to Cold War issues)

BD (AE,212;LI,177;NI,79)

- Understands the legacy of the New Frontier and Great Society domestic programs (e.g., how they differed; the impact of the Kennedy assassination on the passage of reform legislation during the Johnson administration; how Kennedy's and Johnson's leadership styles differed; factors that contributed to greater public support for Great Society legislation; the lasting impact of both programs)

Level IV (Grades 9-12)

BD (AE,212,213)

- Understands Kennedy's commitment to liberalism and the reasons for his election in 1960 (e.g., the "New Politics" introduced into the election; how television affected the election; how charisma and image played a role in the campaign and the extent to which the issues were overshadowed; the extent to which the outcome of the election was a mandate for liberalism)

BD (AE,213)

- Understands Kennedy's ideas about citizenship, rights and responsibilities as reflected in his inaugural address and whether they intensified or were a response to the Cold War

BD (AE,213;NE,127)

- Understands the impact of the New Frontier

BD (AE,213;LI,177;NI,127)

- Understands Johnson's presidential leadership and the reforms of the Great Society (e.g., the legislation and programs of the Great Society such as the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Elementary and Secondary Education Act of 1965, the Medicare Plan, the Economic Opportunity Act of 1964, Head Start, the Job Corps, The Appalachian Regional Development Act, the Metropolitan Redevelopment Act, the Demonstration Cities Act)

BC (AE,213)

- Understands how Johnson's presidential leadership contrasted with and was affected by the Kennedy legacy (e.g., how the assassination of Kennedy affected the implementation of the Great Society; the extent to which Johnson was breaking experimental ground; the "Johnson treatment" and its appropriateness for a President)

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77. Understands the origins and domestic consequences of the Cold War (AE,214;LE,165)

Level II (Grades 5-6)

- Understands the "flawed peace" resulting from WWII and the effectiveness of the United Nations in reducing international tensions and conflicts (e.g., the area in Europe that fell behind the "iron curtain" and what Churchill meant when he used the term; basic concepts such as Cold War, superpowers, arms buildup, nuclear threat, the space race, human rights) BD (AE,214;LI,169;NI,80)
- Understands the significance of McCarthyism, its effects, the reasons for its demise and how it changed the lives of individuals who were accused of supporting Communism BD (AE,214;LI,170)

Level III (Grades 7-8)

- Understands the major Soviet-U.S. clashes and the implementation of the containment policy during the Truman and Eisenhower administrations (e.g., the circumstances that led to Truman's development of containment as a strategy for U.S. foreign policy and Eisenhower's expansion of the policy; international confrontations that fueled the Cold War; the influence of atomic weaponry in sustaining the Cold War) BD (AE,214,215;LI,169)
- Understands the circumstances that led to the Marshall Plan and its accomplishments (e.g., why it was offered to eastern as well as western Europe; the extent to which it was an instrument of the Cold War) BD (AE,215;LE,168;NE,81)
- Understands the factors that led to the Korean conflict and the effects of the police action on U.S. foreign and domestic policy BD (AE,214,215;LI,170,179;NI,80,81)
- Understands the rise of McCarthyism, its effects on civil liberties, and McCarthy's fall from power (e.g., the extent to which the Hiss and Rosenberg cases contributed to the rise of McCarthyism; the methods used by Attorney General Palmer and Senator McCarthy; the accusations McCarthy made against individuals; the factors that contributed to McCarthy's loss of influence) BD (AE,214,215;LI,170)

Level IV (Grades 9-12)

- Understands the origins of the Cold War and the advent of nuclear politics (e.g., the mutual suspicions and divisions fragmenting the Grand Alliance at the end of WWII; U.S. BD (AE,214,215;LE,169;NE,131)

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support for "self-determination" and the USSR's desire for security in Eastern Europe; the practice of "atomic diplomacy")

- Understands the causes and consequences of the second "red scare" that emerged after WWII (e.g., J. Edgar Hoover's role; the effect of Truman's support for the Federal Employee Loyalty Program on the red scare) BD (AE,215)
- Understands the emergence of McCarthyism and its impact on civil liberties (e.g., the political, economic and social groups that supported McCarthy and those that did not; the impact of the McCarran Internal Security Act and the *Dennis v. U.S.* case [1951] on the anti-communist crusade; the extent to which the Army-McCarthy hearings undermined McCarthyism; the basis for McCarthy's attack on Eisenhower and how Eisenhower responded) BD (AE,215;LI,170)

78. Understands U.S. foreign policy in Africa, Europe, the Middle East and Asia after World War II (AE,216;LI,174)

Level II (Grades 5-6)

- Understands the development of nation states in Africa, Asia, Latin America and the Middle East after WWII (e.g., why African countries changed their names from those used by European colonizers; the countries in Asia that became independent nations) and the responses of the Truman and Eisenhower administrations BD (AE,216)
- Understands how the modern state of Israel became an independent country after WWII BD (AE,216)

Level III (Grades 7-8)

- Understands the Kennedy administration's policy toward Cuba (e.g., Kennedy's committing of U.S. military forces in the Bay of Pigs affair; how the Cuban missile crisis differed from the Bay of Pigs and how it was resolved) BD (AE,216;LI,178-179;NI,81)
- Understands how the Kennedy and Johnson administrations differed in Latin America policy BC (AE,216;LI,179)
- Understands changes in U.S. foreign policy toward the Soviet Union during the Kennedy and Johnson years and the reasons for these changes (e.g., the significance of the Nuclear Test Ban Treaty of 1963; how escalation of the Vietnam War affected U.S.-USSR) BD (AE,216;LI,179)

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relations)

- Understands the Truman and Eisenhower doctrines of foreign policy in terms of the international tensions that prompted each BD (AE,216;LI,170;NI,80)

Level IV (Grades 9-12)

- Understands U.S. policy regarding the British mandate over Palestine and the establishment of the state of Israel (e.g., why the U.S. State Department opposed recognition of the new state of Israel in 1948; why the U.S. was the first country to extend recognition) BD (AE,217)
- Understands the major arguments supporting and opposing the "containment" policy (e.g., how and why the Truman administration implemented the containment policy in Europe and its success; George F. Kennan's "Mr. X" article) BD (AE,217;LI,169;NI,131,132)
- Understands Kennedy's responses to the Bay of Pigs and the Cuban Missile crises (e.g., the overt and covert interventionism of his Cuban policy; how his policy threatened the goals of the Alliance for Progress; the major consequences of "Operation Mongoose"; how Latin American countries and the Organization of American States responded to the Kennedy-Johnson policies; the extent to which the Cuban Missile Crisis contributed toward detente or accelerated the arms race) BD (AE,217;LI,178-179;NI,131,132)
- Understands the Kennedy-Johnson response to anti-colonial movements in Africa and the U.S. response to "wars of national liberation" in Africa and Asia in the 1960s BD (AE,216,217)
- Understands how the Korean War affected the premises of U.S. foreign policy (e.g., as had been described in 1950 by National Security Council paper #68); understands the disagreement between Truman and MacArthur on strategy during the Korean war BD (AE,216)

79. Understands the foreign and domestic consequences of U.S. involvement in Vietnam (AE,218;LE,174)

Level II (Grades 5-6)

- Knows how the Vietnam War escalated during the 1960s and the location of the countries in Southeast Asia BD (AE,218;LE,179)
- Understands the impact of the Vietnam War on Vietnamese civilians and U.S. and BD (AE,218;LI,180)

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Vietnamese combatants in Southeast Asia

Level III (Grades 7-8)

- Understands the early U.S. involvement in Vietnam following WWII and the policies of the Truman and Eisenhower administrations (e.g., why Eisenhower sent military advisors to Vietnam; how the "domino theory" influenced U.S. policy and escalation in Vietnam) BD (AE,218;LI,170)
- Understands growing disillusionment with the Vietnam war and the impact of the War on American society (e.g., the factors that contributed to the advent of opposition to American involvement in Vietnam; moral and ethical issues; the impact of saturation bombing on North Vietnam and the invasion of Cambodia on the antiwar movement; the growth of student radicalism and the impact of the Kent State and Jackson State killings on public opinion; the extent to which television coverage of the war advanced the antiwar movement) BD (AE,218,219;LI,179-180;NI,75)
- Understands the Kennedy, Johnson and Nixon administrations' Vietnam policies and the consequences of escalation of the war (e.g., the Kennedy administration's policy toward the Diem regime; Nixon's Vietnamization policy and its effectiveness in bringing an end to the conflict) BD (AE,218;LI,179-180)

Level IV (Grades 9-12)

- Understands American foreign policy related to Vietnam in the 1960s (e.g., how the "fall of China" syndrome affected the responses of Democratic presidents to events in Vietnam; the overthrow of Diem in 1963 and its contribution to political instability in South Vietnam; the Tonkin Resolution and how it expanded presidential war powers; Johnson's policy of massive bombings and Hanoi's military involvement in South Vietnam; the reasons for Johnson's withdrawal speech of March 31, 1968; the military and political effects of the Tet offensive) BD (AE,219;LI,179;NI,132)
- Understands why the Vietnam war contributed to a generational conflict and concomitant lack of respect for traditional authority figures (e.g., how the "counterculture" affected the student protest movement, music, art and literature) BD (AE,219;LI,179)
- Understands the impact of class and race on wartime mobilization (e.g., the validity of the class basis of combat service in Vietnam) BD (AE,218,219;NI,125)

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- Understands the provisions of the Paris Peace Accord of 1973 and Nixon's accomplishment (e.g. the impact of Vietnamization; the effects of Nixon's expansion of the war and bombing in Southeast Asia; conditions for peace the North Vietnamese negotiators insisted upon; how Nixon's South Vietnamese allies viewed the peace talks; the legacy and lessons of the Vietnam War) BD (AE,218,219;LI,179-180)
- Understands the constitutional issues involved in the Vietnam War (e.g., the proposition that national security during the war necessitated restriction of individual civil liberties and the press; the extent to which voicing public dissent hindered the American war effort; the public's right to know in relationship to national security; the paramount constitutional issues raised and how they were settled) BD (AE,218,219)

80. Understands the "Second Reconstruction" and its advancement of civil rights (AE,220;LI,174)

Level II (Grades 5-6)

- Understands how the "freedom ride," "civil disobedience" and "nonviolent resistance" were important to the civil rights movement, and how civil rights were resisted in the South between 1954 and 1965 BD (AE,220;LE,178;NI,75)
- Understands Martin Luther King's "I Have a Dream" speech in the context of major events and the goals and accomplishments of individuals and groups in the civil rights movement BD (AE,220;LE,177-178)
- Understands the issues in the U.S. Supreme court case *Brown v. Board of Education* (1954) and its significance in advancing civil rights BD (AE,220;LI,177;NE,75)

Level III (Grades 7-8)

- Understands the postwar origins of the modern civil rights movement and the role of the NAACP in the legal assault on segregation BD (AE,220)
- Knows the important milestones in the civil rights movement between 1954 and 1965 and the effects of white resistance in the South (e.g., developments that challenged entrenched economic, political and social power; the directions that resistance measures took; the extent to which leaders in the civil rights movement agreed on the means to reach their goals) BD (AE,220,221;LI,177-178)

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- Understands the roles and ideologies of Martin Luther King, Jr. and Malcolm X (e.g., how their work differed, how their legacies differ) BD (AE,220,221;LI,175;NI,75)
- Understands the effects of constitutional steps taken in the executive, judicial and legislative branches of the government as part of the civil rights movement BD (AE,220,221;LI,177-178;NI,75)
- Understands Eisenhower's reasons for dispatching federal troops to Little Rock in 1957 BD (AE,220;LE,170)

Level IV (Grades 9-12)

- Understands the social and constitutional issues involved in the *Plessy v. Ferguson* (1896) and *Brown v. Board of Education* (1954) court cases (e.g., how the historical context explains the reversal of *Plessy v. Ferguson*; why the *Brown* decision is called "sociological jurisprudence") BD (AE,221;LE,177;NI,126,127)
- Understands Martin Luther King, Jr.'s leadership of the civil rights movement (e.g., the march on Washington in 1963 and the philosophy of nonviolence; similarities and differences between the goals and ideals of Martin Luther King, Jr. and Malcolm X; how the Freedom Riders affected the civil rights movement; how foreign affairs affected Kennedy's response to the Freedom Riders; why the civil rights movement underwent a change from and emphasis on "Black Rights" to "Black Power" after passage of the Voting Rights Act in 1965) BD (AE,221;LI,175,178;NI,126,127)
- Understands the connection between legislative acts, Supreme Court decisions and the civil rights movement (e.g., how the Supreme Court decision in *Heart of Atlanta v. U.S.* [1964] used the commerce clause of the Constitution to expand the scope of the Civil Rights Act; the impact of the decision) BC (AE,221)
- Understands the role of women in the civil rights movement and their influence in shaping and affecting the struggle for civil rights (e.g., Rosa Parks, Ella Baker, Fannie Lou Hammer, Jo Ann Robinson) BD (AE,221)
- Understands how the focus changed from *de jure* segregation to the nationwide assault on *de facto* segregation BD (AE,220)

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81. Understands how Asian Americans, Mexican Americans and Native Americans advanced the movement for civil and equal rights (AE,222;LE,171)

Level II (Grades 5-6)

- Understands issues important to diverse groups in the region and their efforts to attain equality and civil rights after WWII BD (AE,222)
- Understands the grievances, goals, accomplishments and failures of Asian Americans, Mexican Americans and Native Americans in advancing the movement for civil and equal rights (e.g., major leaders, how these men and women advanced their ideas and the methods they used; the constitutional basis for their demands) BD (AE,222;LI,178)

Level III (Grades 7-8)

- Understands the development of movements and the principle grievances of Mexican Americans, Asian Americans and Native Americans in the post-WWII period BD (AE,222;LI,178)
- Understands the means by which Asian Americans, Mexican Americans and Native Americans worked to improve civil and equal rights and their status in modern American society (e.g., how their methods differed; the extent to which civil disobedience was used; the efforts of various organizations and individuals) BD (AE,222,223;LI,178)

Level IV (Grades 9-12)

- Understands the issues that led to the development of the Asian Civil Rights Movement BD (AE,223)
- Understands the reasons for the development of the Native American Civil Rights Movement (e.g., the seizure of Alcatraz in 1969; the Second Wounded Knee in 1973; the works of Vine Deloria; the American Indian Movement and its successes and failures) BD (AE,223)
- Understands the issues and goals of the farm labor movement and La Raza Unida (e.g., the works of Cesar Chavez and Inez Hernandez) BD (AE,223;LI,178)
- Understands the reasons for the escalation from civil disobedience to "Brown Power" and "Red Power". BD (AE,222)

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82. **Understands how women advanced the movement for civil and equal rights after World War II** (AE,224;LE,174)

Level II (Grades 5-6)

- Understands the major issues affecting women, the conflicts these issues engendered and the emergence of the National Organization for Women BD (AE, 224;LI,178;NI,75)
- Understands post-WWII attitudes toward women BD (AE,224)

Level III (Grades 7-8)

- Understands the evolution of the movement for women's rights in the 20th century, the factors that contributed to modern feminism and the movement's accomplishments and setbacks (e.g., the emergence of the National Organization for Women; the extent to which the gains women made in the workforce during WWII continued in the postwar period; the influence of Eleanor Roosevelt and Betty Friedan; how the movement reshaped American society) BD (AE,224;LI,178)
- Understands the conflicts originating from within and without the women's movement in the 1970s BD (AE,224;LI,178)
- Understands the conflicting perspectives over the Equal Rights Amendment (e.g., whether it was a necessary step in securing and maintaining women's rights; the necessity of women's affirmative action programs) BD (AE,224;LI,178)

Level IV (Grades 9-12)

- Understands the impact of modern feminism and how feminism was compelling in its analysis of women's problems and the solutions offered (e.g., the slogan "the personal is the political"; how Jacqueline Kennedy epitomized the transition from the fifties to the sixties woman; how women from ethnic minorities were affected; changing class basis of feminism) BD (AE,225)
- Understands the controversies over the Supreme Court decision in *Roe v. Wade* (1973) (e.g., how the reasoning in *Griswold v. Connecticut* [1965] led to the right to privacy in *Roe v. Wade*; how it has been modified; constitutional legitimization of the right to privacy) BD (AE,225;LI,178;NI,126,127)

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- Understands the conflicting perspectives over the ERA, Title VII of the Civil Rights Act of 1974, Title IX of the Educational Amendment Act of 1972 and the Equal Credit Opportunity Act of 1974 (e.g., why the ERA failed to be ratified; the connection between the civil rights movement and the women's movement) BD (AE,224,225;LI,178)

83. Understands the contributions of the Warren Court in advancing civil liberties and equal rights (AE,226)

Level II (Grades 5-6)

- Understands the Warren Court's interpretation of freedom of religion (e.g., the importance of the separation of church and state and freedom of religion in contemporary American society; local and regional issues regarding religious freedom) BD (AE,226;NI,75)

Level III (Grades 7-8)

- Understands "due process of law" and the Warren Court's stand on the extension of due process rights for the accused (e.g. controversies raised by *Gideon v. Wainwright* [1962] and *Miranda v. Arizona* [1966]) BD (AE,226;NE,75)
- Understands the Warren Court's decisions in *Engel v. Vitale* (1962) (on the constitutionality of government-sponsored prayers in the public schools) and why the decision provoked widespread opposition BD (AE,226)

Level IV (Grades 9-12)

- Understands the Warren Court's extension of due process rights for the accused (e.g., reasons used to justify the decisions in *Gideon v. Wainwright* [1962] and *Miranda v. Arizona* [1966]; the Sixth Amendment and a citizen's right to an attorney; the concept of tainted evidence; the reasons some individuals and groups sought the impeachment of Earl Warren) BD (AE,226;NI,126,127)
- Understands the Warren Court's reasoning in establishing the "one man, one vote" principle (e.g., the court's reasoning in the *Reynolds v. Sims* [1964] and *Baker v. Carr* [1962] cases) BD (AE,226,227;NI,127)
- Understands the Warren Court's interpretation of the First Amendment guarantee of BD (AE,227)

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freedom of religion (e.g., landmark court cases; why the court ruled that nondenominational prayers were a violation of the First Amendment; consistency between the decisions of the Warren Court and the concept of separation of church and state)

84. Understands Nixon's domestic agenda and the Watergate affair

(AE,229;LI,174)

Level II (Grades 5-6)

- Understands how "law and order," the "Silent Majority" and the "New Federalism" were used by the Nixon administration BD (AE,229;LI,182;NI,79)
- Understands the Nixon administration's involvement in Watergate and the role of the media in exposing the scandal (e.g., aspects of the Watergate Affair such as "plumbers," "enemies list," "CREEP"; the roles of prominent people affiliated with the scandal) BD (AE,229;LI,182)

Level III (Grades 7-8)

- Knows about the "Silent Majority" and the factors that caused so many Americans to support Nixon and his "law and order" stance BD (AE,229)
- Understands the ways in which Nixon initiated and changed social and environmental programs (e.g., what was unique about Nixon's advocacy of legislative measures on family assistance and employment opportunities during 1968-1975; the reaction of special interest groups to environmental legislation, and the extent to which the Nixon administration sponsored environmental programs) BD (AE,229;LI,182)
- Understands the events of Watergate (e.g., what Nixon knew about the break-in and when he came to know of it; how the attempt to cover-up the crime took shape and the role of the press in exposing it; the grounds on which Nixon based his refusal to release certain evidence; the reactions of Congress and the Supreme Court) BD (AE,230;LI,182)
- Understands the effects of Watergate on public opinion with regard to the presidency, the federal government and the system of checks and balances BD (AE,230;LI,182)

Level IV (Grades 9-12)

- Understands how Nixon and Attorney General John Mitchell promoted the domestic BD (AE,230)

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policy of "law and order" (e.g., the conflict between their emphasis on public law and order and Nixon's and Mitchell's own abuse of power)

- Understands the Nixon administration's "southern strategy" and its political significance (e.g., the formation of a new political coalition of southern whites, residents of the rapidly growing western Sunbelt, white working-class ethnics in the North and conservative white suburbanites; how Nixon as president created a new political coalition; the effects of race and gender on the support of political parties) BD (AE,229,230)
- Understands the "New Federalism" (e.g., the welfare, health, safety and environmental programs instituted under Nixon and why he supported them) BD (AE,230;LE,182;NI,127)
- Understands the Nixon administration's policy for dealing with the twin problems of recession and inflation (e.g., the reasons for and success of the congressional imposition of wage and price controls and the devaluation of the dollar; how Nixon's sale of wheat to the USSR in 1972 affected the inflationary spiral; factors that contributed to inflation) BD (AE,229-230)
- Understands the Watergate break-in, the involvement of the Nixon administration in the subsequent cover-up, the constitutional issues raised by the affair and the role of the media in exposing the scandal (e.g., the illegal actions of officials of the Nixon White House; the grounds Nixon used to refuse to turn over subpoenaed tapes of private conversations in the Oval Office; the grounds for impeachment; why Nixon decided to resign; major figures in the administration who were convicted of illegal actions in the affair) BD (AE,229,230;LI,182)

85. Understands domestic policy issues in contemporary American society (AE,231)

Level II (Grades 5-6)

- Understands the Republican and Democratic administrations' attempts to deal with economic "stagflation" (e.g., inflation, high unemployment, escalating energy prices; what inflation meant to families in the 1970s) BD (AE,231;LI,183)
- Knows the OPEC countries and how they controlled oil prices in the 1970s (e.g., why gasoline prices rose and why people had to wait in long lines to buy gasoline for their cars; how Americans tried to limit reliance on foreign oil supplies) BD (AE,231;LE,183)
- Understands the reasons for President Reagan's popularity BD (AE,231)

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- Understands the major domestic problems facing Presidents Reagan and Bush and how their administrations sought to deal with these issues (e.g., the conservative reaction to liberalism; supply-side economic strategies) BD (AE,231;LI,183;NI,79)

Level III (Grades 7-8)

- Understands the issues involved regarding President Ford's pardon of Richard Nixon BD (AE,231)
- Understands the successes and failures of the domestic policies of the Carter administration BD (AE,231)
- Understands the impact of the "Reagan Revolution" on federalism and public perceptions of the role of government (e.g., the goals and the accomplishments of the Reagan administration; the central issues presented in his inaugural address) BD (AE,231,232)
- Understands Reagan's environmental program and the views of its supporters and opponents (e.g., the Sierra Club) BD (AE,232)
- Understands the Iran-Contra affair and the role of individuals involved in it (e.g., the origins of Iran-Contra; Oliver North's role; the public perception of Oliver North) BD (AE,232;LI,182-183;NI,81)
- Understands the domestic problems facing President Bush and the programs his administration presented to deal with these issues (e.g., the effectiveness of the administration in dealing with the recession; the effectiveness of the Republican administration in dealing with the Democratic congress) BD (AE,232)
- Knows about legislation that has promoted or retarded the growth of organized labor in the post-WWII era (e.g., terms such as "open shop," "closed shop," "featherbedding," "right to work" laws; how the general public has perceived labor unions; the extent to which economic conditions have affected membership in labor unions; the relationship between the Reagan and Bush administrations and organized labor) BD (AE,232)

Level IV (Grades 9-12)

- Understands the economy of the 1970s and how the Ford and Carter administrations dealt with it (e.g., factors that contributed to high inflation rates in the 1970s; factors that contributed to the high unemployment rate; the political factors that influenced the economic approaches of Ford and Carter; the success of their programs) BD (AE,232;LI,183)

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- Understands how Presidents Ford and Carter, in the aftermath of Watergate, attempted to address the problems associated with the "Imperial Presidency" and the extent to which they restored credibility to the presidency BD (AE,232)
- Understands Carter's program for dealing with the energy crisis and the effectiveness of his leadership (e.g., Carter's "outsider" status and how it affected his dealings with Congress and Washington bureaucrats; Carter's conservation plan as the "moral equivalent of war"; the liberal Democrat response to Carter's support for deregulation of the airline, railroad and trucking industries and cuts in various social programs) BD (AE,232)
- Understands Reagan's view of the Soviet Union as an "evil empire" and how it shaped U.S. defense policy BD (AE,232)
- Understands the issues raised in the Iran-Contra affair (e.g., the relationship of the affair to the civil war in Nicaragua; the meaning and effectiveness of the Boland amendment; whether the amendment was constitutional or the president's staff was acting above the law) BD (AE,231;LI,182-183;NI,132)
- Understands the impact of Reagan's tax policies on the national economy (e.g., the elements of supply-side economics and how it worked; how the Reagan tax initiative changed IRS payments at different levels of society; the effects of increased spending on defense; the effects of deregulation; how the federal deficit was affected; Speaker Thomas "Tip" O'Neill's characterization of Reagan) BD (AE,233;LI,183)
- Understands why labor unions declined during the Reagan and Bush administrations (e.g. factors that contributed to the rapid decline of manufacturing jobs; the status and perception of labor in the post-industrial economy) BD (AE,231,233)
- Understands the impact of the recession and the growing national debt on the Bush and Clinton administrations' domestic agendas (e.g., how economic issues influenced the 1992 election; the impact of the deficit on the Clinton administration's priorities and programs) BD (AE,231,233;LI,183)

86. Understands major foreign policy initiatives from 1968 to the present (AE,234;LE,174)

Level II (Grades 5-6)

- Knows the crisis areas around the world and some of the major peace initiatives made during the Carter administration (e.g., Carter's promotion of human rights, the Panama BD (AE,234;LI,184;NI,80)

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Treaty, the Camp David Accords and the Iranian hostage crisis; the successes and failures of Carter's peace efforts)

- Knows the countries that made up the Soviet Union and the geographic changes after the fall of the USSR and communist states in eastern Europe BD (AE,234;LI,185)
- Knows places in the Middle East, Central American, the Caribbean, Africa and Asia where U.S. advisers and military forces were involved during the Reagan and Bush administrations (e.g., Reagan's efforts to reassert U.S. military power and rebuild American prestige) BD (AE,234;LI,184;NI,80)

Level III (Grades 7-8)

- Understands Nixon's foreign policy toward the Soviet Union, the People's Republic of China and the Middle East (e.g., his objectives; the extent to which he was successful in achieving his goals in the area of arms control; Nixon's detente with China and how it reshaped U.S. foreign policy; the view of the American people toward China and to the China initiative; Kissinger's efforts, challenges, successes and failures in the resolving the Arab-Israeli conflict) BD (AE,234,235;LI,184;NI,80)
- Understands the measures that led President Carter to assume a leadership role in the Camp David Accords and the importance of that peace initiative for the Middle East (e.g., the success of Carter's personal diplomacy in negotiating the Camp David Accords) BD (AE,235;LI,184)
- Understands the factors that led to the Iranian hostage crisis and the effects of public opinion about the crisis on Carter's reelection efforts BD (AE,235)
- Understands the foreign policy of the Reagan administration and domestic and foreign reactions to it (e.g., the impact of the Strategic Defense Initiative on the Soviets and the basis of domestic opposition to it; the extent to which the Grenada affair signalled a new era in American foreign policy; the relationship between U.S. foreign policy and the attack on Libya) BD (AE,235;NI,80)
- Understands the reasons for the collapse of Communist governments in Eastern Europe and the USSR (e.g., the role of Reagan's defense and military initiatives) BD (AE,234-235;LI,185;NI,80,81)
- Understands the foreign policy goals of the Bush and Clinton administrations and their effectiveness (e.g., whether the Latin American policy was a continuance of the Reagan administration's policy; the public's response to the Bush initiative in Panama; how

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effectively the Bush administration dealt with the end of the Cold War, and how the end of the Cold War influenced Clinton's foreign policy; the impact of human rights issues and U.S. policy toward the People's Republic of China; the administration's policy in the Persian Gulf War)

Level IV (Grades 9-12)

- Understands Nixon's foreign policy during the Cold War (e.g., his policy of "linkage" and its implementation; how Nixon used the "China card" and detente with the USSR to further his foreign policy objectives; how the Nixon Doctrine redefined the role of the U.S. in the world and the factors that influenced Nixon to issue the doctrine; how the SALT I and SALT II treaties were advantageous to the U.S.; why Nixon devoted his energies as president to negotiating an easing of tensions and conflict with communist states after having begun his career as an anticommunist crusader) BD (AE,235;LI,184;NI,131)
- Understands U.S. goals and objectives in the Middle East (e.g., the success of Henry Kissinger's "shuttle diplomacy" in stabilizing tensions in the Middle East following the Yom Kippur War in 1973; his resolution of the oil crisis in the aftermath of the OPEC boycott; the significance of the Camp David Accords) BD (AE,236)
- Understands the pros and cons of U.S. intervention in the Persian Gulf under Presidents Reagan and Bush (e.g., the U.S. role in the creation of a Palestinian homeland on the West Bank; justification for Desert Storm) BD (AE,236)
- Understands the Reagan administration's policy toward South Africa (e.g., the value of corporate divestment as a response to apartheid; the social and economic ramifications of economic sanctions on the black majority) BD (AE,236)
- Understands the reasons for the collapse of communism in Eastern Europe and the Soviet Union (e.g., the extent to which American foreign policy influenced the collapse) BD (AE,236;LI,185;NI,132,133)
- Understands how human rights has been used in American foreign policy (e.g., whether emphasis on human rights is unwarranted interference in the internal affairs of other countries; the extent to which American concern with human rights might be a subterfuge for realpolitik) BD (AE,236)
- Understands the interconnections between the U.S. role as a superpower and the evolving political struggles in the Middle East, Africa, Asia and Latin America BD (AE,234;NE,132)

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(AE,220)

87. Understands continuing reform agendas in contemporary America

Level II (Grades 5-6)

- Understands issues involving justice and the common welfare (e.g., groups that continue to seek rights and opportunities to solve their problems and their successes) BD (AE,237;NI,75)
- Understands how interest groups have tried to achieve their goals of equality and justice (e.g., child labor, unsafe working conditions, limited suffrage) BD (AE,237;NI,75)
- Understands the changing goals of the women's movement and the issues currently dividing women BD (AE,237;NI,75)
- Understands how African Americans, Asian Americans, Hispanic Americans and Native Americans have shaped American life and retained their cultural heritage BD (AE,237)

Level III (Grades 7-8)

- Understands the issues that are important to the women's movement and the different methods for achieving their goals (e.g., important gains since the 1960s; the extent to which the movement is responsible for an increase of women in local, state and federal offices; unresolved issues and those that are dividing the women's movement) BD (AE,238;NI,75)
- Understands the grievances of African Americans, Asian Americans, Hispanic Americans and Native Americans and the steps they have taken to rectify past injustices BD (AE,237;NI,75)
- Knows about local community efforts to adapt facilities for the physically challenged BD (AE,238)

Level IV (Grades 9-12)

- Understands the arguments for and against affirmative action and its effects on the social and economic position of women and minorities (e.g., the court's decision in *Regents of the University of California v. Bakke* [1978]; the perception that affirmative action promotes reverse discrimination or promotes the idea that women and minorities are lacking in merit in the workplace) BD (AE,237,239)
- Understands the issues raised by African Americans, Asian Americans, Hispanic Americans and Native Americans in contemporary American society and how BD (AE,238;NI,125)

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organizations have gathered support to address grievances (e.g., recurrent ethnic and racial problems and methods used to redress them; changing demographic, educational, occupational and residential characteristics that have affected diverse groups; organizations such as the American Indian Movement, Pan Asian Congress, La Raza Unida, the United Farm Workers)

- Understands the evolution of government support for the rights of the physically and emotionally challenged BD (AE,237)
- Understands the emergence of the Gay Liberation Movement and the arguments concerning the civil rights of gay Americans (e.g., constitutional arguments the movement has invoked; the basis for opposition to the movement) BD (AE,237,239)
- Knows about the contributions of diverse peoples and cultures to American society BD (AE,238;NE,128)
- Understands how the modern feminist movement has been both a success and a failure (e.g., the impact of *Roe v. Wade* [1973]; how race and class affect the movement; why critics such as Anita Bryant and Phyllis Schlafly link rights movements with a concerted campaign to destroy the American family and traditional values) BD (AE,238;NI,125-126)

88. Understands the new immigration and the internal migration in contemporary American society (AE,240;LI,180,181)

Level II (Grades 5-6)

- Understands the factors that prompted the new immigration in contemporary American society (e.g., areas of the world from which most immigrants have come) BD (AE,240;LI,180;NI,77)

Level III (Grades 7-8)

- Understands the reasons for the internal migrations from the "Rustbelt" to the "Sunbelt" and their impact on politics (e.g., why industries relocated to the South and Southwest; the effects of the reduction in military spending and the recession of the 1990s on growth in the "Sunbelt") BD (AE,240;LI,181;NI,78)
- Understands the reasons for the decisions of new immigrants to move to a new land and the challenges they faced (e.g., organizations that help new immigrants; how immigrants have relied on family, friends or religious communities to help make life easier) BD (AE,240;LI,181)

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- Understands how the immigration acts of 1965, 1986 and 1991 changed immigration patterns BD (AE,240;NI,77)

Level IV (Grades 9-12)

- Understands how the new immigration has raised issues concerning intergroup relations and governmental responsibilities (e.g., factors that led to the Immigration Reform and Control Act of 1986 and arguments for and against it; effects of the act such as the control of undocumented aliens, social services and health care; general perceptions of the new immigrants; the "melting pot" and "salad bowl" analogies; how immigration has changed in contemporary America) BD (AE,240,241;NI,128,129)
- Understands demographic and residential mobility since 1970 and the factors contributing to the population shift from the "Rustbelt" to the "Sunbelt" and how this has affected representation in Congress (e.g., how the major political parties have adjusted to such demographic changes) BD (AE,241;LI,181)
- Understands the demographic changes resulting from the Immigration Act of 1965 (e.g., the areas of the world that have provided the most immigrants to the U.S.; major factors that have promoted immigration from these areas; effects of the new immigration on economic opportunity, education and government services; how religion and family have eased the transition of immigrants to the U.S.) BD (AE,241,243;LI,180)

- 89. Understands changing religious diversity and its impact on American institutions and values** (AE,242;LI,181)

Level II (Grades 5-6)

- Understands important issues relating to religious beliefs in contemporary American society (e.g., solutions proposed to solve the issues; the importance of religious beliefs on influencing choices) BD (AE,242;LI,181;NI,77,78)
- Understands how changing immigration patterns have affected religious diversity BD (AE,242;LE,181)

Level III (Grades 7-8)

- Understands the issues regarding the no establishment of religion and the free exercise BD (AE,242;LE,181)

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clauses of the First Amendment (e.g., debates on the constitutionality of school prayer or "a moment of silence"; local governments' promotion of public signs of religion in seasonal displays; public support for religious schools; Supreme Court actions regarding free exercise of religion)

- Understands the growth of religious fundamentalism and the appeal of television evangelists (e.g., the extent to which growth has been a reaction to secularism; social issues involved; the extent to which political parties have responded to issues raised by Christian fundamentalists) BD (AE,242;LI,181)
- Understands the significance of religious groups in local communities and their concerns and different approaches to social issues BD (AE,242)
- Understands the position of major religious groups on political and social issues BD (AE,242)

Level IV (Grades 9-12)

- Understands the causes and significance of religious evangelism and its effects on American political and religious culture in the 1980s (e.g., how Reagan was personally connected to religious evangelism; how the continuing controversy over *Roe v. Wade* [1973] has been affected by religious fundamentalism; how television contributed to the growth of evangelism; the issues relating to fundamental values and religious convictions of conservatives within the Republican party) BD (AE,243;LI,181)
- Understands the positions of major religious groups on such issues as abortion, gay rights, women in the clergy and educational issues BD (AE,219)
- Understands how Supreme Court decisions since 1968 have affected the meaning and practice of religious freedom (e.g., the positions of the Democratic and Republican parties on issues arising from the religious clauses of the First Amendment; how Jimmy Carter's "born again" Christianity differed from Ronald Reagan's support for Christian principles) BD (AE,219)

90. Understands the modern American economy (AE,244;LE,176)

Level II (Grades 5-6)

- Understands the impact of scientific and technological change on the workplace and productivity (e.g., the impact of computers, satellites, robotics, telecommunications and BD (AE,244;LI,183;NI,79)

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microchips on how people do their jobs)

- Understands the impact of trade and overseas competition on the economy (e.g., worldwide patterns of international trade and how they affect the local community) BD (AE,244;LI,184;NI,79,80)
- Knows the kinds of education and skills required for available jobs BD (AE,244)

Level III (Grades 7-8)

- Understands the changing composition of the American workforce BD (AE,244; AE,79)
- Understands the ways in which computers and accessories such as modems and CD-ROM drives increase worker productivity and efficiency BD (AE,244;NI,79)
- Understands how the new technologies and increased global competition affect the contemporary U.S. economy (e.g., the impact on educational requirements, job training and job creation, the nature of work and the standard of living) BD (AE,244;LI,183,184;NI,79)

Level IV (Grades 9-12)

- Understands the impact of the "post-industrial economy" on the changing nature of work and job creation (e.g., the social costs and benefits of new technologies; the impact of new technologies on wealth distribution and on gender, race and class relationships; the effects of new technologies on regional, urban, rural and suburban developments) BD (AE,244;LI,183;NI,129,130)
- Understands the influence of the new technologies on education and learning (e.g., the relationship between learning and earning) BD (AE,244)
- Understands the advantages and disadvantages of increased global trade and competition on the U.S. economy (e.g., the groups and regions that benefit most from the NAFTA Treaty and those that are hurt by the treaty, whether American workers, businessmen, farmers and consumers; the government's imposition of quotas on Japanese imports) BD (AE,244;LI,184)

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91. Understands contemporary American culture

(AE,245;LI,176)

Level II (Grades 5-6)

- Understands the effects of ethnic diversity on popular culture (e.g., influences on music, food and art) BD (AE,245;NI,77)
- Knows sports and entertainment figures who are used to advertise specific products, and why BD (AE,245)

Level III (Grades 7-8)

- Understands the influence of media on contemporary American culture (e.g., the influence of MTV; the role of image in the success of popular music figures such as Madonna) BD (AE,245;NI,77,78)
- Understands how ethnic art, food, music and clothing are incorporated into the mainstream culture and society BD (AE,245)

Level IV (Grades 9-12)

- Understands how social change has affected artistic expression in contemporary American society (e.g., the abstract expressionism of artists such as Willem DeKooning) BD (AE,245;LE,186)
- Understands the increased commercialization of professional sports and popular culture BD (AE,245)
- Understands the reflection of values in popular TV shows (e.g., *Murphy Brown*, *Roseanne*, *Married With Children*, *The Simpsons*, *Ozzie and Harriet*, *The Honeymooners*, *Father Knows Best*, *My Three Sons*, *All in the Family*, *The Bill Cosby Show*) BD (AE,245)
- Understands the effect of women's participation in sports on gender roles and career choices (e.g., how the images of women are changing due to their involvement in sports) BD (AE,245)

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Summary of Standards for World History

Era 1 The Beginnings of Human Society

1. Understands early hominid evolution in Africa
2. Knows how human communities populated the major regions of the world and adapted to a variety of environments
3. Understands how and why humans established settled communities and experimented with agriculture
4. Understands how agricultural societies developed around the world

Era 2 Early Civilizations and the Rise of Pastoral Peoples, 4000-1000 BCE

5. Understands how Mesopotamia, Egypt and the Indus Valley became centers of dense population, urbanization and cultural innovation in the 4th and 3rd millennia BCE
6. Understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus and Nile regions
7. Knows how civilization emerged in northern China in the 2nd millennium BCE
8. Understands how new centers of agrarian society arose in the 3rd and 2nd millennia
9. Understands how population movements from western and central Asia affected peoples of India, Southwest Asia and the Mediterranean region in the 2nd millennium BCE
10. Knows the social and cultural effects that militarization and the emergence of new kingdoms had on peoples of Southwest Asia and Egypt in the 2nd millennium BCE
11. Understands how urban society expanded in the Aegean region in the era of Mycenaean dominance
12. Understands the development of new cultural patterns in northern India in the 2nd millennium BCE

Era 3 Classical Traditions, Major Religions and Giant Empires, 1000 BCE-300 CE

13. Understands the state-building, trade, and migrations that occurred in the Mediterranean basin and Southwest Asia in the first half of the 1st millennium BCE (circa 1000 to 600)
14. Understands the emergence and foundation of Judaism and the historical significance of the Hebrew kingdoms
15. Understands how the civilization of Kush developed in the Upper Nile valley and how iron technology contributed to the expansion of agricultural societies in Sub-Saharan Africa in the 1st millennium BCE
16. Understands how pastoral nomadic peoples of Central Asia began to play an important role in world history in the 1st millennium BCE
17. Understands the political and social structures that developed in Athens and other Aegean city-states as they formed in the 6th century BCE
18. Knows the major cultural achievements of ancient Aegean civilization
19. Understands the development of the Persian (Achaemenid) empire and the consequences of its conflict with the Greeks
20. Knows Alexander of Macedon's conquests and understands the interregional character of Hellenistic society and culture
21. Understands Roman society, government and culture, and knows how it united the

Mediterranean Basin

22. Understands the emergence of Christianity in the context of the Roman Empire
23. Understands how China became unified under the early imperial dynasties, circa 500 BCE to 300 CE
24. Understands religious and cultural developments in India in the era of the Gangetic state and the Mauryan empire
25. Understands the achievements of Olmec civilization, circa 1200 to 400 BCE

Era 4 Expanding Zones of Exchange and Encounter, 300-1000 CE

26. Understands the decline of the Roman and Han empires
27. Knows how Christianity and Buddhism expanded beyond the lands of their origin
28. Understands the synthesis of Hindu civilization in India in the era of the Gupta Empire in the 1st millennium CE
29. Understands the expansion of Hindu and Buddhist traditions in Southeast Asia in the 1st millennium CE
30. Understands the emergence and spread of Islam in Southwest Asia, North Africa and Europe between the 7th and 10th centuries
31. Knows the significance of the Abbasid Caliphate as a center of cultural innovation and a hub of interregional trade in the 8th-10th centuries
32. Understands the consolidation of the Byzantine state in the context of expanding Islamic civilization between the 7th and 10th centuries
33. Understands China's sustained political and cultural expansion in the Tang period, 600 to 900 CE
34. Understands the influence of the Chinese on the peoples of Inner Asia, Korea, Southeast Asia and Japan between 600 and 900 CE
35. Understands the foundations of a new civilization in Western Christendom in the 500 years following the disintegration of the western Roman Empire
36. Understands the coalescence of political and social order in Europe between 500 and 1000 CE
37. Understands the process of state-building in Northeast and West Africa and the southward migrations of Bantu-speaking peoples until the end of the 1st millennium CE
38. Understands the origins, expansion and achievements of Mayan civilization
39. Understands the rise of the Teotihuacán, Zapotec/Mixtec and Moche civilizations

Era 5 Intensified Hemispheric Interactions, 1000-1500 CE

40. Understands the process of urbanization and expansion in China between the 10th and 13th centuries
41. Knows how Japanese and Southeast Asian civilization developed between the 11th and 15th centuries
42. Understands the contributions of pastoral migrations and religious reform movements to the emergence of new states and Islamic expansion between the 11th and 13th centuries
43. Understands how interregional communication and trade led to intensified cultural

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- exchanges among populations in Eurasia and Africa between the 10th and 15th centuries
44. Understands feudalism and the growth of centralized monarchies and city-states in Europe in the first half of the 2nd millennium CE
 45. Understands the expansion of Christian Europe after 1000 CE
 46. Understands patterns of social change and cultural achievement in Europe's emerging civilization
 47. Understands the significance of the Mongol empire in world history
 48. Understands the significance of Mongol rule in China, Korea, Russia and Southwest Asia
 49. Understands the process of growth in imperial states of West Africa and Ethiopia, circa 1000 to 1500 CE
 50. Understands the Bantu settlement and Indian Ocean trade in East, Central and South Africa early in the 2nd millennium CE
 51. Understands the events and consequences of the Black Death and recurring plague pandemic in the 14th century
 52. Understands the transformations in Europe following the economic and demographic crises of the 14th century
 53. Understands the major political developments in Asia in the aftermath of the collapse of Mongol rule and the plague pandemic
 54. Understands the development of complex societies and states in North America and Mesoamerica, 1000 to 1500 CE
 55. Understands the development of the Inca Empire in Andean South America

Era 6 Global Expansion and Encounter, 1450-1770

56. Understands the origins and consequences of European overseas expansion in the 15th and 16th centuries
57. Understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia and the Americas in the late 15th and early 16th centuries
58. Understands the consequences of the worldwide exchange of flora, fauna and pathogens
59. Understands trends in demographics, economy and society in early modern Europe (1450-1750)
60. Understands the Renaissance, Reformation and Catholic Reformation
61. Understands the rising military and bureaucratic power of European states between the 16th and 18th centuries
62. Understands the course of the Scientific Revolution and the Enlightenment in Europe
63. Understands the extent and limits of Chinese regional power under the Ming dynasty (1368-1644)
64. Understands how Southeast Europe and Southwest Asia were unified by the Ottoman Empire
65. Understands the rise of the Safavid and Mughal empires
66. Understands how European powers asserted dominance in the Americas between the 16th and 18th centuries
67. Understands the origins and consequences of the trans-Atlantic African slave trade

68. Understands patterns of trade in Africa in the era of the slave trade
69. Understands the development of European maritime power in Asia
70. Understands transformations in India, China and Japan in an era of Expanding European commercial power
71. Understands major cultural trends in Asia between the 16th and 18th centuries
72. Understands major global trends from 1450 to 1770

Era 7 An Age of Revolutions, 1750-1914

73. Understands how the French Revolution contributed to transformations in Europe and the rest of the world in the 18th and 19th centuries
74. Understands the events that led to Latin American independence movements in the early 19th century
75. Understands early industrialization in the 18th century and the importance of England's development in this process
76. Understands how industrial economies expanded and societies transformed in Europe and the Atlantic basin between 1700 and 1850
77. Understands the causes and consequences of the abolition of the trans-Atlantic slave trade and slavery in the Americas in the 18th and 19th centuries
78. Understands how the Ottoman Empire attempted to meet the challenge of Western military, political and economic pressure in the 18th and 19th centuries
79. Understands Russian imperial expansion in the late 18th and 19th centuries
80. Understands the consequences of political and military encounters between Europeans and peoples of South and Southeast Asia
81. Understands how China's Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries
82. Understands how Japan was transformed from feudal shogunate to modern nation-state in the 19th century
83. Understands how modern nationalism affected European politics and society in the 19th and early 20th centuries
84. Understands the impact of new social movements and ideologies on 19th-century Europe
85. Understands how major technological, scientific and intellectual achievements contributed to social and cultural change in 19th-century Europe
86. Understands political, economic and social transformations in the Americas in the 19th century
87. Understands the causes and consequences of European settler colonization in the 19th century
88. Understands the causes of European, American and Japanese imperial expansion between 1850 and 1914
89. Understands transformations in South, Southeast and East Asia in the era of "new imperialism"
90. Understands the varying responses of African peoples to world economic developments and European imperialism from the late 18th to the early 20th centuries

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91. Understands major global trends from 1750 to 1914

Era 8 The 20th Century

92. Understands how a belt of industrialized states was emerging in the northern hemisphere in the early 20th century
93. Understands the causes and consequences of important resistance and revolutionary movements in the early 20th century
94. Understands the multiple causes of World War I
95. Understands the global scope and human cost of World War I
96. Understands the causes and consequences of the Russian Revolution of 1917
97. Understands the postwar efforts to achieve lasting peace and social and economic recovery
98. Understands the economic, social and political transformations in Africa, Asia and Latin America in the 1920s and 1930s
99. Understands how new departures in science and the arts altered human views of nature, the cosmos and the psyche between 1900 and 1940
100. Understands the causes and global consequences of the Great Depression
101. Understands the multiple causes of World War II
102. Understands the global scope and human cost of World War II
103. Understands the shifts in global power and the development of the Cold War in the aftermath of World War II
104. Understands how African, Asian and Caribbean peoples achieved independence from European colonial rule after World War II
105. Understands how the population explosion and environmental change have altered conditions of life globally
106. Understands how increasing economic interdependence has transformed human society
107. Understands how liberal democracy, private enterprise and human rights movements have reshaped political and social life across the globe
108. Understands major sources of tension and conflict in the contemporary world
109. Understands the major worldwide trends in science, technology, society and culture in the late 20th century

1. Understands early hominid evolution in Africa

(R) (WE,41)

Level II (Grades 5-6)

- Understands what is known about the daily life of individuals and communities in early hunter-gatherer populations and what evidence supports this BD (WE,41;LI,197)
- Knows major anthropological discoveries (e.g., "Lucy"), their locations (e.g., Rift Valley and Ethiopian Highlands), and their discoverers (e.g., Donald Johanson; Louis, Mary and Richard Leakey) BD (WE,41)
- Knows how scientists use archaeological evidence (e.g., tool kits, shelter) to reconstruct early human evolution and cultural development BD (NI,41)

Level III (Grades 7-8)

- Knows the different types of evidence-dating techniques (e.g., carbon 14, fluorine, DNA); and how they help us understand early human evolution BD (WE,41)
- Understands the different methods employed by archaeologists, geologists and anthropologists to study hominid evolution BD (WE,41)
- Understands how human remains can be used to construct possible chronological sequences of human evolution BD (WE,42)

Level IV (Grades 9-12)

- Knows the possible types of early hominid communities (e.g., hunter, scavenger, collector) BD (WE,42)
- Knows the characteristics of skeletal remains (e.g., skull, jaw, teeth) of non-hominid, primate, hominid and *Homo sapiens* and knows how to classify them chronologically BD (WE, 42)
- Understands how newly discovered sites, and the investigative techniques used to examine them, affect the study and understanding of human evolution BD (WE,42)
- Understands how common refuse can be studied to make inferences about earlier BD (WE,42)

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communities

- Knows the approximate chronology, sequence and territorial range of *Australopithecine*, *Homo erectus*, *Neanderthal* and early *Homo sapiens sapiens* BD (WE,42;LE,197)
- 2. Knows how human communities populated the major regions of the world and adapted to a variety of environments (C) (WE,43)

Level II (Grades 5-6)

- Understands the similarities and differences between hunter-gatherer communities (e.g., in terms of ritual life, aesthetic values, gender relations, external trade) in Africa, Eurasia and the Americas BD (WE,43)
- Understands how local environments affected the lifestyles of early Cro-Magnon and other hunter-gatherer communities (e.g., as indicated by archaeological evidence such as Paleolithic tool kits) BD (WE,43)
- Knows the location and composition of archaeological discoveries (e.g., the Shanidar Cave) and what understanding about Neanderthal culture and community life these bring BD (WE,43)

Level III (Grades 7-8)

- Knows how the nomadic life of early hunter-gatherer groups such as the Cro-Magnons may be understood as a response to local environments BD (WE,43)
- Understands possible social, cultural, and/or religious meanings inferred from late paleolithic cave paintings found in Spain and France BD (WE,44)
- Knows current and past theories regarding the emergence of *Homo sapiens sapiens* and the processes by which human groups populated the major world regions BD (WE,44;LE,197)
- Knows theories about the ways in which hunter-gatherers may have communicated, maintained memory of past events and expressed religious feelings BD (WE,44)
- Understands how environmental conditions in the last Ice Age possibly affected change in the economy, culture and organization of human communities BD (WE,43)

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Level IV (Grades 9-12)

- Knows how nonverbal evidence (e.g., Neanderthal burials, Cro-Magnon carvings and paintings) can indicate the presence of religion in early human groups BD (WE,44)
 - Knows how archaeological evidence can demonstrate the influences of climate, geographic location and economic specialization on everyday life and interpersonal relations in early human communities BD (WE,44)
 - Knows the arguments in favor of and against the proposition that Mesolithic peoples (e.g., lake-dwelling Maglemosians) were the first to take advantage of the opportunities offered by a changing climate BD (WE,44)
 - Understands theories regarding the biological and cultural relationships between Neanderthals and *Homo sapiens sapiens* BD (WE,44)
 - Understands why language developed as a way for humans to communicate, and how it possibly helped early humans hunt and establish roles, rules and structure within communities BD (WE,44)
- 3. Understands how and why humans established settled communities and experimented with agriculture** (C) (WE,45)

Level II (Grades 5-6)

- Knows differences between wild and domestic plants and animals during the early agricultural period BD (WE,45)
- Understands how patterns of settlement (e.g., geographic sites) were influenced by agricultural practices BD (WE,45)
- Understands how archaeological evidence can be used to infer the technology, social organization and cultural life of settled farming communities in Southwest Asia BD (WE,45)

Level III (Grades 7-8)

- Knows inherent disadvantages and advantages of hunter-gatherer and early farming lifestyles BD (WE,45;LE,198)

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- Understands how new tools and other objects (e.g., sickles, grinding stones, pottery, blades, needles) probably affected daily life in early farming settlements BD (WE,45;LI,198)
- Understands how human communities might have inadvertently domesticated wheat (as described in Richard Leakey's *Dawn of Man*) BD (WE,45)
- Knows why scholars consider fishing among early humans neither a nomadic (as was hunting/gathering) or an agricultural way of life BD (WE,46)

Level IV (Grades 9-12)

- Knows what type of archaeological evidence (e.g., permanent structures, grinding stone, sickle, spear) reliably distinguishes hunter-gatherer from agricultural sites BD (WE, 46)
- Understands the relative importance of controlling food supplies (e.g., protection of self-sown seeds, herd confinement) and storing them (e.g., with gourds, baskets, pottery) in the "Neolithic revolution" BD (WE,46)
- Knows the relationship between agricultural production and cultural change (e.g., in terms of division of labor, concept of time, gender roles) BD (WE,46)
- Understands how and why human groups domesticated wild grains and animals (e.g., cattle, sheep, goats, pigs) after the last Ice Age BD (WE,45)
- Knows the beneficial characteristics and locations of areas in Southwest Asia and the Nile Valley where early farming first appeared BD (WE,45)

(R) (WE,47)

4. Understands how agricultural societies developed around the world

Level II (Grades 5-6)

- Knows differences between hunter-gatherer, fishing, and agrarian communities (e.g., in terms of economy, social organization, quality of life) BD (WE,47;LE,198)
- Understands the social, cultural and economic characteristics of large agricultural settlements (e.g., Çatal Hüyük, Jericho) and their unique problems BD (WE,47;LE,198)

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- Understands the development of tropical agriculture in Southeast Asia BD (WE,47)

Level III (Grades 7-8)

- Knows how local needs and conditions affected food plant domestication and worldwide patterns of settlement BD (WE,47)
- Understands how archaeological evidence from different sites (in Southwest Asia, North Africa, China, Europe) indicates the emergence of social class divisions, occupational specialization and differences in gender roles BD (WE,47;LE,198)
- Knows how and where archaeological evidence indicates long-distance trade routes in Southwest Asia and understands the importance of obsidian in this trade BD (WE,47;LI,199)
- Understands the bases for the argument that agricultural life was an advance in human social development BD (WE,48;LI,198)

Level IV (Grades 9-12)

- Knows how to differentiate hunter-gatherer and agricultural sites using environmental evidence (e.g., Lascaux caves, Danube fishing villages) and architectural evidence (e.g., Jericho, Tehuacán Valley, Çatal Hüyük) BC (WE,48)
- Knows the locations of different types of communities (e.g., hunter/gatherer; grain farming; maize/squash, rice, yam cultivation; herding; mixed forms) in the period between 10,000 and 4,000 BCE BD (WE,48;LI,198)
- Knows possible reasons why some groups developed and accepted complete sedentary agriculture and others retained earlier subsistence methods (either in part or in full) BD (WE,48)
- Understands how patterns of layout, fortification and standardization in large settlements (e.g., Jericho, Çatal Hüyük) may have helped transform human culture BD (WE,48)
- Knows how archaeological evidence has indicated the emergence of complete belief systems, including female deity worship, in early agricultural societies BD (WE,47)

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5. Understands how Mesopotamia, Egypt and the Indus Valley became centers of dense population, urbanization and cultural innovation in the 4th and 3rd millennia BCE (C) (WE,52;LE,194)

Level II (Grades 5-6)

- Understands the various criteria that have been used to define "civilization" and the fundamental differences between civilizations and other forms of social organization ^{BD (WE,52)}
- Understands how the natural environments of the Tigris-Euphrates, Nile and Indus valleys shaped the early development of civilization ^{BD (WE,52;LI,199)}
- Understands the different characteristics of urban development in Mesopotamia, Egypt and the Indus valley (e.g., in terms of social hierarchy, occupational specialization, differentiation of gender roles) ^{BD (WE,52;LI,207)}
- Understands some characteristics of the writing forms (e.g., cuneiform, hieroglyphic, ideographic) that developed in each civilization (Mesopotamia, Egypt, Indus valley) and how written records shaped political, legal, religious and cultural life ^{BD (WE,52;LE,200,205,207)}

Level III (Grades 7-8)

- Understands how demands of the natural environment (e.g., the need for flood control and large scale irrigation projects) shaped the early development of civilizations (e.g., how these demands required complex political and administrative organization) ^{BD (WE,53)}
- Understands the development of religious and ethical belief systems in the three civilizations and how they legitimized the political and social order (e.g., pleasing the gods through estate labor, *Ma'at*) ^{BD (WE,53;LE,199,203)}
- Understands the different characteristics of urban development in Mesopotamia, Egypt and the Indus valley and the causes of the differences (e.g., causes for differences in size of the Indus valley civilization vs. the Sumerian and Egyptian civilizations) ^{BD (WE,53)}
- Understands how Mohenjo-Daro meets criteria for defining civilization, and differences with other forms of social organization such as hunter-gatherer bands and Neolithic agricultural societies ^{BD (WE,53)}
- Understands how written records, such as the Epic of Gilgamesh, reflected and shaped ^{BD (WE,53)}

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the political, religious and cultural life of Mesopotamia

Level IV (Grades 9-12)

- Knows the characteristics of government and military in Egypt and Mesopotamia (e.g., a united kingdom vs. competing city-states), and the ways in which central authorities commanded labor and taxes from peasant farmers BD (WE,52;LE,199,200)
 - Knows how architectural, artistic, technological and scientific achievements of these civilizations related to their economic and social lives (e.g., the construction of Mesopotamian ziggurats and Egyptian pyramids; planned cities of the Indus valley, systems of weights and measures) BD (WE,52;LE,199,207)
 - Understands aspects of the ethical values, social hierarchy and attitudes and roles of women in Mesopotamia as illustrated in the code of Hammurabi BD (WE,53)
 - Understands how stories such as the biblical account of Genesis and the *Enuma Elish* from Babylon reflect contrasting beliefs BD (WE,53)
- 6. Understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus and Nile regions** (R) (WE,54)

Level II (Grades 5-6)

- Knows the importance to Mesopotamian civilization of the trade networks that connected various regions of Southwest Asia in the 4th and 3rd millennia BD (WE,54;LE,199)
- Knows the importance of commercial, cultural and political connections between Egypt and peoples of Nubia along the upper Nile BD (WE,54;LE,206)
- Understands how geography and climate affected trade in the Nile valley BD (WE,54)

Level III (Grades 7-8)

- Knows the commercial trade routes connecting Egypt, Mesopotamia and the Indus valley in the third millennium, and the goods traded between them BD (WE,54)
- Understands the economic and cultural significance of the trade routes between Egypt, BD (WE,54)

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India and Mesopotamia in the 3rd millennium

Level IV (Grades 9-12)

- Understands the geographical characteristics that encouraged Mesopotamia to engage in trade (e.g., access to sea) and those that made trade difficult (e.g., mountain barriers) BD (WE,55)
 - Understands the shifting political relationships between trading partners in the 1st and 2nd millennia BCE (e.g., Egypt and Nubia), and the sources of conflict between them BD (WE,55)
 - Understands the technology and breadth of the Indus trade network (e.g., boats used, navigational techniques, trade routes) BD (WE,55)
 - Understands evidence and importance of cultural connections between trading partners (e.g., cultural borrowing between Mesopotamia, Egypt, Indus valley) BD (WE,54;LI,202,208)
- 7. Knows how civilization emerged in northern China in the 2nd millennium BCE** (C) (WE,56;LE,208)

Level II (Grades 5-6)

- Understands the character of early Chinese urban societies (e.g., strong military and religious authority) and possible comparisons between these societies and the cities of Mesopotamia and the Indus valley BD (WE,56;LE,208,209)
- Understands the influence of the natural environment (e.g., climate, geography) on the Huang He (Yellow River) civilization BD (WE,56;LI,208)
- Understands the fundamentals of bronze-making technology, and the uses and significance of bronze tools, weapons and luxury goods in the 3rd and 2nd millennia, BCE BD (WE,56)
- Understands the unique nature of Chinese writing tools, surfaces and styles in the 2nd millennium BCE (e.g., as compared to Mesopotamia) BD (WE,56)
- Understands the nature of Shang ancestor worship and what it illustrates about concepts of life and death in Shang society BD (WE,56)

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Level III (Grades 7-8)

- Knows how the changes in the course of the Huang He river challenged citizens and government (e.g., with irrigation, flood control) BD (WE,57;LE,208)
- Understands what archaeological evidence (e.g., oracle bone inscriptions, bronze vessels) illustrates about Chinese history during the Shang dynasty BD (WE,57;LE,209)
- Understands the influence of the natural environment (e.g., climate, geography) on the Huang He (Yellow River) civilization, in comparison with the influence of the natural environments on Mesopotamian, Egyptian and the Indus valley civilizations BD (WE,56;LI,208)

Level IV (Grades 9-12)

- Understands the development of royal, military-religious leadership and government under the Shang Dynasty and the development of social hierarchy (e.g., noble vassals, bonded peasants, slaves), religious institutions and writing (e.g., on oracle bones and tortoise undershells) BD (WE,57)
- Understands the role that Chinese peasants played in sustaining the wealth and power of the Shang political centers BD (WE,57)
- Knows evidence that supports the idea that the Chinese had developed urbanization, sophisticated social cooperation (for flood control and irrigation) and written language before 1700 BCE BD (WE,57)
- Understands the physical evidence that highlights possible cultural contact between China and other centers of civilization in antiquity BD (WE,57)
- Understands how the prevailing wind, current and flooding patterns in the Tigris, Nile and Huang He valleys influenced features of these civilization BD (WE,57;LI,208)

8. Understands how new centers of agrarian society arose in the 3rd and 2nd millennia (R) (WE,58;LE,198)

Level II (Grades 5-6)

- Understands the changes for humankind and civilization brought about by the bow and arrow and by pottery BD (WE,58)

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- Understands the relationship between the advent of the plow and the emergence of new agrarian societies in Southwest Asia, the Mediterranean basin and temperate Europe BD (WE,58)
- Understands characteristics of the agrarian society of ancient Egypt and the life of the Pharaoh as illustrated by physical evidence (e.g., items found in Tutankhamen's tomb) BD (WE,58)

Level III (Grades 7-8)

- Understands how the Minoan civilization emerged on Crete and knows significant Minoan cultural achievements (e.g., influential artistry of jewelry, seals, vases) BD (WE,58)
- Understands the technology of bronze casting, and understands why bronze weapons were superior to those made of stone BD (WE,58)
- Understands how significantly the development of the plow, bow and arrow, and pottery affected early man and led to the creation of different gender roles BD (WE,58)
- Understands the origins and possible purpose of Stonehenge, and understands the effort made to create it BD (WE,58)

Level IV (Grades 9-12)

- Understands the nature and extent of cultural contact between Minoan and Egyptian civilizations BD (WE,58)
- Understands the extent of Minoan trade and its impact upon the development of Minoan civilization BD (WE,58)
- Knows the most important urban centers of Southwest Asia, Egypt and the Aegean basin around 2000 BCE, and understands the role of cities along the eastern Mediterranean coast (e.g., Byblos, Ugarit) as commercial bridges between the trading networks of Southwest Asia, Egypt and the Mediterranean BD (WE,58)
- Understands the impact of various technologies (e.g., the wheel, pottery, the sail, weaving, bronze casting, the plow) upon the social organization and the political and economic power of the groups that used them BD (WE,58)
- Understands what archaeological evidence suggests about the growth of agricultural BD (WE,58)

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societies in West Africa and Southeast Asia

- Knows the origins of domesticated rice in Southeast Asia and the routes of its spread throughout the rest of Asia BD (WE,58)
- 9. **Understands how population movements from western and central Asia affected peoples of India, Southwest Asia and the Mediterranean region in the 2nd millennium BCE** (C) (WE,60)

Level II (Grades 5-6)

- Understands the definition of pastoralism and how the rise of these societies was linked to the climate and geography of the Central Asian steppes BD (WE,60)
- Understands the concept of kinship as the basis of social organization among pastoral peoples and the comparisons between kinship-based and agrarian societies (e.g., in terms of social relationships, marriage ties, the role of women) BD (WE,60)

Level III (Grades 7-8)

- Knows the probable geographic homeland of speakers of early Indo-European languages (e.g., north of the Black and Caspian seas) and the spread of the language to other parts of Eurasia BD (WE,60)
- Knows other languages that developed out of the Indo-European root language BD (WE,61)
- Understands how animal breeding may have enabled successful human adaptation to the climate and geography of the Central Asian steppe BD (WE,61)

Level IV (Grades 9-12)

- Knows major characteristics of the economy, social relations and political authority among pastoral peoples BD (WE,61)
- Knows why women frequently enjoyed greater social equality with men in pastoral societies than in agrarian societies of Eurasia BD (WE,60)

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- Understands why relations between pastoral peoples and agrarian societies have tended to involve both conflict and mutual dependence BD (WE,60)
- Understands the probable geographic homeland of Indo-European language speakers and the approximate dates for their arrivals in new locations BD (WE,61)
- 10. Knows the social and cultural effects that militarization and the emergence of new kingdoms had on peoples of Southwest Asia and Egypt in the 2nd millennium BCE** (C) (WE,62)

Level II (Grades 5-6)

- Understands how the chariot changed transportation in Southwest Asian societies BD (WE,62)
- Understands the development of chariot warfare and the chariot's effective and ineffective qualities as a weapon of war BD (WE,62)
- Understands how the chariot contributed to the spread of new ideas and technology in Southwest Asia BD (WE,62)

Level III (Grades 7-8)

- Knows the major political and cultural achievements of Thutmose III, Ramses II and Queen Hatshepsut in Egypt BD (WE,62)
- Understands the origins of the Hittite people and their empire in Anatolia, and major cultural and political achievements for this society BD (WE,62)
- Knows the extent of Egyptian expansion during the Old, Middle and New Kingdoms, and understands some of the factors that made this expansion possible BD (WE,62)

Level IV (Grades 9-12)

- Knows the boundaries of major states existing in Southwest Asia, Egypt and the eastern Mediterranean in the latter part of the 2nd millennium, and understands why the wars and diplomatic relations among these states may have represented the first era of "internationalism" in world history BD (WE,63)

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- Understands what visual and written sources (e.g., *The Illiad*, Egyptian Wall paintings, Assyrian bas reliefs) suggest about the impact of chariot warfare on the battlefield BD (WE,63)
- Understands comparisons between the accomplishments of Sargon and Akhenaton (Amenhotep IV) and arguments for the greater accomplishments of one over the other BD (WE,63)
- Understands the religious ideas of Akhenaton (Amenhotep IV) and the viewpoint that Atonism was an early form of monotheism BD (WE,63)

11. Understands how urban society expanded in the Aegean region in the era of Mycenaean dominance (R) (WE,64)

Level II (Grades 5-6)

- Understands the political and social organization of the Mycenaean Greeks as revealed in archaeological and written records BD (WE,64)
- Understands how geography influenced the development of Mycenaean society BD (WE,64)
- Knows the story of the siege of Troy BD (WE,64)

Level III (Grades 7-8)

- Understands the cultural influences of Egypt, Minoan Crete and Southwest Asian civilizations on the Mycenaeans BD (WE,64)
- Knows the story of the Trojan war through different sources (e.g., archaeological evidence, Homer's *Illiad*) BD (WE,64)

Level IV (Grades 9-12)

- Understands the impact of Mycenaean expansion and city-building on commerce and political life in the eastern Mediterranean BD (WE,64)
- Understands society, trade and government in Mycenae BD (WE,64)
- Understands what comparative conclusions about Mycenaean and Minoan societies may BD (WE,64)

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be drawn from archaeological remains (e.g., tombs, fortress and palace excavations)

12. Understands the development of new cultural patterns in northern India in the 2nd millennium BCE ^(R) (WE,65;LI,207)

Level II (Grades 5-6)

- Understands possible causes for the disappearance of cities such as Mohenjo-Daro in history, and understands what role environmental changes played in the fall of Indus cities ^{BD (WE,65)}

Level III (Grades 7-8)

- Understands the reasons for the migration of Indo-Aryan and Mycenaean-speaking peoples into India, the eastern Mediterranean and the Iranian Plateau (e.g., climatic, population, technological, social changes) ^{BD (WE,65)}
- Understands the belief system embraced by the Aryan people (e.g., the Vedic hymns; "varna") ^{BD (WE,65)}
- Understands potential sources for the decline in trade, the overcrowding and eventual collapse of cities such as Mohenjo-Daro ^{BD (WE,65)}
- Understands what odes from the Vedas that praise the major Vedic gods (Indra, Varuna, Soma and Agni) illustrate about Aryan values ^{BD (WE,65)}
- Understands potential sources of conflict and tension among Aryan tribes as they began to settle down in the Indo-Gangetic plain (as reflected, e.g., between the Pandavi and Kauravas in the *Mahabharata*) ^{BD (WE,66)}

Level IV (Grades 9-12)

- Understands the beliefs expressed in the Vedic hymns ^{BD (WE,66)}
- Understands the roots of the word "Aryan," the people who came to be called Indo-Aryan and Aryan culture in India, as denoted in linguistic, literary and archeological materials ^{BD (WE,66)}

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- Understands the possible causes of the decline and collapse of Indus valley civilization (e.g., technical inferiority, disease, famine, environment) BD (WE,65)
 - Understands the degree of reliability of such epics as the *Illiad*, the *Odyssey*, the *Mahabarata* and the *Ramayana* as historical sources and what aspects historians have determined actually reflect a contemporary or later culture BD (WE,65;LE,223)
13. Understands the state-building, trade and migrations that occurred in the Mediterranean basin and Southwest Asia in the first half of the 1st millennium BCE (circa 1000 to 600) (C) (WE,70)

Level II (Grades 5-6)

- Knows locations, dominant trade routes and traded goods of major Phoenician port cities (e.g., Carthage) BD (WE,70)
- Understands how geography influenced the location and development of Greek city-states BD (WE,70)
- Knows common features (e.g., acropolis, agora, gymnasium) of Greek city-states in the Aegean region BD (WE,70)

Level III (Grades 7-8)

- Knows the fundamentals of iron-making technology and the consequences of iron tools and weapons to societies in Southwest Asia and the Mediterranean region (e.g., the Assyrian empire) BD (WE,71)
- Knows the locations of significant Greek city-states and colonies in the Black Sea, northern Africa and the Western Mediterranean basin and the reasons for their establishment BD (WE,71)
- Knows the geographic extent of the Assyrian and Babylonian empires and the significance of geographic features (e.g., river valleys) to the success of these empires BD (WE,71)
- Understands what Assyrian art (e.g., bas reliefs) indicates about Assyrian culture and society (e.g., hunting methods, warfare) BD (WE,70)

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Level IV (Grades 9-12)

- Understands the social sources of and differences in laws created by early lawmakers (e.g., Hammurabi, Draco, Solon) BD (WE,70;LE,216)
 - Understands the social and cultural effects (e.g., increased literacy, development of philosophy, history) of the spread of alphabetic writing in Southwest Asia and the Mediterranean Basin (e.g., Phoenician, Greek, Hebrew, Etruscan) BD (WE,70;LE,216)
- 14. Understands the emergence and foundation of Judaism and the historical significance of the Hebrew kingdoms** (C) (WE,72;LE,200)

Level II (Grades 5-6)

- Understands the ethical teachings of Judaism illustrated in stories from the Hebrew Scriptures (e.g., Noah, the Tower of Babel, the Ten Commandments) BD (WE,72;LE,201)
- Understands differences between Jewish monotheism and the polytheism of Southwest Asia BD (WE,72;LI,201)
- Knows major events in the early history of Judaism, through the Babylonian captivity, and in which events religion played an important part BD (WE,72)

Level III (Grades 7-8)

- Knows the course of development of the Jewish kingdoms (e.g., the reigns of Saul, David, Solomon; division into Israel and Judah), and the Jews' maintenance of religious and cultural traditions despite the destruction of these kingdoms BD (WE,72;LI,201)
- Understands the significance of the Torah in Judaism (e.g., as a source of beliefs, rituals, laws; ethical injunction, "Do justice, love mercy, and walk humbly with thy God") BD (WE,72)

Level IV (Grades 9-12)

- Knows the significance of the Babylonian captivity for the subsequent history and survival of Judaism (e.g., as told in the books of Ezra and Nehemiah) BD (WE,73)

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- Knows the significance (e.g., contemporary, modern) of the Jewish diaspora for the transmission of Judaism in the Mediterranean region and Southwest Asia BD (WE,73)
 - Knows the fundamental teachings and practices of Judaism and how they relate to ethical prescriptions for personal behavior BD (WE,73;LE,201)
 - Understands the differences between Jewish monotheism and the polytheistic religions of Southwest Asia (e.g., the relationship of Yahweh and the Hebrew people, compared with the relationship of worshipers to the nature deities of Southwest Asia) BC (WE,73)
15. **Understands how the civilization of Kush developed in the Upper Nile valley and how iron technology contributed to the expansion of agricultural societies in Sub-Saharan Africa in the 1st millennium BCE** (R) (WE,74;LE,206)

Level II (Grades 5-6)

- Knows the locations of Egypt and Kush on the African continent and the geographic features that either assisted or hampered communication between these two kingdoms BD (WE,74)
- Understands what architectural evidence (e.g., Kushite and Egyptian pyramids) suggests about the relationship between Egypt and Kush BD (WE,74)
- Understands how iron was used in Kushite society and which uses were most important to the kingdom BD (WE,74)
- Knows the impact and significance of the Kushite invasion of Egypt for both sides BD (WE,74)
- Knows the importance of Nile valley trade as a factor in the rise of the Kushite state in the first millennium BCE BD (WE,74)

Level III (Grades 7-8)

- Knows the linguistic, architectural and artistic achievements of Kush in the Meroitic period BD (WE,74;LE,206)
- Understands the social and political consequences of economic contacts between Kush and Egypt BD (WE,74;LI,206)

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- Understands how Assyrian and Kushite invasions affected Egyptian society BD (WE,74)

Level IV (Grades 9-12)

- Understands how Kush could be viewed as a cultural satellite of Egypt, or its own distinctive civilization, or both, and the evidence used to support such arguments BD (WE,75;LE,206)
- Understands theories about the spread of iron technology in Sub-Saharan Africa, whether this technology was brought to West Africa, and how, or whether it developed in this region independently BD (WE,75)
- Understands what archaeological evidence such as Nok terra cotta figures and metal implements illustrate about the society and culture of their West African creators BD (WE,75)
- Understands the importance of political, commercial and cultural relations between Egypt and Kush BD (WE,75)
- Understands how Kushite achievements during the Meroitic period might have been seen by contemporaries in the Nile Delta, Sub-Saharan Africa and Assyria (e.g., based on historical evidence) BD (WE,75)

16. Understands how pastoral nomadic peoples of Central Asia began to play an important role in world history in the 1st millennium BCE (R) (WE,76)

Level II (Grades 5-6)

- Knows the location and range of nomadic peoples in the 1st millennium BCE and how they moved their herds and belongings BD (WE,76)
- Understands the importance of the horse (for nomadism as well as warfare) to the pastoral nomadic peoples of Central Asia BD (WE,76)
- Understands the reasons for conflict and economic interdependence between pastoral nomadic peoples of Central Asia and major agrarian states of Eurasia BD (WE,76)

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Level III (Grades 7-8)

- Knows what archaeological and other evidence has revealed of Scythian or Xiongnu society and culture (e.g., aspects of the daily life for pastoral nomadic peoples of Central Asia) BD (WE,76)
- Knows the geography of the arid lands of the Eastern Hemisphere, aspects of social relations between peoples of these desert and steppe lands, and how individual communities adapted to the land BD (WE,76)
- Understands the use of the horse with the chariot, in the cavalry and as a beast of burden, and how it changed the life of nomadic peoples on the steppes BD (WE,76)

Level IV (Grades 9-12)

- Understands how the Scythian and Xiongnu warrior states arose among the pastoral nomadic peoples on the Central Asian steppes (e.g., how the horse facilitated territorial expansion and changed leadership roles within pastoral-nomadic populations) BD (WE,76)
- Understands the circumstances and goods that led to interdependence and conflict between pastoral nomadic and agrarian societies, such as that between the Xiongnu and China BD (WE, 77)
- Understands aspects of Scythian or Xiongnu society and culture as inferred from basic evidence (e.g., archaeological accounts of royal Scythian tombs) BD (WE,77)

17. Understands the political and social structures that developed in Athens and other Aegean city-states as they formed in the 6th century BCE (C) (WE,78;LE,216)

Level II (Grades 5-6)

- Understands significant similarities and differences between Athenian democracy and Spartan military aristocracy BC (WE,78;LE,217)
- Understands class divisions in Greek societies and the political and social roles of the classes BD (WE,78;LE,217)
- Understands how women's roles and social positions varied between Sparta and Athens BD (WE,78;LE,217)

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- Knows the location and political structure of the major Greek city-states (e.g., democracy, oligarchy, tyranny, monarchy) BD (WE,78)

Level III (Grades 7-8)

- Understands the evolution, inherent advantages and disadvantages of major governmental systems in Greek city-states in the 6th and 5th centuries BCE BD (WE,79;LE,216)
- Understands the political ideals of Athenian society of the 5th century BCE (e.g., as illustrated in Pericles' *Funeral Oration*) BD (WE,79)
- Knows the major changes made to the Athenian political organization between the initial monarchy and the governments of Solon and Cleisthenes BD (WE,79)
- Knows the role of women in Athenian society, their rights under the law and possible reasons why Athenian democracy was limited solely to males BD (WE,79)

Level IV (Grades 9-12)

- Knows essential ideas in Plato's *Republic* and the influence of this work on modern political thought BD (WE,79)
- Understands the importance of participatory government in Greek city-states for the development of Western political thought and institutions BC (WE,78;LE,216)
- Understands Athenian ideas and practices related to political freedom, national security and justice (as reflected, e.g., in such works as Thucydides' *Melian Dialogue* and his *Funeral Oration of Pericles*) BD (WE,79)
- Understands how the maturing of democratic institutions in Greece resulted in greater restrictions on the rights and freedoms of women BD (WE,79)
- Understands different forms or methods of social stratification in Greek city-states such as Athens, Corinth, Sparta and Thebes BD (WE,79)

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18. Knows the major cultural achievements of ancient Aegean civilization (R) (WE,80;LI,216)

Level II (Grades 5-6)

- Knows major characteristics of Classical Greek art and architecture and how they are reflected in modern art and architecture BD (WE,80;LE,216)
- Understands the major characteristics of Hellenic sculpture and pottery and how they reflected social values and culture (e.g., ideals of womanhood, athleticism, daily life) BD (WE,80)
- Understands Socrates' values and ideas, as reflected, for example, in his trial BD (WE,80)
- Understands how Greek gods and goddesses represent non-human entities, and how gods, goddesses and humans interact in Greek myths BD (WE,80)

Level III (Grades 7-8)

- Knows major works of Greek drama (e.g., works by Sophocles, Euripides, Aeschylus) and how they reveal ancient moral values and civic culture BD (WE,80;LE,216)
- Understands comparisons of the creation myths of Sumer, Babylon, Egypt, Greece and nationalized China and the similarities and differences in world view they suggest BD (WE,80;LE,216)
- Understands how the arts and literature reflected cultural traditions and values in ancient Greece BD (WE,80)

Level IV (Grades 9-12)

- Understands how Sumerian, Egyptian and Greek societies saw themselves in relation to their gods and how attitudes toward women are indicated in representations of their goddesses BD (WE,81)
- Knows the prominent ideas of Greek philosophers (e.g., Socrates, Aristotle, Plato) BD (WE,80;LE,216)
- Knows the significance and major works of Greek historians (e.g., Herodotus, Thucydides) and their working methods BD (WE,80;LE,216,218)
- Knows significant Greek tragedies and comedies (e.g., Aristophanes's *the Clouds*, BD (WE,81;LI,216)

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Sophocles's *Antigone*) and the values and lessons they transmitted

- Understands aspects of daily life in Greece between 600 and 200 BCE as they are represented by playwrights of the time BD (WE,81)

19. Understands the development of the Persian (Achaemenid) empire and the consequences of its conflict with the Greeks (R) (WE,82)

Level II (Grades 5-6)

- Understands the basic teachings of Zoroastrianism (e.g., the struggle between good and evil) BD (WE,82)
- Knows the growth of and geographic influences on the Persian empire, from the reign of Cyrus I through the wars with Greece BD (WE,82)
- Knows the sources of the conflict between the Greeks and the Persians BD (WE,82)
- Knows the four major battles of the Persian wars (Marathon, Thermopylae, Salamis, Plataea) BD (WE,82)

Level III (Grades 7-8)

- Knows the major events of the wars between Persia and the Greek city-states and understands the reasons for Persia's failure to conquer the Aegean region (e.g., military inefficiency) BD (WE,82;LE,216)
- Knows the political structure of Persia under Darius the Great and how the Persian empire ruled diverse ethnic populations BD (WE,82)
- Understands comparisons between Zoroastrianism and the belief systems of the Greeks, Hebrews and Sumerians (e.g., religion's association with the political structure, inclusiveness) BD (WE,82)
- Understands the leadership organization of Darius I, and understands why his "chain of command" was so effective BD (WE,82)
- Understands the effects of the Persian Wars upon the daily lives of the peoples of Persia BD (WE,82)

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and Greece

Level IV (Grades 9-12)

- Knows the political aspects of Persian rule from sources such as Herodotus and the Book of Esther (e.g., the extent of their respect for the cultural traditions and religious beliefs of those living in their empire) BD (WE,83)
- Understands the long-term effects of the Persian Wars upon Greece (e.g., political restructuring, Peloponnesian Wars) BD (WE,83)
- Understands how the internal political and military structure of the two antagonists in the Persian Wars dictated their strategies BD (WE,83)
- Understands how the Greek city-states were able to defeat the "monolithic" Persian armies and navies (e.g., Persian demoralization, inefficiency, high level of Greek training) BD (WE,83;LI,216)
- Understands the relationship between religion and politics in Persian society and the place of Zoroastrianism within the various levels of Persian society BD (WE,83)
- Knows Herodotus' version of the key events of the Persian Wars and how reliable his account might be BD (WE,83)

20. Knows Alexander of Macedon's conquests and understands the interregional character of Hellenistic society and culture (C) (WE,84;LI,218)

Level II (Grades 5-6)

- Knows the campaigns, battles and cities founded in Alexander's imperial conquests BD (WE,84;LE,218)
- Knows Hellenistic achievements in astronomy and measurement of the earth BD (WE,84)
- Understands Hellenistic contributions to ancient architecture, and knows the Seven Wonders of the Ancient World BD (WE,84)

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Level III (Grades 7-8)

- Understands Alexander's rise to power, methods used to unite the empire, and reasons for the disintegration of the empire into smaller areas after his rule (e.g., areas ruled by Ptolemy, Seleucus, Antigonus) BD (WE,84;LE,218)
- Understands the impact of Hellenism on Indian art (for example, as seen by comparing statues of Apollo with images of the Buddha from Gandhara and Mathura) BD (WE,84)
- Knows the major, lasting achievements of Hellenistic mathematics, science and philosophy BD (WE,85)
- Knows how architecture in west Asia reflected Greek and Macedonian influence after the conquests of Alexander BD (WE,85)

Level IV (Grades 9-12)

- Understands the significance of the interaction of Greek and Jewish traditions for the emergence of Rabbinic Judaism and early Christianity BD (WE,84;LI,221)
- Knows the changes in the status of women during the Hellenistic era, their new opportunities and greater restrictions BD (WE,85)
- Understands the cultural diffusion of art and architecture (Greek, Egyptian, Persian and Indian) through assimilation, conquest, migration and trade BD (WE,85)
- Understands the benefits and costs of Alexander's conquests on numerous cultures and the extent to which these conquests brought about cultural mixing and exchange BD (WE,85)
- Understands what different Greek philosophers (e.g., Socrates, Zeno, Epicurus) considered to be a "good life" BD (WE,85)

21. Understands Roman society, government and culture, and knows how it united the Mediterranean Basin (C) (WE,86;LE,218)

Level II (Grades 5-6)

- Knows how legends (e.g., the founding of Rome) describe ancient Rome and reflect the BD (WE,86)

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beliefs and values of its citizens

- Knows the geographic location of different ethnic groups on the Italian peninsula (e.g., Etruscans, Greeks) in the late 6th century BCE and their influences on early Roman society and culture BD (WE,86;LE,218)
- Knows the features and functions of early Roman architecture and its impact upon modern architecture BD (WE,86;LI,220)
- Knows the political and social institutions of the Roman Republic and the reasons for its transformation from Republic to Empire BD (WE,86;LE,219)
- Knows significant events in the careers of early, great, military leaders (e.g., Alexander of Macedon, Hannibal, Julius Caesar) BD (WE,87)
- Understands what life was like for the common people living in Rome and Pompeii BD (WE,87)
- Understands how values changed from the early Republic to the last years of the empire through knowledge of the lives of such Romans as Cincinnatus, Scipio Africanus, Tiberius Gracchus, Cicero, Julius Caesar, Augustus, Nero, Marcus Aurelius and Constantine BD (WE,86)

Level III (Grades 7-8)

- Knows the history of the Punic Wars and the consequences of the wars for Rome BD (WE,87;LE,219)
- Knows the status and role of women in Roman society BD (WE,87)
- Knows the major phases of Roman expansion, including the Roman occupation of Britain BD (WE,87;LE,220)
- Understands the accomplishments of different, famous, Roman citizens (e.g., Cincinnatus, the Gracchi brothers, Cicero, Constantine, Nero, Marcus Aurelius) BD (WE,87)
- Knows major legal, artistic, architectural, technological and literary achievements of the Roman Republic BD (WE,86)

Level IV (Grades 9-12)

- Understands how innovations in ancient military technology (e.g., Macedonian phalanx, BD (WE,87)

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WORLD HISTORY

Chinese crossbow, Roman legion, Persian Cataphract) affected patterns of warfare and empire building

- Understands how imperial rule over a vast area transformed Roman society, economy and culture BD (WE,86;LE,219)
- Understands Latin and Greek as universal languages of the Roman Empire, and understands the political, commercial and cultural purpose of each BD (WE,87)
- Understands the influences of the Roman Constitution on the modern U.S. political system (e.g., through a reading of Polybius' treatment of the Roman Constitution) BD (WE,87)
- Understands the causes and consequences of the transition from Republic to Empire under Augustus in Rome BD (WE,87;LE,219)
- Understands the influence and diffusion of Hellenistic art and architecture upon the Romans BD (WE,87)
- Knows how Rome governed its provinces from the late Republic to the Empire BD (WE,87;LI,219)

22. Understands the emergence of Christianity in the context of the Roman Empire (C) (WE,88;LE,222)

Level II (Grades 5-6)

- Knows the story of the life of Jesus of Nazareth BD (WE,88)
- Understands the messages of Jesus' prominent parables (e.g., "the good shepherd," "the prodigal son") BD (WE,88)
- Understands the life of Paul the Apostle and his contribution to the spread of Christian beliefs BD (WE,88;LE,221)
- Understands how the New Testament illustrates early Christian morals and values BD (WE,88)

Level III (Grades 7-8)

- Understands how Jesus' moral teachings utilized and expanded upon the prohibitions of the Ten Commandments in the Hebrew Torah (e.g., "love thy neighbor") BD (WE,88;LE,221)

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- Knows the extent of the spread of Christianity by the end of the 4th century CE and the locations of centers of the Christian church BD (WE,88)
- Understands the impact of Christianity upon the Roman Empire (e.g., the persecutions of the Christians, Constantine's conversion, Theodosius's anti-pagan legislation) BD (WE,88;LE,222)
- Understands the values and stories expressed in early Christian religious art BD (WE,88)

Level IV (Grades 9-12)

- Understands comparisons between Jewish and Christian approaches to monotheism (e.g., ethical monotheism, the Holy Trinity) BD (WE,89)
- Understands the extent and consequences of Christian expansion in Asia, Africa and Europe to the 4th century and the events and circumstances, including the role of the martyr, that helped this expansion BD (WE,89)
- Understands the influence of other faiths (e.g., Hebrew, Greek, Persian faiths) upon the development of Christianity and those teachings that are distinctive to Christianity BD (WE,89;LI,221)
- Understands the fundamental teachings of Christianity, as set forth by Jesus and Paul BD (WE,89)

23. Understands how China became unified under the early imperial dynasties, circa 500 BCE to 300 CE (C) (WE,90;LE,224)

Level II (Grades 5-6)

- Understands the policies and achievements of the Qin emperor Shi Huangdi (e.g., the first Great Wall, abolishment of feudalism, a unified empire) BD (WE,90;LE,225)
- Understands the concept of the Mandate of Heaven and the idea of virtuous rule BD (WE,90)
- Knows the commercial and cultural significance of the trans-Eurasian "silk roads" to the Roman and Chinese empires and the peoples of Central Asia BD (WE,90;LE,222)
- Understands the fundamentals of Chinese values and belief systems (e.g., Confucianism, Daoism) and how these compared to Christian and Greek belief systems (e.g., BD (WE,90;LE,225)

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commonalities in the "Golden Rule")

- Understands what life was like for ordinary people in ancient China, as illustrated in Chinese folktales BD (WE,90)

Level III (Grades 7-8)

- Understands comparisons between the Shang, Zhou, Qin and Han empires in areas controlled and methods of government (and how these compare, e.g., to the empire of Alexander the Great or Trajan) BD (WE,91)
- Knows the importance of the "Mandate of Heaven" to the success of the Zhou dynasty and its development of imperial rule BD (WE,91)
- Knows the literary, artistic and technological achievements of the early imperial dynasties BD (WE,91;LE,226)
- Understands the development and consequences of iron technology and the family division of labor system BD (WE,91;LI,225)
- Understands the composition and stratification of Chinese society and the factors that gave individuals status BD (WE,91)
- Understands imperial attitudes and actions toward nomadic peoples along the borders of the kingdom BD (WE,91)

Level IV (Grades 9-12)

- Understands the political and ideological contributions of the Han to the development of the imperial bureaucratic state and imperial expansion BD (WE,91;LE,226)
- Knows how art reflects the history and philosophy of China up to the end of the Han dynasty BD (WE,91)
- Knows the role and status of women in the Confucian tradition BD (WE,91;LI,225)
- Understands the essential moral teachings of Confucianism (and how they compare, e.g., to other religions such as Daoism or Christianity) BD (WE,91;LE,225)

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24. **Understands religious and cultural developments in India in the era of the Gangetic state and the Mauryan empire** (C) (WE,92;LI,223)

Level II (Grades 5-6)

- Knows the life story of the Buddha and his essential teachings (e.g., "the four truths") BD (WE,92;LE,223)
- Understands how the Buddhist teachings were a response to the Brahmanic system (e.g., the rigid caste system) BD (WE,92;LE,223)
- Understands the contributions of the emperor Ashoka to the expansion of Buddhism in India BD (WE,92;LE,224)
- Understands how Indian epic stories reflect social values and how the *Jakata* tales reveal Buddhist teachings BD (WE,92;LE,223)

Level III (Grades 7-8)

- Knows the major beliefs and practices of Brahmanism in India (e.g., the *Laws of Manu*, emphasis on dharma) and how they evolved into early Hinduism BD (WE,92;LE,223)
- Knows how Buddhism spread in India, Ceylon and Central Asia and how this compared with the spread of Christianity BD (WE,92;LI,223)
- Understands aspects of the social structure of India during the Mauryan empire (e.g., emphasis on the group, the four varnas, ideas expressed in Ashoka's "rock edicts") BD (WE,93)
- Understands what advice the animal stories of the Panchatantra offer to people with little power, how this advice was used by Chandragupta Maurya and how these stories compare, for example, to Aesop's fables BD (WE,92)
- Understands how the teachings of Shvetaketu from the *Chandogya Upanishad* compare to the Buddhist idea of *nirvana* BD (WE,92)

Level IV (Grades 9-12)

- Knows how literature such as the *Ramayana* can reflect the status and role of women in BD (WE,93)

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ancient cultures

- Knows how Buddhist teachings challenged the Brahmanic social system (e.g., caste, diet, language, role of women) and contributed to the spread of Buddhism within and beyond India BD (WE,93;LE,223)
- Understands the growth of the Mauryan Empire in the context of the rivalries among Indian states BD (WE,92)
- Knows how Ashoka's support for Buddhism affected the spread of religious beliefs (as compared, e.g., with the support of other leaders for other religions such as the Roman support of Christianity, Persian support of Zoroastrianism) BD (WE,92)
- Understands how the *Upanishads* reflected Brahmanic teachings and how these compared with Buddhist teachings BD (WE,92)
- Understands how Indian art (e.g., images of the Buddha from Gandharan and Mathura schools of art) reflects a Persian or Greek influence BD (WE,92)

25. Understands the achievements of Olmec civilization, circa 1200 to 400 BCE (C) (WE,94;LE,209)

Level II (Grades 5-6)

- Knows how geography influenced the development of Olmec civilization BD (WE,94)
- Knows the essential aspects of the Olmec civilization (e.g., class structure, monumental architecture, centralization of power, religion, social reliance upon flooding rivers) BD (WE,94;LE,209)
- Understands how maize cultivation influenced the development of the Olmec civilization BD (WE,94)
- Knows the major contributions of Olmec civilization to Mesoamerican civilization, including the calendar, glyphic writing, sculpture and monumental building BD (WE,94;LI,209)

Level III (Grades 7-8)

- Knows what archaeological evidence (e.g., groundplans of cities La Venta, San Lorenzo) can indicate about the development of Olmec civilization in the 2nd millennium BCE BD (WE,94)

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- Knows the techniques, social and environmental impact of Olmec agriculture (e.g., the floating gardens) and the reasons for its uniqueness in the ancient world BD (WE,95)
- Understands the clues about political and economic structure found in the monumental Olmec stone heads BD (WE,95)
- Understands the importance of maize to the Olmec civilization and how farming in Mesoamerica differed from that of other agrarian societies in the ancient world BD (WE,95)

Level IV (Grades 9-12)

- Understands the cultural influence (e.g., glyphic writing, calendar, monumental building) of the Olmecs on the development of Zapotec and Mayan (Oaxaca valley) civilizations and the role of trade in the diffusion of this culture BD (WE,95;LE,209)
- Understands what is known of the political, economic and social structure of Olmec society and Olmec beliefs and how this knowledge has been acquired in spite of undeciphered written records BD (WE,95;LI,209)

26. Understands the decline of the Roman and Han empires

(C) (WE,100;LE,220,226)

Level II (Grades 5-6)

- Knows the chronological order of significant historical events for Rome from the late Empire through the reign of Justinian and which of these are considered possible causes for Imperial decline BD (WE,100)
- Understands how differences in architecture can illustrate unity and alienation between the Eastern and Western halves of the Roman Empire BD (WE,100)
- Knows the possible factors (e.g., economic, political, environmental) that motivated nomadic peoples (e.g., Xiongnu, Germanic tribes, Huns, Slavs) to move into the Roman Empire and China BD (WE,100)
- Understands the common patterns of decline and fall in the Roman and Han empires BD (WE,100)

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Level III (Grades 7-8)

- Knows what different aspects and understandings of the nomadic invasions of the Roman empire are represented by the accounts of Orosius, Ammianus Marcellinus, Priscus and by secondary sources BD (WE,101)
- Knows significant events in world history between the 3rd and 7th centuries that led to the fall of the Roman and Han empires (e.g., battles, internal division, political changes and invasions) BD (WE,101;LI,220)
- Understands what scholars consider to be the relative strengths and weaknesses of the Roman, Byzantine and Han empires and which factors either shortened or lengthened the duration of the empires BD (WE,101)

Level IV (Grades 9-12)

- Understands the links between military, social and economic causes for decline in the Han and Roman empires (e.g., corruption, settlement of nomads within borders, communication, overextension of political power) BD (WE,101;LI,221)
- Understands the life of Germanic peoples and society (e.g., as described by the Roman historian Tacitus), including the status and role of women BD (WE,101)
- Knows the relative impact of the barbarian movements on the regions of Europe, China and India by the end of the 7th century BD (WE,101)
- Understands the strengths and weaknesses of the Eastern and Western Roman Empires and what factors enabled the Byzantine empire to continue as Rome fell BD (WE,101;LE,221)
- Understands how Constantine selectively supported aspects of western rule with eastern institutions to create a new, independent, Byzantine state in the 4th century CE BD (WE,101)

27. Knows how Christianity and Buddhism expanded beyond the lands of their origin (C) (WE,102;LE,222,223)

Level II (Grades 5-6)

- Understands possible aspects of Christianity and Buddhism that appealed to people living between the 3rd and 5th centuries CE BD (WE,102;LE,223)

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- Understands the importance of missions to Christianity and Buddhism in their first millennia and the methods used to spread the two religions to new areas and people (e.g., monks, translation into indigenous terms and concepts) BD (WE,102;LI,224)
- Knows the approximate geographical realms of Buddhism, Christianity, Hinduism and Confucianism until the 5th century BD (WE,102)

Level III (Grades 7-8)

- Knows the locations of new centers of Buddhism and Christianity and the major routes used to spread the faith beyond these centers BD (WE,102)
- Understands the efforts and successes of Ashoka and Constantine to legitimize their religions (Buddhism and Christianity) and spread them throughout India and Europe, respectively BD (WE,102;LI,222,224)
- Understands the causal connections between the collapse of the Roman and Han empires and the spread of Christianity and Buddhism and the importance of universal salvation to the early history of these two religions BD (WE,102)
- Understands the changing status of women in early Christian and Buddhist societies BD (WE,103)

Level IV (Grades 9-12)

- Understands how the views on moral Christian life and selfless love expressed in the letters of the Apostle Paul enlightened early Christian theology and social practice and influenced Christianity's spread BD (WE,103)
- Understands the spread of religious Daoism and Buddhism in China BD (WE,103)
- Understands possible causal relationships between the spread of Buddhism and Christianity and the expansion of international trade (e.g., did enterprise precede or follow the new religions?) BD (WE,103)
- Understands the correlations between the spread of Christianity and Buddhism, royal patronage of religion and the desires of a growing middle class for "peace" to enable commercial expansion BD (WE,103)

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- Understands the change in status of women from pagan Roman society to Christian society (e.g., the shifting importance of social class, marital status) BD (WE,103)

28. Understands the synthesis of Hindu civilization in India in the era of the Gupta Empire in the 1st millennium CE (C) (WE,104;LE,224)

Level II (Grades 5-6)

- Understands how the concept of dharma reflects a social value for the ideal king, husband and wife, brother and friend (e.g., as reflected in stories from the epic *Ramayana*) BD (WE,104)
- Understands fundamental Hindu beliefs, including the concepts of Brahma, dharma and karma, the caste system, ritual and sacrifice and reincarnation BD (WE,104)
- Understands the relationships among various religions in India during Gupta times (e.g., as reflected in cave structures at Ajanta and Ellora) BD (WE,104;LI,224)
- Knows significant Gupta achievements in art, literature (e.g., the *Ramayana*) and mathematics (e.g., the creation of the zero) BD (WE,104;LE,224)

Level III (Grades 7-8)

- Understands the social and legal position of women during the Gupta era, restrictions upon them and their place within the caste system BD (WE,104)
- Understands different social perspectives on the advantages and disadvantages of the caste system in Gupta India BD (WE,105)
- Understands possible reasons (e.g., political, social) for the alliance of the Gupta Empire with Brahmanism and the fall of the Mauryan-Buddhist power BD (WE,105)
- Understands how and why Guptan kings promoted Hinduism while simultaneously fostering Buddhist culture and integrating marginal groups into the political system BD (WE,105)
- Knows significant achievements in technology, mathematics, astronomy and medicine during the Gupta period BD (WE,105;LE,224)

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Level IV (Grades 9-12)

- Understands the significant achievements in art, literature and mathematics that contributed to the Gupta golden age under Chandragupta II BD (WE,105;LE,224)
 - Knows the centers of learning in India in the 4th and 5th centuries CE, what they taught, how they compare to other centers around the world at the same time, and understands the role of Buddhist monks in education, literature and higher learning in Gupta India BD (WE,108)
 - Understands the nature of the evidence available for understanding Gupta India (art, literature, archaeology, temple inscriptions, foreign travelers accounts) since Guptas did not record history in writing BD (WE,105)
 - Understands the route of the Hun invasion of India, its consequences and the revival of the golden age of the Guptas by the Hun leader Harsha BD (WE,105;LI,224)
 - Understands the resurgence of Hinduism in India and its spread to South India (e.g., as reflected in the growth of temple towns and the development of South Indian temple architecture such as the temple at Maduri) BD (WE,105)
- 29. Understands the expansion of Hindu and Buddhist traditions in Southeast Asia in the 1st millennium CE** (R) (WE,106)

Level II (Grades 5-6)

- Knows the geographical limits of Hindu and Buddhist influence, and understands the role trade played in the spread of these religions in Southeast Asia BD (WE,106)
- Understands how the Malayo-Polynesian peoples of East and Southeast Asian origin settled the Pacific islands and New Zealand BD (WE,106)
- Understands the presence and influence of Hinduism and Buddhism in India, Malaysia and Southeast Asia (e.g., as seen in archaeological evidence) BD (NI,106)
- Understands how ocean currents affected cultural contact between India and Southeast Asia and the evidence for this contact (e.g., spread of religions; shadow puppet plays and their subjects) BD (WE,106)

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Level III (Grades 7-8)

- Understands common features of the cultures of the Pacific islands, Southeast Asia and New Zealand and the possible links between these cultures and their establishment (e.g., through ocean-borne migration) BD (WE,106)
- Understands the function of Hindu and Buddhist clerics in the spread of their religions and trade to Southeast Asia and Malayo-Polynesia by the end of the 1st millennium BD (WE,107)
- Knows the locations and geographic challenges of potential and actual trade routes in the Southeast Asian and Polynesian areas BD (WE,107)
- Knows the nature of monumental religious architecture as evidence for the spread of Buddhist and Hindu belief and practice in Southeast Asia BD (WE,106)

Level IV (Grades 9-12)

- Knows how art and architecture (e.g., temple sculpture and adornment, tower-temple structures) reveal the spread of Indian influence in Southeast Asia (in the forms of, e.g., Hinduism and Buddhism) BD (WE,107)
- Understands the unique adaption of Buddhist-Hindu culture in Southeast Asia and how this approach to these religions is shown in attitudes towards divinity (e.g., *bhakti* for Krishna, Devi, Vishnu, Shiva) BD (WE,107)
- Understands the history of the Pandyas and Pallavas in South India, their trade relationships with West Asia, Greece, Rome and Southeast Asia and how the Pallavas, in particular, helped spread Hindu and Buddhist thought to Southeast Asia BD (WE,107)
- Understands the Indian concept of ideal kingship and its introduction and spread throughout the emerging states of Southeast Asia BD (WE,107)

30. Understands the emergence and spread of Islam in Southwest Asia, North Africa and Europe between the 7th and 10th centuries (C) (WE,108;LE,233)

Level II (Grades 5-6)

- Understands the effect of geography on nomads, town-dwellers and trade practices on the BD (WE,108)

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Arabian peninsula; the goods traded between them; and the origins of these goods

- Understands the life of Muhammed, his devotion to God and the basic beliefs and values he preached BD (WE,108;LE,233)
- Understands the importance to Islam of the Hegira (Hijrah), the Ka'abah, the Qur'an, the Sunnah, the Hajj, the daily prayer (Salat), the poor due (Zakat) and Ramadan BD (WE,108;LE,234)
- Understands how Islam spread in Southwest Asia and the Mediterranean and evidence for its influence (e.g., evidence of Muslim influence in the architecture of the Iberian peninsula) BD (WE,108)

Level III (Grades 7-8)

- Understands how the morals and values of Islam (as expressed, for example in chapters and stories of the Qur'an) attracted new converts, and what actions the Muslims undertook to increase the number of adherents BD (WE,109;LE,234)
- Understands the participants in and the course of the campaigns that brought areas from Spain to India under Muslim rule (i.e., how Muslim forces overthrew the Byzantines in Syria and Egypt and the Sassanids in Persia and Iraq) BD (WE,109;LI,234)
- Understands Arab Muslim success in founding an empire stretching from western Europe to India and China and the diverse religious, cultural and geographic factors that influenced the ability of the Muslim government to rule BD (WE,108)

Level IV (Grades 9-12)

- Understands the political, social and religious problems confronting the Byzantine and Sassanid Persian empires in the 7th century and the commercial role of Arabia in the Southwest Asian economy BD (WE,109)
- Understands the changing position of women in the new Islamic society as mandated in the Qur'an and the teachings of Muhammad BD (WE,109;LE,235)
- Knows how Muslim mosque architecture physically reflects the relationship between people, spiritual leaders and God in Islam BD (WE,109)
- Understands the significance and dynamic, conflicting historical accounts of the Battle of BD (WE,109)

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Tours (733), as interpreted from both Muslim and Christian sources, and understands changing modern, historiographical views of the same event

- Understands the transformation of the Arab Caliphate into a Southwest Asian and Mediterranean empire under the Umyyad dynasty and why the Muslim community divided into Sunni and Shi'ite factions BD (WE,109)
 - Understands the process through which Arabic became a common language in the early Islamic centuries and the roles that bureaucracy, Jews, Christians and Persians played in this process BD (NE 109;LE,234)
 - Knows what branches of scholarship developed out of the efforts of Muslim leaders and scholars to record the Qur'an and Hadith BD (WE,109)
- 31. Knows the significance of the Abbasid Caliphate as a center of cultural innovation and a hub of interregional trade in the 8th-10th centuries** (C) (WE,110;LE,235)

Level II (Grades 5-6)

- Knows the trade network, goods traded and significance of Baghdad as a center of commerce in the 8th to 10th centuries BD (WE,110;LE,235)
- Understands the importance of paper to Chinese, Muslim and later European culture, and paper's route (in the form of knowledge of paper-making techniques) from its source through Muslim lands to Europe BD (WE,110)
- Understands the possible appeal of Islam to culturally diverse non-Muslims across Afro-Eurasia in the Abbasid era BD (WE,110;LE,234)
- Understands the sources and development of Islamic law and the influence of Islamic law and Muslim practice on family life, moral behavior, marriage, women's status, inheritance, justice and slavery BD (WE,110)

Level III (Grades 7-8)

- Understands the emergence of a center of Islamic civilization in Iberia and its economic and cultural achievements BD (WE,110)

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- Knows how family life and gender relations were prescribed in Islamic society (e.g., through reading excerpts such as *Sura IV* from the Qur'an and comparing them with the same topic in the Old and New Testament) BD (WE,110)
- Knows how the Abbasids promoted and preserved (Greek) learning and contributed to science, mathematics and medicine, and understands the contributions of specific individuals (e.g., Ibn Sina [Avicenna], Abu Henifa, Al Biruni) to the Abbasid advancement of scientific knowledge BD (WE,110;LE,236)
- Understands why the Abbasid state became a center of Afro-Eurasian commercial and commercial exchange BD (WE,110)

Level IV (Grades 9-12)

- Understands the lives of prominent women (e.g., scholars, philanthropists, poets, artists) during the Abbasid period, in addition to the factors in Muslim society that facilitated their rise to prominence (e.g., the rights of Muslim women to control property, income, inheritance and retain laws of personal status) and mitigated against it (e.g., the Muslim practice of veiling and secluding women) BD (WE,111)
 - Understands the role and status of royal bureaucrats, landowning nobles, peasants, urban artisans and slaves within the Abbasid empire and the influence Islamic conversion and adherence held in social status BD (WE,111;LE,235)
 - Understands the treatment and legal status of non-Muslims (e.g., Christians, Jews) within the Abbasid lands and Iberia and the contributions to society made by these groups BD (WE,111;LE,235)
 - Understands the strengths and weaknesses of the Abbasid, Byzantine and Sassanid Persian governments and military institutions BD (WE,111)
- 32. Understands the consolidation of the Byzantine state in the context of expanding Islamic civilization between the 7th and 10th centuries** (R) (WE,112;LE,239)

Level II (Grades 5-6)

- Understands the importance of military technology (e.g., lance, compound bow, body and horse armor, Greek fire) in the successful defense of Byzantium against Arab Muslim BD (WE,112)

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WORLD HISTORY

attacks between the 8th and 10th centuries

- Knows where and how Orthodox Christianity spread in Eastern Europe in the 9th to 11th centuries BD (WE,112;LI,239)

Level III (Grades 7-8)

- Knows variations in maritime technology and ship design (e.g., Mediterranean galley, dhow, Viking ships) in the 9th century and the role of the navy in Byzantine defense against Arab Muslim attacks BD (WE,112)
- Knows the weapons, fortifications and military preparedness of the Byzantine empire and explanations for its successful defense against Bulgar and Arab invaders BD (WE,112)
- Understands the Byzantine role in preserving and transmitting ancient Greek learning BD (WE,112)

Level IV (Grades 9-12)

- Understands the patterns of the spread of Greek Orthodox Christianity into the Balkans, Ukraine and Russia between the 9th and 11th centuries and explanations for the preference of Greek over Latin Christianity in the Slavic world BD (WE,112;LI,239)
- Understands the possible motivations behind the Byzantine preservation of ancient Greek and Hellenistic scholastic works BD (WE,112)
- Understands the patterns of economic, political and military power in the manufacturing and trading centers of Constantinople and Baghdad BD (WE,112)
- Understands the story of Vladimir of Kiev in the Russian Chronicle, the reasons for his preference of Greek Orthodox Christianity over other religions (e.g., Latin Christianity, Islam) and the nature of the church/state relationship in Kievan Russia BD (WE,113)

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33. Understands China's sustained political and cultural expansion in the Tang period, 600 to 900 CE (C) (WE,114;LE,243)

Level II (Grades 5-6)

- Knows major geographical features of the area incorporated by the Tang dynasty, the location of the network of canals, and understands how the Great Canal changed life in China BD (WE,114)
- Understands significant features of the government and administration of Tang China and the territorial expansion of the empire to Southeast and Central Asia BD (WE,114;LE,243)
- Knows the locations of major cities in Tang China and their attraction for diverse people of differing religions BD (WE,114)

Level III (Grades 7-8)

- Understands the reasons for and benefits of the creation of a system of roads and canals in Tang China BD (WE,114;LE,243)
- Understands how Buddhism was introduced from China to Korea and Japan and why the Korean emperor encouraged Japan to adopt this religion BD (WE,114)
- Knows the extent of the Tang empire, the trade routes used by the empire and the products exchanged (including crystallized sugar) BD (WE,115)
- Understands the ideals and values of everyday life expressed in the poetry, landscape painting and pottery of the Tang dynasty BD (WE,115)
- Knows the major technologies developed under the Tang dynasty (e.g., crystallized sugar), the impact of these developments upon Tang society and the routes by which this technological knowledge spread throughout the empire BD (WE,115)

Level IV (Grades 9-12)

- Understands significant differences in the lifestyles and living conditions of rural areas and urban communities during the Tang dynasty, and understands how urban centers influenced growth in the arts BD (WE,115)

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- Knows the legendary significance in Chinese popular culture from the Tang dynasty onward, of the story of the journeying monk Xuan Zang and the "Monkey King" in the quest for Buddhist scriptures, which led him to India BD (WE,115)
- Understands the place of poetry and painting in the lives of scholar-officials in China, the values of the Chinese elite (as expressed in these media) and the attitude of the poets toward the common people BD (WE,115)
- Understands the roles of women and the family in a reunified China (e.g., from a reading of the *Governor of the Southern Tributary State* by Li Guongzou) BD (WE,115)
- Understands the process of political centralization and economic reforms that marked China's reunification under the Sui and Tang dynasties BD (WE,115;LE,243)

34. Understands the influence of the Chinese on the peoples of Inner Asia, Korea, Southeast Asia and Japan between 600 and 900 CE (R) (WE,116)

Level II (Grades 5-6)

- Knows major geographical features of the Japanese islands, and understands how this geography affected the development of Japan and its relations with China and Korea BD (WE,116)
- Understands the political, social and cultural role of women and their contributions to the court of Heian Japan BD (WE,116)
- Knows significant aspects of the indigenous development of Japanese society until the 7th century CE BD (WE,116)
- Understands the establishment of the imperial state in Japan and the role of the emperor in government BD (WE,116;LI,244)

Level III (Grades 7-8)

- Understands the legends of the creation of Japan (e.g., as told in *Kojiki* in the *Sources of Japanese Tradition*) and understands what these legends tell about Japanese history BD (WE,116)
- Knows the major contributions and developments of early cultures of Japan, from 10,000 BD (WE,116;LE,244)

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BCE (the Jomon) to circa 200 CE (the tomb culture)

- Understands the basic beliefs of Shinto and Shinto's impact upon Japan as illustrated in art and literature BD (WE,117)
- Understands the influence of Buddhism on Japan between the 8th and 9th centuries, the changes in Japanese society occurring in its presence and the reasons for the restriction of Buddhism by the emperor in Heian Japan BD (WE,117;LI,244)
- Understands the borrowing and adaptation of Chinese culture in Japanese society from the 7th to the 11th century and the use of Chinese as the *lingua franca* in East Asia in the latter half of the 1st millennia CE BD (WE,117;LI,244)
- Understands courtly life and ideals in Heian Japan (e.g., the search for beauty, the appeal of calligraphy in pottery) BD (WE,117;LE,245)
- Understands how relations between China and pastoral peoples of Inner Asia in the Tang period reflect long-term patterns of interaction along China's grassland frontier BD (WE,117)

Level IV (Grades 9-12)

- Understands the widespread political and cultural influence of Tang China in East Asian countries such as Korea, Vietnam and Japan and the acceptance and resistance of this influence in each of these countries BD (WE,117)
- Understands to what extent Chinese culture found influence in Japan (e.g., as seen in Prince Shotoku's "Constitution" and the Taiku reforms; the *waka* [or *tanka*] poetry in Japan) BD (WE,117)
- Understands the role of women in the Japanese court of the Heian period and the courtly roles and values reflected in such works by female authors of the court as *The Diary of Murasaki Shikibu* and *The Pillow Book* by Sei Shonagon BD (WE,117;LE,245)
- Understands the uniqueness of the Chinese writing system among the writing systems of the world, and understands how the Japanese adapted this system to fit the spoken language of Japan BD (WE,117)
- Understands the importance of the commercial state of Srivijaya in Southeast Asia as a trade link between India and China and how the monsoon winds and geography of the BD (WE,117)

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WORLD HISTORY

Strait of Malacca contributed to its wealth and power

- 35. Understands the foundations of a new civilization in Western Christendom in the 500 years following the disintegration of the western Roman Empire** (C) (WE,118;LE,240)

Level II (Grades 5-6)

- Understands the multiple functions of the monastery in early medieval Europe, such as centers of preservation of ancient learning or missions, and understands the individual duties of monks and nuns in this society BD (WE,118;LI,242)
- Understands the government, laws, conquests, personal values and goals of Charlemagne (e.g., as depicted in Einhard's biography of Charlemagne) BD (WE,118;LI,240)
- Understands the importance of monasteries and missionaries from Britain and Ireland in the Christianizing of western and central Europe BD (WE,118)

Level III (Grades 7-8)

- Knows the extent and causes of the Carolingian influence in Europe and the reasons for its decline BD (WE,118;LI,240)
- Understands the rules of St. Benedict and their social and personal relevance in medieval Europe BD (WE,118)
- Understands how Charlemagne's royal court and the monasteries preserved Greco-Roman and early Christian learning and contributed to the emergence of European civilization BD (WE,119)
- Understands the major conquests of Clovis, how his conversion to Christianity was influenced by his wife, Clothilde, and how this conversion affected the Frankish and Saxon peoples BD (WE,119)
- Understands the changing political relations between the papacy and the secular rulers of Europe and how secular leaders such as Charlemagne influenced political order within Europe BD (WE,119;LE,242)

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Level IV (Grades 9-12)

- Understands significant similarities and differences in governance, worship among the Latin Catholic and Byzantine churches and their success in introducing Christianity and Christian culture to eastern Europe BC (WE,119)
 - Knows the extent of the Frankish empire under Clovis, the eventual division of imperial territory among his four sons and the consequences of this division BD (WE,119)
 - Knows how the Anglo-Saxon Boniface was an exemplar for other missionaries and how he represented the "romanization of Europe" BD (WE,119)
 - Understands the significance of Charlemagne's campaign of 778 to secular and religious authority (as evidenced, e.g., in *The Song of Roland*) BD (WE,119)
 - Knows the relative extent, wealth and political organization of the empires of Charlemagne (e.g., as compared to the Abbasid empire and Byzantium) BD (WE,119;LE,240)
 - Understands the degree of success enjoyed by the Merovingian and Carolingian empires in maintaining public order and local defense in western Europe BD (WE,119)
36. Understands the coalescence of political and social order in Europe between 500 and 1000 CE (R) (WE,120)

Level II (Grades 5-6)

- Knows locations of Norse settlements and routes between them, including routes to North America, Russia, western Europe and the Black Sea, and understands how Norse explorations stimulated the emergence of independent lords and the knightly class BD (WE,120)
- Knows the life history and major achievements of King Alfred of England, and understands how he earned the title "Alfred the Great" BD (WE,120)

Level III (Grades 7-8)

- Understands Nordic contributions to long-distance trade and exploration and the failure of Norse settlements in Newfoundland and Greenland BD (WE,120)

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WORLD HISTORY

- Understands the responsibilities of women with different social status in Medieval society (e.g., regarding family, food, religion, household organization), their corresponding legal rights and protections and how Christianity may have changed their status in early medieval Europe BD (WE,120;LE,242)
- Understands changes in the legal, social and economic status of peasants in the 9th and 10th centuries, and understands how the political fragmentation of Europe after Charlemagne affected their lives BD (WE,120;LE,241)

Level IV (Grades 9-12)

- Understands central and peripheral reasons for the failure of the Carolingian empire to endure after the death of Charlemagne (e.g., independent power of nobles, Viking and Magyar invasions) BD (WE,121)
- Understands how royal officials such as counts and dukes transformed delegated powers into hereditary, autonomous power over land and people in the 9th and 10th centuries BD (WE,121)
- Understands the technological advantage of the Magyar cavalry and the Viking longboat and how successful invasions stimulated the development of feudalism and feudal institutions BD (WE,121)

37. Understands the process of state-building in Northeast and West Africa and the southward migrations of Bantu-speaking peoples until the end of the 1st millennium CE (C) (WE,122;LE,246)

Level II (Grades 5-6)

- Knows the location of the Jenné-jeno civilization, and understands the influence of the natural environment on the agriculture, settlement patterns and trade of this settlement BD (WE,122;LI,246)
- Understands the process by which Christianity was introduced to Ethiopia in the 4th century (e.g., routes taken, intercultural exchange) BD (WE,122)

Level III (Grades 7-8)

- Understands the role of the griot "keeper of tales" in West African society and the BD (WE,122)

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importance of this oral history for the understanding of West African history, as well as other sources that are used to understand that history

- Understands how Islam, the gold and salt production and the trans-Saharan camel trade promoted urbanization in West Africa and the growth of Ghana empire (e.g., the commercial importance Jenné-Jeno) BD (WE,122)
- Understands the governing system of the royal court in Ghana and how the effectiveness of imperial efforts was aided by a belief in the king's divinity BD (WE,122)

Level IV (Grades 9-12)

- Understands the agriculture, trade, standard of living, expansionary tendencies and role of religious ideas in Ghana (e.g., as compared to the Carolingian empire) BD (WE,122)
- Understands how the natural environments of West Africa defined agricultural production, settlement patterns and trade BD (WE,122;LE,246)
- Understands what archaeological evidence indicates about the development of Ghana into a large-scale empire and the development of Jenné-jeno and Kumbi-Saleh into important early commercial cities BD (WE,122;LI,248)
- Understands the importance of maritime trade to the kingdom of Askum until the latter part of the 1st millennium CE, the goods traded in this kingdom and the situation that enabled Askum to play a large role in long-distance trade BD (WE,122)
- Knows the causes and consequences of the settling of eastern, central and southern Africa by Bantu-speaking farmers and cattle herders until 1000 CE BD (WE,122;LE,247)

38. Understands the origins, expansion and achievements of Mayan civilization (C) (WE,124)

Level II (Grades 5-6)

- Knows the locations of Mayan city-states, road systems and sea routes in Mesoamerica and the influence of the natural environment on these developments BD (WE,124)
- Understands the central importance of religion in Mayan society (e.g., as seen in the religious importance of major Mayan developments such as the calendar and study of BD (WE,124)

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WORLD HISTORY

astronomy)

- Understands the structure and purpose of Mayan pyramids (e.g., how they compare with Mesopotamian ziggurats) BD (WE,124)
- Knows the role and status of women in Mayan society as indicated by their portrayal in Mayan monumental architecture or in other sources BD (WE,124)
- Understands ceremonial games among the Mayans (e.g., *pok a tok*) and how they differ, for example, from modern-day sports BD (WE,124)

Level III (Grades 7-8)

- Knows the extent, importance and composition of Mayan trade (e.g., basic and luxury goods traded such as cacao, salt, feathers, jade, obsidian) BD (WE,125)
- Understands the adaptability and importance of Mayan agricultural techniques and their connection to the rise of Mayan city-states BD (WE,125)
- Knows the importance of astronomy and mathematics to everyday life in Mayan society (e.g., the importance of mathematical innovations and the calendar to farmers) BD (WE,125;LI,249)
- Understands the ways in which Mayan myths reflect social values and daily survival skills BD (WE,125)
- Understands differing views concerning the causes for the decline of Mayan civilization BD (WE,124)

Level IV (Grades 9-12)

- Understands the Mayan cosmic world and the role of Mayan deities as revealed in art and architecture BD (WE,125)
- Understands the place of archaeological evidence such as the "Long Count" calendar in the interpretation of Mayan history, and understands changing interpretations of Mayan warfare and political organization BD (WE,125)
- Knows the patterns and significance of architectural planning and city planning in Mayan culture and the religious factors that affected these layouts BD (WE,125;LI,249)

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- Understands the descriptions of social and religious life that can be inferred from Mayan (Bonampak) glyphs and murals BD (WE,125)
 - Understands what the *Popul Vuh* tells about the Mayan world view and creation myth and its reliability as an account of the Mayan world view BD (WE,125)
- 39. Understands the rise of the Teotihuacán, Zapotec/Mixtec and Moche civilizations** (R) (WE,126)

Level II (Grades 5-6)

- Knows the locations of the Zapotec/Mixtec, Teotihuacán and Moche civilizations and their major archaeological remains BD (WE,126)
- Knows the different agricultural, water utilization and herding methods employed by the Teotihuacán and Moche peoples and how the natural environment of the Andes helped to influence these methods BD (WE,126)
- Understands what archaeological evidence such as clay pottery and figures can tell us, in the absence of written records, about the Moche civilization BD (WE,126)
- Understands what remains of planned cities can tell us about the structure of Zapotec/Mixtec (e.g., Monte Albán) and Teotihuacán civilization BD (WE,126)

Level III (Grades 7-8)

- Understands the inferences that can be made about the Mayan and Teotihuacán societies from the murals these societies produced (e.g., the lack of battle scenes in Teotihuacán pieces) BD (WE,126)
- Knows what art and artifacts reveal about the interests, occupations and religious concerns of the Moche people BD (WE,127)
- Know the locations of the different agriculture practices in the Moche/Andean region BD (WE,127)
- Understands how kinship groups (*ayllus*) regulated family and community life in Andean societies BD (WE,127)

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WORLD HISTORY

- Understands the character of the Zapotec state in the valley of Oaxaca, as reflected in the art in architecture of Monte Albán BD (WE,126)

Level IV (Grades 9-12)

- Understands comparisons between Mayan, Moche and Teotihuacán religions and rituals, as evidenced in archaeological discoveries BD (WE,127)
- Knows the basic construction and variations of Mesoamerican calendars BD (WE,127)
- Understands the basic structure, economy and rituals of Andean societies such as the Moche, Tihuanaco and Chimu (e.g., textile production, gold metallurgy, burial practices, social relations) BD (WE,127)
- Knows possible methods of contact between Mesoamerican and Andean societies, and understands how such cultural diffusion may be seen in such diverse areas as agriculture, societal structure and artisan crafts BD (WE,127)
- Understands the growth of urban society centered on Teotihuacán and the importance of this city as a transmitter of Mesoamerican cultural traditions to later societies BD (WE,127)

40. Understands the process of urbanization and expansion in China between the 10th and 13th centuries (C) (WE,132)

Level II (Grades 5-6)

- Knows major technological and scientific inventions (e.g., paper currency, wood block printing, gunpowder, bombs) in the Song era and how they might have impacted the lives of the Chinese BD (WE,132)
- Knows where the Chinese engaged in trade (e.g., Southeast Asia, the Indian Ocean) and how this trade affected them internally BD (WE,132;LE,243)

Level III (Grades 7-8)

- Knows how increased trade helped cities and the merchant class grow in Song China, and understands the traditional social attitudes in China toward merchants and commercial BD (WE,133)

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activity

- Knows the significant achievements and developments of the Song dynasty (e.g., improved agriculture, population growth, urbanization, commercialization, technological achievements such as wood-block printing and gunpowder) BD (WE,133)
- Understands the rigors and class restrictions of the civil service examination in Song China BD (WE,133;LE,243)
- Understands how Confucianism changed between the 10th and 13th centuries, including the synthesis of Confucianism, Buddhism and Daoism created by Zhu Xi to form neo-Confucianism BD (WE,133)
- Understands how an economically powerful merchant class emerged in China (as seen, e.g., in the emergence of the city of Hangzhou) BD (WE,133)
- Understands the importance of women of gentry families in preserving and transmitting Chinese cultural values BD (WE,132)

Level IV (Grades 9-12)

- Understands the impact of economic growth on Chinese society, especially how it affected the mobility of the gentry class BD (WE,133)
- Knows how religious values of Confucianism, Taoism and Buddhism are reflected in Song art BD (WE,133)
- Understands how changes in the social and moral status of women were reflected in the practice of footbinding during the Song Dynasty BD (WE,133)
- Understands the attitudes of a typical Chinese gentleman towards women, family, servants, tenants and social inferiors during the Song dynasty BD (WE,133)
- Understands the debate during the Song Dynasty concerning how government should respond to rapid social and economic change and which view prevailed in the long run BD (WE,133)
- Knows Chinese advancements in alchemy, astronomy and medicine during the Song dynasty BD (WE,133)

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WORLD HISTORY

- Understands how Zhu Xi's basic ideas of Neo-Confucianism affected Chinese society (e.g., rites for honoring ancestors), Chinese government and education BD (WE,133)

41. Knows how Japanese and Southeast Asian civilization developed between the 11th and 15th centuries (R) (WE,134)

Level II (Grades 5-6)

- Understands the rise of the warrior class in feudal Japan and the values it prescribed (as seen, e.g., in aspects of warrior training for young men) BD (WE,134;LE,245)
- Understands how the Japanese successfully defended themselves against Mongol invasions in the 13th century (in 1274, and with the help of the "divine wind," or *Kamikaze* in 1281) BD (WE,134)
- Understands what art as well as aesthetic values were cherished in the warrior culture of Japan (e.g., screen art) and what this art can tell about Japanese values BD (WE,134;LE,245)
- Understands the type of government Japan had in the Kamakura and Ashikaga periods and if it may be described as feudalism BD (WE,134)
- Understands how the economic and social status of women and peasants changed in feudal Japanese society BD (WE,134)

Level III (Grades 7-8)

- Understands the development of feudalism in Japan in the Kamakura and Ashikaga periods (e.g., in the context of contemporary feudal societies in Europe) BD (WE,134;LE,240,245)
- Understands significant political events in the history of the Kamakura period BD (WE,133)
- Understands the impact of a warrior culture (e.g., as reflected in the importance of military tales) on the lives of common people and on the development of Buddhist sects BD (WE,134;LI,245)
- Understands how unique forms of Buddhism (sects) developed, under the influence of social, political and religious forces (e.g., as told in *An Account of My Hut* by Kamo no Chomei) BD (WE,135)

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- Knows how the Southeast Asian states of Champa, Angkor and Dai Viet accumulated power and wealth (e.g., through agriculture, maritime trade), and understands how they were influenced by Confucianism, Buddhism and Hinduism BD (WE,134)

Level IV (Grades 9-12)

- Understands how women's experiences in Japan were predominately determined by social class, area, time and age BD (WE,135)
 - Understands the philosophical values and traditions presented in Noh drama (and how they compare, e.g., to Greek tragedy) BD (WE,135;LI,245)
 - Understands the appeal and development of Buddhist sects (e.g., Zen, Jodo and Nichiren) to Japanese society, especially the samurai class BD (WE,135)
 - Understands the reflections of Shinto and Buddhist philosophy in diverse Japanese art forms from the Kamakura and Ashikaga periods such as painting, pottery, literature, dance, flower arranging and rock gardens BD (WE,135)
 - Understands the negative economic impact of the wars with the Mongols and the reasons for the samurai revolt against the Kamakura shogunate following these wars BD (WE,135)
 - Understands the influences of India and Southeast Asia on the architecture of the 12th-century temple of Angkor Wat in Cambodia BD (WE,135)
 - Knows what art and literature tell about the lives of common people in Japan in the Kamakura and Ashikaga periods BD (WE,135)
- 42. Understands the contributions of pastoral migrations and religious reform movements to the emergence of new states and Islamic expansion between the 11th and 13th centuries** (R) (WE,136)

Level II (Grades 5-6)

- Understands the importance of the contributions to science, literature and art made by Islamic civilization between the 11th and 13th centuries, and understands how these contributions helped communication between different Islamic peoples BD (WE,136;LE,235)

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- Understands the diverse, multiethnic character of the Islamic state (as represented, e.g., in the book *A Thousand and One Nights*) BD (WE,136)

Level III (Grades 7-8)

- Understands how Cairo became an international center of commerce and Islamic culture in the age of the Fatamids and what life in Egypt was like for Jewish and Christian communities (e.g., as told in the *geniza* documents) BD (WE,136)
- Understands how Turkic migration from Turkestan into Southwest Asia and India helped Islam expand and forced the retreat of Byzantium and Greek Christian civilization BD (WE,136;LE,236)
- Understands what student life was like in Islamic lands (and how it compared, e.g., to student life in Christian Europe) BD (WE,136)

Level IV (Grades 9-12)

- Understands the way of life of Turkic peoples such as the Seljuks (and how it compares to earlier steppe peoples such as the Huns and Germanic tribes) BD (WE,136)
- Understands the basic beliefs of Sufism and Sufism's part in the spread of Islam BD (WE,137;LI,236)
- Knows the origins and understands the growth of the militaristic Seljuk and Ghaznavid empires BD (WE,137)
- Understands the impact of the Christian campaigns of the Crusades on the societies and Muslim populations of Cairo, Damascus and Sicily (e.g., as described by Ibn Jubayr) BD (WE,137;LI,237)
- Understands how society and Sufi ideas are described and exemplified in Islamic literature such as the *Rubaiyat* by Umar Khayyam and the writings of al-Ghazali BD (WE,137)
- Understands the roles and social position of Sufi orders in rural and urban areas (e.g., the nature of their relations with landowners, peasants and artisans) BD (WE,137)
- Knows the origins of the North African Islamic reform movements, and understands how the Almoravids and Almohads created broad empires between Iberia and North Africa, unified rival clans and boosted the trans-Saharan gold trade BD (WE,137;LE,249)

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43. **Understands how interregional communication and trade led to intensified cultural exchanges among populations in Eurasia and Africa between the 10th and 15th centuries** (C) (WE,138;LE,247)

Level II (Grades 5-6)

- Understands how goods travelled from East Asia to Europe (e.g., travel routes used, commercial cities that grew along the way) and the importance of the Indian Ocean to the societies of Asia, East Africa and Europe BD (WE,138;LI,247)
- Knows where camels were used in trade (e.g., the Sahara Desert, Central Asia), and understands the lasting usefulness of the camel in desert transportation and trade BD (WE,138;LE,247)

Level III (Grades 7-8)

- Knows the importance to individual societies of the goods traded between Asia, Africa and Europe (e.g., gold, silks, woolens, pepper, ivory, cowry shells, slaves) and the consequences placed on this maritime trade by the seasonal monsoon winds in the Indian Ocean BD (WE,138)
- Understands the features and functions of caravansaries and khans in Central Asian and Middle Eastern cities (e.g., why they became gathering places for townspeople and travellers alike) BD (WE,138)
- Knows which ships were most successfully used for trade in the Indian Ocean and why (e.g., the use of design features such as lateen sails) BD (WE,138)
- Knows how the spread of Islam is connected to trade in Central Asia, East Africa, West Africa, the coasts of India and Southeast Asia BD (WE,138;LI,248)

Level IV (Grades 9-12)

- Understands how international trade was broadened through the spread of Islam, encouraged the rise of city-states along the East African coast and helped end the isolation of African societies below the Saharan desert BD (WE,139;LI,248)
- Understands the impact of the economic and commercial expansion of Song China on communication and trade in Eurasia BD (WE,139)

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- Understands the influence of the direction of trade across the Indian Ocean for the communication of ideas among the societies of Asia, East Africa and Europe BD (WE,139)

44. Understands feudalism and the growth of centralized monarchies and city-states in Europe in the first half of the 2nd millennium CE (C) (WE,140;LI,241)

Level II (Grades 5-6)

- Understands the principles of feudalism and manorialism, and understands their widespread use (as foundations of political order) in some parts of Europe in the 11th century BD (WE,140;LI,241)
- Understands the legal, social and economic position of serfs in the manorial/feudal system BD (WE,140;LI,241)
- Knows when the Battle of Hastings took place, who participated and what the outcome of the battle meant for the English government (e.g., why William invaded and the changes to the English government he made after his victory) BD (WE,140)

Level III (Grades 7-8)

- Understands the conflict between William of Normandy and Harold of England that led to the Battle of Hastings, the political changes William initiated after his victory and the long term cultural and social changes in England following the Norman conquest BD (WE,140)
- Knows how the political relationship between the Roman Catholic Church and secular states changed from the Early Middle Ages to the High Middle Ages BD (WE,141;LE,242)
- Understands the roles played by upper-class women in dynastic and aristocratic medieval politics BD (WE,140;LI,242)
- Understands how European monarchies expanded their power at the expense of feudal lords, and understands the growth and limitations of representative institutions in these monarchies (as checked in the Magna Carta of 1215; specifically, e.g., how the provisions and limitations set forth in the Magna Carta served different social populations such as serfs, nobility and the monarchy) BD (WE,140;LI,240)

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Level IV (Grades 9-12)

- Knows the significance for the English political and legal system of the Magna Carta and its tenets of the rule of the law and constitutional liberties (e.g., how these principles were supported with the establishment of Parliament) BD (WE,141;LE,240)
 - Knows common features and activities that allowed city-states such as Genoa, Venice and Bruges to become commercial, financial and economic leaders of Europe and maintain their independence BD (WE,141)
 - Knows how different feudal institutions, such as bureaucracies, marriage alliances, mercenary armies and fiefs, assisted monarchs in centralizing power BD (WE,141)
 - Understands the structural differences, powers of and participants in the representative governmental bodies of the English Parliament and the French Estates-General BD (WE,141)
 - Understands the roles and duties of women in 14th-century political and home life, as illustrated in such works as *The Good Wife* and Christine de Pisan's *Treasure of the City of Ladies* BD (WE,141;LE,242)
 - Understands how manorialism could be considered an economic system (its promotion of economic growth, accumulation of wealth and, eventually, entrepreneurialism) and knows the roles, rights and obligation of manorial inhabitants (e.g., serf, free man, lord) BD (WE,141;LI,241)
 - Understands the relative success (e.g., as compared to Byzantium, the Abbasid empire or Japan) of European monarchies at establishing security and political legitimacy for feudalism BD (WE,141;LI,241)
 - Understands the roles upper-class women played in dynastic and aristocratic medieval politics, the opportunities available to them and the obstacles they faced (as illustrated, e.g., by such prominent women as Catherine of Siena and Hildegard of Bingen) BD (WE,141;LE,242)
- 45. Understands the expansion of Christian Europe after 1000 CE** (C) (WE,142;LE,241)

Level II (Grades 5-6)

- Understands the reasons for the European Crusades against Syria and Palestine and what some of the consequences of these Crusades were BD (WE,142;LI,241)

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- Understands how successful Christian states were in overthrowing the Muslim powers in Central and Southern Iberia between the 11th and 13th centuries BD (WE,142;LE,241)
- Understands what life was like for peasants and serfs, how their lives differed and how their lives were affected by the manors and castles (e.g., isolation of manor life, interdependence of castle's inhabitants and the serfs) BD (WE,142)

Level III (Grades 7-8)

- Understands the connections between new agricultural technology (e.g., the wheeled plow, iron ploughshare), increased agricultural production and population growth in Europe between 1000 and 1300 CE BD (WE,142)
- Understands aspects of the required training, rights and responsibilities (e.g., to lord, church, noblewomen and serfs) of young men from noble families wishing to become squires BD (WE,142)
- Understands the role played by saints in the spread of Christianity BD (WE,143)
- Understands why Muslim and Christian soldiers may have joined the Crusades (e.g., by comparing the Muslim concept of *Jihad* to the Christian "crusade") BD (WE,143)
- Understands the Christian efforts for the Reconquest of Spain from Muslim powers (e.g., from the Almoravids, as illustrated in the legend of El Cid) BD (WE,143;LE,241)
- Understands the consequences of German expansion into Poland and the Baltic region BD (WE,142)

Level IV (Grades 9-12)

- Understands the daily life of serfs, knights and lords as feudalism developed late in the first millennium CE, how their lives and duties were interrelated and what diverse sources (e.g., novels, textbooks and primary sources such as tools and legal documents) can illustrate about this life and this time BD (WE,143)
- Understands the growth in economy, population and urbanization in Europe in global context (e.g., how it compares to Abbasid Southwest Asia and Song China after 1000 CE) BC (WE,143)

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- Understands urban growth in the Mediterranean region and northern Europe, and understands causes for the expansion of manufacturing, interregional trade and a money economy in Europe (as seen, e.g., in connections between the development of banking systems, trade and power of feudal aristocrats in Northern Italian cities) BD (WE,143;LI,236)
- Understands the presence of and motivation behind anti-Semitism and anti-Semitic actions in western Europe during the Crusades BD (WE,143;LE,242)
- Understands the correlations between commercial and naval domination by Latin Christian states over Muslim states in the Mediterranean and Black Sea basins and an increase in Christian political strength between the 11th and 13th centuries BD (WE,143)
- Understands the rise of guilds as economic and social institutions and their efforts to promote economic growth, product quality and workers' rights BD (WE,143)

46. Understands patterns of social change and cultural achievement in Europe's emerging civilization (C) (WE,144;LI,240)

Level II (Grades 5-6)

- Understands aspects of different architectural styles from this period (e.g., Romanesque, Gothic), as seen especially in religious architecture, and knows how some elements may still be seen in local, modern architecture BD (WE,144)
- Understands the meaning of the word "university," and understands why universities were founded in certain parts of Europe (e.g., what the purpose of the university was in medieval times; whom it educated; why universities were founded in Italy, France and Britain) and how they contributed to literacy, learning and scientific advancement BD (WE,144;LI,242)
- Understands aspects of life in Jewish communities, and knows what Jews added to the cultural and economic development of Europe BD (WE,144;LE,242)
- Understands how the status of women changed in medieval European life (e.g., through the ideals of chivalry and courtly love, which changed society as a whole) BD (WE,144)

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Level III (Grades 7-8)

- Understands how major works of art (e.g., cathedral stained glass), architecture and literature shed light on values and attitudes in medieval Christian (and Spanish Muslim) society BD (WE,144)
- Understands aspects of chivalry, courtly love and poetry (both Andalusian and troubadour) of Muslim Spain and Christian Europe (e.g., how they compare to one another and what they tell about women's lives and social position) BD (WE,145)
- Knows the origins, organization and studies of Christian universities in Europe and understands the influence of Muslim scholarship and universities on them BD (WE,145;LI,242)
- Understands how Gothic cathedrals reflect central aspects of European society (e.g., the importance of the craft guilds that helped build them and the central importance of religion in society) BD (WE,145)

Level IV (Grades 9-12)

- Knows how women's experiences in Europe were determined by social class, area, time and stage of life (e.g., education, "life choices") and how these experiences are illustrated in diverse literature (e.g., *Treasure of City of Ladies* by Catherine of Pisan and *Art of Courtly Love*) BD (WE,145;LE,242)
- Understands comparisons of church-state relations and religious authority between Orthodox Christianity in the East and Latin Christianity in the West BC (WE,145)
- Knows how such classical works such as those of Aristotle and Plato became a part of medieval philosophy in western Europe, and understands the attitude of the Church toward these non-Christian philosophies BD (WE,145;LE,242)
- Understands the importance of the Islamic states of Iberia and Sicily as well as the Byzantine empire in transmitting scientific and philosophical to western and central Europe (e.g., how the Muslims in Spain spread ideas from China, India and eastern Muslim culture into the rest of Europe) BD (WE,145)

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47. **Understands the significance of the Mongol empire in world history** (C) (WE,146;LE,237)

Level II (Grades 5-6)

- Knows major achievements of Chinggis Khan BD (WE,146)
- Knows the geographical extent of Chinggis Khan's conquests, and understands what role military technology (e.g., horses, bows and arrows, body armor) may have played in the success of Mongol military campaigns BD (WE,146;LE,237)

Level III (Grades 7-8)

- Understands the chronology and consequences of the Mongol conquests of 1206-1279 on China, Southeast Asia, Russia and Southwest Asia BD (WE,146;LE,237)
- Understands the relative strengths and weaknesses of the nomadic Mongol lifestyle, with regard to social, political and economic organization (e.g., as compared to established populations such as China and Russia) and why the Mongols prevailed BD (WE,146)
- Understands what legend and fact tell about the record of Mongol conquest and the character of Mongol warriors BD (WE,147)

Level IV (Grades 9-12)

- Understands how Mongol military organization and techniques led to victory in their conquests between 1206 and 1279 BD (WE,147)
- Understands events in the Mongol empire that occurred after the death of Chinggis Khan and how these affected the Mongol lifestyle (e.g., debate over succession, nomadic vs. urban lifestyle) BD (WE,147;LI,237)
- Understands the usefulness of foreign sources for the history of the Mongols (e.g., writings of Marco Polo, John of Plano Carpini, Ibn Battuta) BD (WE,147;LI,244)
- Understands the significance of the "Pax Mongolica," and understands how long-distance communication and trade led to cultural and technological diffusion across Eurasia BD (WE,147)
- Knows the locations of the trade routes that emerged under Mongol domination and the BD (WE,147;LI,237)

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goods traded along these routes

- Knows the political character of Mongol rule in China, Central Asia, southwest Asia and Russia and why the empire divided into four successor kingdoms BD (WE,146)

48. Understands the significance of Mongol rule in China, Korea, Russia and Southwest Asia (R) (WE,148)

Level II (Grades 5-6)

- Understands how Mongol rule affected economy, society and culture in China and Korea (e.g., how citizens responded to Mongol rule) BD (WE,148)

Level III (Grades 7-8)

- Understands the emergence and nature of Mongol rule in Russia under the "Golden Horde" (Khanate of Kipchak), and understands major accomplishments of Batu BD (WE,148)
- Understands the impact of "Golden Horde" rule on the peoples of Eastern Europe (Ukraine, Poland, Hungary) BD (WE,148)

Level IV (Grades 9-12)

- Understands how art contemporary with the Yuan dynasty portrays the relationship between the Mongol court and Chinese artists BD (WE,148)
- Knows the consequences of the death of the Great Khan Ogodei for Mongol enterprise in eastern Europe and the death of the Great Khan Mongke for the Mongol plans for an invasion of Egypt BD (WE,148)
- Understands comparisons between Mongol and Muslim society and culture, and the nature of contacts between these two cultures that led to the Islamization of the Golden Horde and the Khanate of Persia-Iraq in the 13th and 14th centuries BC (WE,149)
- Understands the advantages of living under Mongol rule for the Chinese, Russians and Southwest Asians and the impact of technological advances, political and fiscal policy, foreign trade, warfare and military domination on these societies BD (WE,149;LI,244)

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- Knows the extent of Mongol control of Southwest Asia and the reasons for the failure of the Mongols to conquer the Mamluks in northern Africa BD (WE,149)

49. Understands the process of growth in imperial states of West Africa and Ethiopia, circa 1000 to 1500 CE (C) (WE,150)

Level II (Grades 5-6)

- Knows the story of Solomon and Sheba, as recorded in the Hebrew Bible and Ethiopian legends and the role the queen of Sheba may have played in African history BD (WE,150)
- Knows the locations and the importance of trade within major-city states and populations in Sub-Saharan Africa (e.g., Timbuktu, Kilwa, Meroe, Ghana, Mali, Ethiopia) BD (WE,150;LE,248)
- Understands what artworks reveal about the societies and rulers of Benin and Ile-Ife BD (WE,150;LI,249)
- Understands how and why a Christian kingdom thrived in the Ethiopian highlands BD (WE,150)
- Understands how important agriculture, gold production and the trans-Saharan caravan trade were to the growth of the Mali and Songhay empires, in addition to the horse (which played a role in imperial development in other West African kingdoms) BD (WE,150;LE,248)

Level III (Grades 7-8)

- Understands how architecture (e.g., the churches of Lalaibela; Kalash in Ellora, India) illustrates the influence of foreign states and the end of African isolation BD (WE,151;LI,249)
- Knows the travels and observations of Ibn Battuta and Leo Africanus in the Mali and Songhay civilizations BD (WE,151)
- Understands the wealth, power and achievements of the Monarch Mansa Musa and the eventual impact of his pilgrimage to Mecca in 1324 BD (WE,151;LE,248)
- Understands the economies and social structures of Mali and Songhay, the importance of trade to these two empires, differences in ruling style and the importance of Islam in their political and cultural lives BD (WE,151;LE,248)

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- Knows the major achievements of the Zagwe dynasty of Ethiopia and understands how this dynasty affected both Coptic Christians and Muslims BD (WE,151)

Level IV (Grades 9-12)

- Understands the influences upon the West African Sudan and the East African coast between the 8th and 13th centuries and their different rates of political, social, economic and religious development BD (WE,151)
- Understands the aspects of Ile-Ife, Benin and other African societies that are revealed through their artwork and architecture (e.g., role of the ruler, political power, gender differences, foreign contact, technology) BD (WE,151;LI,249)
- Understands fundamental differences between Coptic and Latin Christianity, such as sources, institutions, practices and art and the methods through which Coptics adapted African traditions to Christianity BD (WE,151)
- Knows the extent of Islamic and Christian expansion in Africa, and understands the possible reasons for Islam's success in Africa, such as commerce and missionaries BD (WE,151;LE,248)
- Knows the Zagwe dynasty's achievements through patronage of Christian art and architecture and the characteristics of Ethiopian decorative art and Ethiopian rock churches BD (WE,151)

50. Understands the Bantu settlement and Indian Ocean trade in East, Central and South Africa early in the 2nd millennium CE (R) (WE,152;LE,247)

Level II (Grades 5-6)

- Understands why Great Zimbabwe, as a Bantu state, was so important (e.g., its commercial links to the Indian Ocean) BD (WE,152;LI,249)
- Understands diverse factors (economic and cultural) that shaped life in East African coastal cities such as Kilwa (e.g., Islam, Arab settlement, maritime trade) BD (WE,152)

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Level III (Grades 7-8)

- Understands the role of Bantu-speaking peoples in the emergence of commercial towns on the East African coast and the emergence of Swahili as a language of trade BD (WE,152;LI,247)
- Understands the long-term consequences of contact between Bantu farmers and Khoisan hunter-gatherers in the early centuries of the 2nd millennium BD (WE,152;LI,247)

Level IV (Grades 9-12)

- Knows the relationships among some modern languages of the Bantu family of languages (e.g., Swahili, Zulu); understands what similarities among these languages can illustrate about the migrations of Bantu-speaking peoples and how Swahili functioned as a *lingua franca* of trade BD (WE,152)
- Understands the network of trade between East Africa, Southeast Asia and the Persian Gulf (e.g., sources of traded items, controlling parties), the goods traded and the importance of city-states such as Kilwe in this network BD (WE,152;LE,247)
- Understands class structure and cultural influence in the Swahili-speaking towns of East Africa (e.g., Arab-Swahili-Persian influence) and the interaction of religion with wealth, language and country of origin in influencing social status BD (WE,153)

51. Understands the events and consequences of the Black Death and recurring plague pandemic in the 14th century (C) (WE,154;LE,242)

Level II (Grades 5-6)

- Understands how the plague started and spread from one person to another and across Eurasia and North Africa BD (WE,154)
- Understands the impact of plague upon daily life in urban Southwest Asia or Europe BD (WE,154;LI,242)
- Understands how Christian and Muslim communities responded to the Great Plague differently and how the plague changed the lives of the survivors BD (WE,154)

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Level III (Grades 7-8)

- Knows how the spread of the plague relates to geography, through trade of goods along the Silk Route and poor European conditions that had already weakened the population, and understands why certain geographic areas were spared the ravages of the disease BD (WE,154)
- Understands social reaction to the plague in rural and urban Europe and Southwest Asia, as portrayed in primary sources BD (WE,154)
- Understands the increase in mortality rates by the plague in the 14th and 15th centuries, other factors that added to these mortality rates and the short- and long-term consequences of a decreased population BD (WE,154;LI,242)
- Understands the impact of the plague on young people, and what options were available to them (e.g., as illustrated in *The Way Home* by Ann Turner and *The Pit* by Ann Cheetham) BD (WE,155)
- Understands the economic and political consequences of the plague in Eurasia and North Africa BD (WE,154)

Level IV (Grades 9-12)

- Understands the view of the Black Death from diverse, contemporaneous sources (e.g., from Boccaccio in Europe and Ibn Battuta in Egypt and Syria) BD (WE,155)
- Understands events and consequences of Jewish scapegoating in Europe during the Great Plague (e.g., the cremation of Strasbourg Jews, pogroms in the Holy Roman Empire, Jewish flight to Poland and Russia) and the attitudes and values these events represent BD (WE,155;LE,242)
- Knows the medical, administrative and psychological measures taken in attempts to cope with the plague in the 14th century BD (WE,155)
- Understands the long-term consequences of recurrent pandemics in the 14th and 15th centuries on the economic, social, political and religious life in Europe (e.g., prolonged fear, loss of close human ties, breakdown in public services) BD (WE,155;LE,242)
- Knows ways in which long-term climactic change contributed to Europe's economic and social crisis in the 14th century BD (WE,154)

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52. Understands the transformations in Europe following the economic and demographic crises of the 14th century (C) (WE,156)

Level II (Grades 5-6)

- Understands how the drastic population decline affected European agrarian and commercial economies BD (WE,156;LI,242)
- Knows the major peasant rebellions across Europe between 1300 and 1500 and whether they sprang from similar causes BD (WE,156)
- Understands the causes of and knows major figures from the Hundred Years War (e.g., King Edward III, King Charles VII, Joan of Arc) BD (WE,156)
- Understands how the techniques of painting, sculpting and architecture changed in this period (e.g., a resurgence of Greek and Roman influences in art and architecture) BD (WE,156;LE,257)

Level III (Grades 7-8)

- Understands how the population decrease after the Great Plague increased wage levels and what governments did to try to discourage or limit these increases BD (WE,156)
- Understands numerous factors that have been labeled as causes for the Hundred Years War BD (WE,156)
- Understands the effect of crises in the Catholic Church (such as the conflict between King Philip IV of France and Pope Boniface VIII) on its organization, prestige and power BD (WE,156)
- Understands the "humanism" that emerged in Italy in the 14th and 15th centuries, and how new studies (e.g., Greco-Roman antiquity, critical text analysis) encouraged new forms of literature, philosophy and education BD (WE,156;LE,256)

Level IV (Grades 9-12)

- Understands the impact of climatic change on the heavily burdened European agricultural system and the social and political consequences of this impact (e.g., famine, disorder) BD (WE,157)
- Understands how decreasing revenues led to competition between nobles for other BD (WE,157)

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sources of income, thereby increasing occurrences of civil war (e.g., the German robber barons)

- Understands the essential issues surrounding the "Great Western Schism" (i.e., feuding popes at Rome and Avignon) and the possible consequences of this schism, including royal challenges to papal authority and, later, the Protestant Reformation BD (WE,157;LE,243)
 - Understands the role of Joan of Arc in the Hundred Years War, her subsequent trial and execution, the Church's review of her trial 25 years later and her revered image as a patron saint of France BD (WE,157)
 - Understands the relationship between economic changes and population decline in the 14th and 15th centuries BD (WE,157;LI,242)
 - Understands the numerous characteristics of 15th-century Italian humanism (e.g., how its emphasis on Greco-Roman texts and critical analysis of texts fostered new forms of literature, philosophy and education; which social populations it most significantly affected) BD (WE,157;LE,256)
 - Understands the resurgence of centralized monarchies (e.g., how it was aided by the new use of gunpowder in weaponry) and economically powerful city-states in western Europe in the 15th century BD (WE,156)
53. Understands the major political developments in Asia in the aftermath of the collapse of Mongol rule and the plague pandemic (R) (WE,158;LI,237)

Level II (Grades 5-6)

- Knows how the Ottoman empire began (e.g., through the achievements of Osman) BD (WE,158)
- Understands how and where the early Ottoman state expanded, up to the capture of Constantinople (1453) BD (WE,158)

Level III (Grades 7-8)

- Understands the impact of the conquests of Timur the Lame (Tamerlane) in Southwest Asia, India and Central Asia (e.g., what part mobility, opponents' weaknesses and a strategy of terror played in his success) BD (WE,158)

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- Understands how Timur's rule encouraged a flourishing of cultural life in Samarkand (as compared, e.g., with Baghdad under the Abbasids) and the role his government played in the support of arts and sciences ^{BD (WE,158)}

Level IV (Grades 9-12)

- Understands the factors that led to the eventual collapse of Mongol rule in China (i.e., corruption, problems of succession, inability to maintain order) ^{BD (WE,158)}
- Knows the economic and political reforms, and other major achievements, of the Hongwu emperor in China and how these reforms restored continuity for the Ming dynasty with pre-Yuan empires ^{BD (WE,158)}
- Understands similarities in leadership styles between Timur and Chinggis Khan (e.g., treatment of submitted peoples, influence of conquered cultures, relations with Mongol followers) and the advantages and disadvantages of their rule for Mongol followers ^{BC (WE,158)}
- Understands Timur's patronage of scholars, artists and scientists at Samarkand, the widespread phenomenon in the civilized world of this period of "Republics of Letters" and evidence of cross-cultural communication among scholars and artists ^{BD (WE,159)}
- Knows the chronology of the Ottoman empire from its beginning to the sack of Constantinople, and understands what accounted for the success of the empire ^{BD (WE,159;LE,237)}
- Understands the reasons for the collapse of the Mongol rule in China and the reconstituting of the empire under the Chinese Ming dynasty ^{BD (WE,158;LE,244)}

54. Understands the development of complex societies and states in North America and Mesoamerica, 1000 to 1500 CE ^{(C) (WE,160;LI,249)}

Level II (Grades 5-6)

- Understands the different sources that can illustrate pre-European life in the Americas (e.g., archaeological, artistic, written) ^{BD (WE,160)}
- Understands how the Aztec empire arose in the 14th century (e.g., through the construction of Tenochtitlán, the "Foundation of Heaven") ^{BD (WE,160;LE,249)}

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Level III (Grades 7-8)

- Understands how the natural environment affected the organization of developing societies of the North American plains, Southwestern deserts and the tropical forests of the Yucatan BD (WE,160)
- Understands the different aspects and characteristics of Aztec culture (as illustrated, e.g., by such artifacts as the Aztec calendar, royal robes and floating gardens [chinampas]) BD (WE,160;LE,250)
- Understands the characteristics of Tenochtitlán that made it a unique city (as compared, e.g., to European cities in *True History of the Conquest of New Spain* by Bernal Diaz) BD (WE,160)
- Understands gender roles in Aztec society (e.g., as outlined in Bernardino de Sahaguan's *The General History of Things of New Spain*) and what these indicate about Aztec culture BD (WE,160)
- Knows the major characteristics of Toltecs, Anasazi, Pueblo and North American mound-building peoples BD (WE,160)
- Understands patterns of long-distance trade centered in Mesoamerica BD (WE,160)

Level IV (Grades 9-12)

- Understands the locations and geographical limits of different phases of the Aztec empire, such as the nomadic warrior period (to 1325), the settlement at Tenochtitlán (around 1325) and its rise to domination over other Mexican city-states (at the end of the 15th century) BD (WE,161;LI,249)
- Understands the role and status of women in Aztec society, in comparison with the Inca and Maya, and understands in which of these societies women enjoyed the most and least advantageous positions BD (WE,161)
- Knows the complex structure and features of the Aztec city of Tenochtitlán (e.g., its complex market organization, intensive agriculture in chinampas, fishing in the lake, effective causeways, canals, dikes to separate fresh and salt waters, central temple and palace) BD (WE,161;LI,249)
- Understands the significance of the mound centers located in the Mississippi valley, such as the mound center at Cahokia in Illinois BD (WE,161)

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55. Understands the development of the Inca Empire in Andean South America (R) (WE,162)

Level II (Grades 5-6)

- Understands what daily life was like for different people in Incan society and what factors influenced it (e.g., roles of family, class, priests, warriors) BD (WE,162)
- Knows the food plants that formed the basis of Incan and Aztec agriculture BD (WE,162)
- Understands the Inca's methods for expanding and unifying their empire BD (WE,162)

Level III (Grades 7-8)

- Knows the chronology of Incan imperial expansion from 1230 to 1525, its extent and the difficulties posed by its geographically and climatically diverse territories BD (WE,162;LI,250)
- Understands the development of Incan social and political institutions (e.g., the communication system and its contribution to long-distance trade and effective centralized government) BD (WE,162;LE,250)
- Understands how Incan and Aztec art and architecture (e.g., metalwork, textiles, pottery and temples) reveal cultural achievements of their societies BD (WE,162;LE,250)
- Knows the location and major features of Machu Picchu and understands what this site reveals about the Inca civilization BD (WE,162)
- Knows the essential differences between Aztec and Inca government, economy, religion and social organization BC (WE,162)

Level IV (Grades 9-12)

- Understands gender roles in Caribbean, Mesoamerican and Andean societies and how these are reflected in the images, myths and individual qualities of their gods BD (WE,162)
- Knows the technology (e.g., engineering of roads, bridges, irrigation systems) and urbanism of the Incas (in Cuzco), the Aztecs (in Tenochtitlán) and of North American mound-builders BD (WE,163)

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- Understands the cause of Inca expansion and its success in governing an enormous, geographically diverse group of territories BD (WE,163;LE,250)

56. Understands the origins and consequences of European overseas expansion in the 15th and 16th centuries (C) (WE,168;LE,257)

Level II (Grades 5-6)

- Knows the travel routes of prominent Asian and European explorers, and understands how prevailing wind currents influenced these routes BD (WE,168)
- Understands the uses, origins, advantages and disadvantages of such navigational tools as the compass, astrolabe and quadrant BD (WE,168;LE,262)
- Understands the major technological innovations that the Portuguese and Spanish made in shipbuilding, navigation and naval warfare BD (WE,168)
- Understands the features of Chinese and Arab sailing vessels that made long-distance travel easier BD (WE,168;LI,262)
- Knows the major accomplishments of Columbus (e.g., his voyages off the coast of Africa and to North America) BD (WE,168)
- Understands the interregional trading system that linked peoples of Africa, Asia and Europe on the eve of the European overseas voyages BD (WE,168;LE,258)

Level III (Grades 7-8)

- Understands the technologies that advanced international, seaborne trade in the latter part of the 15th century (e.g., clinker-built hull, rudder, compass, astrolabe, different types of sails) and their countries of origin BD (WE,169)
- Understands the connotations of words such as "conquest," "exchange" and "discovery" used to describe Columbus's travels to North America and his encounters with indigenous populations, and understands why these may be considered by some to be inaccurate BD (WE,169)
- Understands the significance of migrations of the Muslims and Jews after their expulsion BD (WE,169)

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from Spain, and knows what each group brought to their new home states

- Understands the motives, nature and short-term significance of the Portuguese and Spanish military and commercial expeditions to Sub-Saharan Africa, Asia and the Americas in the late 15th and early 16th centuries (e.g., as reflected in the relationship of Portugal with Benin) BD (WE,169;LI,262)

Level IV (Grades 9-12)

- Knows the extent of Chinese naval and commercial activities in the Indian Ocean in the 15th century, and understands what these activities reveal about Chinese wealth and technology and the use of tributes as a means of trade BD (WE,169)
- Understands the moral and religious justifications used by the Spanish for the expulsion of Jews and Muslims from Spain and the likely consequences of the Spanish conquest of Grenada in 1492 BD (WE,169)
- Understands the goals of Portuguese trading policy as established by King João II and his reasons for refusing to finance Columbus's expedition west BD (WE,169)
- Understands the process by which varied maritime technologies came to Portugal in the 15th century and allowed Portuguese sailors greater confidence and abilities on long-distance routes, such as the arrival of the magnetic compass, which enabled beyond-sight-of-land sailing in the Atlantic BD (WE,169;LI,257)
- Knows how the organization for overseas trades in the Iberian states prohibited Mudehar Muslims, converts and Jews from settling in the Americas, and knows the degree of overall effectiveness BD (WE,169)
- Understands the major social, economic, political and cultural features of European society (particularly Spain and Portugal) that stimulated exploration and conquest overseas BD (WE,168;LE,257)

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57. **Understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia and the Americas in the late 15th and early 16th centuries** (C) (WE,170;LI,258)

Level II (Grades 5-6)

- Understands the character and impact upon local populations of Portuguese maritime expansion to Africa, India and Southeast Asia (e.g., the relationship between King Affonso II of the Kongo and the Portuguese; why Bartholomew de las Casas was considered the "defender of the Indians") BD (WE,170;LI,258)
- Understands the history of interactions between the Spanish and indigenous populations such as the Incas and the Aztecs (e.g., what happened between Pizarro and Atahualpa and between Cortés and Montezuma) BD (WE,170;LI,258)
- Understands different perspectives on Cortés's journey into Mexico (e.g., those of the indigenous and Spanish subjects) BD (WE,170;LI,258)
- Understands why the Spanish wanted to invade the Incan and Aztec empires and why these empires collapsed after the conflict with the Spanish BD (WE,170;LI,258)

Level III (Grades 7-8)

- Understands possible reasons for the fall of the Incan empire to Pizarro (e.g., delayed reaction to Spanish invasion, effective Spanish military strategy) BD (WE,170;LI,258)
- Understands how the Portuguese dominated seaborne trade in the Indian Ocean basin in the 16th century (e.g., through political influence, relations with indigenous populations in Africa and Asia), and knows the locations or major ports and enclaves held by the Portuguese BD (WE,171)
- Understands the relations between pilgrims and indigenous populations in North and South America and the role different religious sects played in these relations (e.g., the Quakers, the Jesuits) BD (WE,171;LI,258)
- Understands how the Church helped administer Spanish and Portuguese colonies in the Americas and relations with indigenous populations BD (WE,170)
- Understands how the daily lives of Aztec, Mayan and Incan peoples were affected by the presence of the Spanish conquerors BD (WE,171;LI,258)

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- Understands how the Ottoman, Indian, Chinese and Japanese powers successfully restricted European commercial, military and political penetration in the 16th century BD (WE,170)

Level IV (Grades 9-12)

- Knows how traditional practitioners of free trade along the northern rim of the Indian Ocean responded to European penetration BD (WE,171)
- Knows the history, causes and consequences of Ottoman-Portuguese military conflicts in the Red Sea, Arabian Sea and Ethiopia in the early 16th century BD (WE,171)
- Understands the impact of Portuguese presence on the peoples of West and East Africa in the late 15th and early 16th centuries in such areas as trade and politics (e.g., effects upon the kingdom of Benin, maritime trade of the East African city-states) BD (WE,171;LI,258)
- Understands the role of the church and church missionaries in the colonization of Africa, Asia and the Americas and the relations of the church with native populations (e.g., a relationship of defender/oppressor with the Indians) BD (WE,171)
- Understands Asian responses to the European naval encroachments (military and merchant) of the 16th century (e.g., underestimation, military counterinvasions) BD (WE,171)
- Knows the dynamics of the *encomienda* system of colonial government and labor and how this compares to European manorial labor systems BD (WE,171;LI,258)

58. Understands the consequences of the worldwide exchange of flora, fauna and pathogens (R) (WE,172)

Level II (Grades 5-6)

- Understands the roots of "cowboy" culture in the Americas BD (WE,172)
- Understands the routes of the spread of disease throughout the world and how new disease microorganisms in the America devastated the society and health of indigenous populations BD (WE,172;LI,258)
- Understands the impact of the exchange of animals (fauna) between the Americas and BD (WE,172)

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Afro-Eurasia (e.g., the impact of horse, sheep and pigs on land use and agricultural patterns in America)

- Understands the ways in which the exchange of plants between the Americas and other countries affected societies and commerce (e.g., the effects of imported "weeds" during the 15th and 16th centuries on erosion and on the growth of other plants) BD (WE,172)

Level III (Grades 7-8)

- Understands population decline in parts of the Americas within the context of global population trends and growth in Europe and East Asia in the 16th and 17th centuries BD (WE,172;LI,258)
- Knows the origins and major routes of flora and fauna exchanged across the globe BD (WE,173)
- Knows which crops in Spanish and Portuguese regions of the Americas were domestic and which were commercial, and knows what resources commercial crops demanded (e.g., a labor force) BD (WE,173)
- Understands the physical and psychological effects of disease on indigenous populations in the Americas (e.g., its effects upon tradition, confidence in leaders, faster conversion to Christianity) BD (WE,173;LI,258)

Level IV (Grades 9-12)

- Knows the routes of exchange of specific flora and fauna (e.g., corn, cassava, sugar; horses, cattle, pigs) throughout the world between the 15th and 18th centuries and the consequential impact of these exchanges on the world economy BD (WE,173)
- Knows the diseases that were spread through colonization and exploration in the 16th and 17th centuries, the means by which they were spread and the effects of these diseases upon individual societies, world trade, political expansion and political control BD (WE,173;LE,258)
- Understands the demographic changes wrought by disease on specific indigenous populations (e.g., Aztec, Inca, Zuñi, Tuscarora, Powhatan, Iroquois) and possible effects of the changes on the psyche of the individual population BD (WE,173;LE,258)
- Understands the fundamental plantation systems brought to the New World and how these may be connected to the spread of disease on the continents BD (WE,173;LE,258)

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- Knows the effects that knowledge of the peoples, geography and natural environment of the Americas had on European religious and intellectual life (e.g., through such ideas as the romanticized "noble savage," systems of human classification, natural history and cartography) BD (WE,173)

59. Understands trends in demographics, economy and society in early modern Europe (1450-1750) (C) (WE,174;LI,259)

Level II (Grades 5-6)

- Understands changes in the social status of women from 1450 to 1750 (e.g., how status changed within different social classes, religious groups [e.g., Protestant vs. Catholic] and the home) BD (WE,174)
- Understands how lifestyles were different among varied social classes in early modern Europe (e.g., in terms of occupation, type of homes, familial roles) BD (WE,174;LI,258)

Level III (Grades 7-8)

- Understand the effects of the Spanish-American silver trade on world trade BD (WE,174)
- Understands the growth pattern of European cities between the 17th and 18th centuries, and knows which cities were major urban areas at the beginning and end of this period BD (WE,174;LE,257)
- Knows the causes and effects of the "agrarian revolution" on society in western and eastern Europe BD (WE,174;LE,257)
- Understands the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries BD (WE,174;LI,257)

Level IV (Grades 9-12)

- Understands the causes and evidence of the "price revolution" in 16th-century Europe BD (WE,175;LE,257)
- Understands aspects of manufacturing and production in the emerging 16th century's capitalist economy (e.g., how agricultural production increased, though productivity declined, and how this phenomenon was related to population growth and developments) BD (WE,175)

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in technology)

- Understands trends in worldwide trade in the 16th century, including goods traded, markets exploited and the role of the state BD (WE,175;LE,258)
- Understands how the Dutch and English merchant classes established a significant presence in the world market BD (WE,175)
- Understands developments that affected men's and women's work options in this period (e.g., division between capital and labor, emphasis on wages; effects of geographic location, family role, class) BD (WE,175)

60. Understands the Renaissance, Reformation and Catholic Reformation (C) (WE,176;LE,253)

Level II (Grades 5-6)

- Understands how the printing press increased the spread of knowledge in Europe BD (WE,176;LE,257)
- Understands the life and accomplishments of select figures from the Renaissance and Reformation BD (WE,176;LE,256)
- Knows major achievements in literature, music, painting, sculpture and architecture in 16th-century Europe (e.g., the development of linear perspective and camera obscura) BD (WE,176;LE,256)
- Understands why many Europeans were unhappy with the late medieval Catholic Church and how this discontent is evident in the beliefs and ideas of the leading protestant reformers BD (WE,176;LI,258)
- Understands what the Catholic Reformation sought to achieve, and understands the broad effects of religious reforms and divisions on Europeans (e.g., impact upon cultural values, family life, gender relations) BD (WE,176;LI,259)

Level III (Grades 7-8)

- Understands the significance of advances in printing press technology for learning and communication (e.g., Gutenberg's press and the press used by Benjamin Franklin) BD (WE,177;LE,257)
- Understands the positive and negative changes in the status of women during the BD (WE,176;LE,257)

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Renaissance and Reformation and knows leading women of these periods

- Understands the patterns of religious affiliation in Europe in the early 17th century and the factors that led some populations to embrace the Protestant Reformation while others rejected it BD (WE,177;LE,257,259)
- Understands how the influence of Renaissance architecture can be seen today in modern architecture (e.g., understands common characteristics and features of Renaissance architecture) BD (WE,177;LI,257)
- Understands the changes in European art and architecture that occurred between the Middle Ages and the High Renaissance (e.g., development of point-of-view) BD (WE,177;LE,256)
- Understands the connections between the Italian Renaissance and the development of humanist ideals in Europe north of the Alps BD (WE,177;LE,256,257)

Level IV (Grades 9-12)

- Understands the basic arguments forwarded in *The Prince* by Machiavelli, and understands comparisons of his ideas to influential Indian and Chinese philosophies (e.g., Kautilya's *Arhashastra*, Han Fei-tzu) BD (WE,177;LI,256)
- Knows the essential works of Renaissance writers such as Petrarch, Boccaccio, Cervantes, Erasmus and More and the influences of Humanism reflected in these works BD (WE,177;LE,256)
- Knows the leading figures in the revival of Classical, Greco-Roman art, architecture and scholarship, the factors that led to this revival and its impact upon the development of new artistic and architectural forms BD (WE,177;LE,256)
- Understands the basic theologies of leading reformers of the Reformation such as Luther, Calvin and the Anabaptists, how their central beliefs challenged the practices and authority of the Catholic Church, and knows the eventual consequences of these challenges BD (WE,177;LE,259)
- Understands different and often contradictory ideas on women's roles in the Protestant household espoused by reformers such as Katherine Zell and Martin Luther BD (WE,177)
- Knows the causes and major political, social and economic consequences (e.g., effect on religious pluralism) of the religious wars in Europe in the 16th and 17th centuries and the BD (WE,177;LI,259)

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extent to which the consequences of these wars are still seen in modern Europe

- Understands the tendencies of social oppression and conflict in Europe during the Renaissance, as contrasted with the professed humanist principles of the period BD (WE,177)

61. Understands the rising military and bureaucratic power of European states between the 16th and 18th centuries (C) (WE,178)

Level II (Grades 5-6)

- Understands how gunpowder changed European warfare (e.g., through the necessary redesign of fortifications) BD (WE,178)
- Understands the concept of absolutist monarchy and how it was practiced differently across Europe (i.e., how the powers of Louis XIV, Peter the Great, Henry VIII and Philip II differed; how it was perceived, e.g., in France, Prussia, or the Hapsburg empire) BD (WE,178;LI,260)
- Understands the English civil war and the Revolution of 1688 and how they impacted government, religion, economy and society in England (e.g., new freedoms granted to the English people after 1688) BD (WE,178;LE,260)
- Understands the growth of the Russian monarchy and the success of Russian expansion in the Caucasus, Central Asia and Siberia BD (WE,178)

Level III (Grades 7-8)

- Knows major accomplishments during the reign of Elizabeth I, and understands her efficacy as a leader and builder of a strong nation-state BD (WE,178)
- Understands how gunpowder came to Europe from China, then helped establish and maintain the power of state leaders in Europe at this time BD (WE,178)
- Understands the governmental policies of Peter the Great and Catherine the Great and how they helped make St. Petersburg the "window on the west" BD (WE,178;LI,260)
- Understands long- and short-term causes of the "Glorious" English revolution of 1688, how it earned this title and the consequences of its ideals (popular resistance) on the development of self-government in the American colonies BD (WE,179;LE,260)

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- Understands the nature and development of strong monarchies in the 16th century (e.g., the absolutist monarchies of James I, Louis XIV, Peter I, and what life was like for those living under these monarchies) BD (WE,178;LI,260)

Level IV (Grades 9-12)

- Understands sources of the military buildup of the 17th and 18th centuries (e.g., as examined through the writings of Machiavelli and his advice on the use of mercenaries) BD (WE,179)
- Understands the complaints, goals and issues of the Cavaliers and Roundheads in the English Civil War BD (WE,179)
- Understands the life and achievements of Louis XIV and how pomp and ceremony were used to represent absolutist power in this period BD (WE,179;LE,260)
- Knows the areas of Russian territorial expansion between the 16th and 18th centuries and those areas that were acquired specifically during the reign of Peter the Great and Catherine the Great BD (WE,179)
- Knows major achievements in the reigns of Frederick the Great, Catherine the Great and Joseph II, and understands which of these achievements proved characteristic of an "Enlightened Despot" BD (WE,179)
- Understands the unique characteristics of the Dutch Republic that affected commerce and religion and enabled Amsterdam to gain commercial supremacy over the northern Italian city-states in the latter part of the 16th century BD (WE,179)
- Understands the factors that led England to develop a system of government in which Parliament was supreme over the monarchy, that led to absolutism in France under Louis XIV and what the long-term effects of these developments were BD (WE,179;LE,260)

62. Understands the course of the Scientific Revolution and the Enlightenment in Europe (C) (WE,180)

Level II (Grades 5-6)

- Understands the definition of the word "revolution" and understands what is meant by the BD (WE,180)

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term "Scientific Revolution"

- Understands the lives and achievements of significant figures from the Scientific Revolution (such as Copernicus, Vesalius, Galileo, Bacon, Newton) BD (WE,180;LE,261)
- Understands how Diderot's encyclopedia contributed to the age of Enlightenment BD (WE,180)
- Understands the importance for 17th- and 18th-century Europe of discoveries in mathematics, physics, biology and chemistry BD (WE,180;LI,261)
- Understands the impact (e.g., cultural, religious, scientific) of astronomical discoveries from Copernicus to Newton BD (WE,180;LI,261)

Level III (Grades 7-8)

- Understands cultural, religious and scientific factors, such as superstitions, that disinclined people to accept the scientific method BD (WE,180)
- Understands the principles of the scientific method advanced by Francis Bacon and René Descartes, and knows which other scientists were sources of inspiration for these men BD (WE,180;LE,261)
- Understands the trial of Galileo and the evidence and arguments used to prove him "innocent" or "guilty" BD (WE,180;LI,261)
- Understands 16th- and 17th-century attitudes toward witches, superstition and astrology, consequences of these beliefs, and understands how these beliefs (as can be seen in selected works of Shakespeare, for example) successfully coexisted with the new scientific rationalism of the period BD (WE,181)
- Knows the major events, chronology and figures of the scientific revolution in major fields of endeavor (e.g., astronomy, mathematics, biology, earth science, physics, chemistry, botany, medicine) BD (WE,181;LE,261)
- Knows the ways in which scientific and philosophic knowledge was communicated throughout Europe (e.g., through salons) BD (WE,180)

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Level IV (Grades 9-12)

- Understands Galileo's ideas about the solar system (e.g., as recorded in his letter of 1615 to the Grand Duchess Christina) and why he hesitated to apply scriptural passages to science-related problems, as seen in the context of contemporary religious conservatism and the Scientific Revolution BC (WE,181;LI,261)
 - Understands the fundamental ideas of Descartes's *Discourse on Method* and the methods he used to ascertain the "truth" BD (WE,181)
 - Understands how Newtonian thought may have influenced Enlightenment thought (e.g., its optimistic view of progress and belief in the perfectibility of human affairs) BD (WE,181;LI,261)
 - Understands how the salons of aristocratic and bourgeois Parisian women influenced French political affairs and the spread of Enlightenment thought and why men eventually chose to create their own BD (WE,181)
 - Understands the fundamental connections between the Enlightenment and the Scientific Revolution, and arguments supporting the notion that one was dependent upon the other BD (WE,181;LE,261)
 - Understands how Chinese humanist philosophy influenced the ideas of Voltaire, Leibniz and Quesnay, what aspects of Chinese philosophy appealed to Enlightenment thinkers and knows who was responsible for the translations of numerous non-European works (Arabic or Chinese) that found their way into European libraries at this time BD (WE,181)
 - Understands how Enlightenment-era thought contributed to the reform of church and state BD (WE,181;LI,261)
63. Understands the extent and limits of Chinese regional power under the Ming dynasty (1368-1644) (C) (WE,182)

Level II (Grades 5-6)

- Understands how and why China's attitude toward external political and commercial relations changed after the Zheng He voyages (1405-1433) (e.g., changes because of unfavorable cost-benefits for trade, possible foreign military threats) BD (WE,182;LE,266)
- Understands China's view of itself as the "Middle Kingdom," its belief that other countries had a tributary relationship to the celestial empire and how this may denote BD (WE,182)

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WORLD HISTORY

ethnocentrism

BD (WE,182)

- Understands the power and limits of imperial absolutism under the Ming dynasty (and how it compared, e.g., to those of Suleiman)

Level III (Grades 7-8)

BD (WE,182)

- Understands how the power of the emperor in the Ming dynasty changed over time (e.g., in terms of variations in control over society and the bureaucracy)

BD (WE,183)

- Understands the stratification of Chinese society under Ming rule, the services expected of each group (gentry, merchant, military, commoner) and the methods used by the Ming leaders to maintain distinct social separation (e.g., jobs, clothes, taxation, *corvée*)

BD (WE,183)

- Understands the source of political threat to the Ming empire and the role of defense in its military strategy

BD (WE,182)

- Knows the effects of the introduction of American food crops and silver on demographic, economic and social change in China

Level IV (Grades 9-12)

BD (WE,183;LI,266)

- Understands how the Ming brought cultural unity to China through the elimination of Mongol influence and reestablishment of Taoist and Confucian values, and understands how these efforts at tolerance and cultural pluralism compare to those of other contemporary empires (e.g., Mughal and Ottoman)

BD (WE,183)

- Understands the role of Neo-Confucianism, Buddhism and Daoism in Ming government and society (e.g., how Neo-Confucianism overshadowed Daoism and absorbed Buddhist teachings into official Confucianism)

BD (WE,182)

- Understands the imperial examination system in China established under Ming rule and how it assured appointment of meritorious bureaucrats through its questions and embracing of Neo-Confucian values

BD (WE,183)

- Understands the massive silver trade between the Americas and China between the 16th and early 19th centuries and the implications for Chinese society of the switch to silver currency

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- Knows how the central government in China controlled peoples lives, including such methods as job allocation, taxation and *corvée*; understands the ruler's symbols of central authority and the power of eunuchs in the service of the court BD (WE,183:LE,267)
 - Understands the effects of commercialization on social relations among gentry elites, urban merchants and peasants BD (WE,182:LE,267)
- 64. Understands how Southeast Europe and Southwest Asia were unified by the Ottoman Empire** (C) (WE,184)

Level II (Grades 5-6)

- Knows the major achievements of Suleiman the Magnificent (e.g., what he did to earn the title "Magnificent") BD (WE,184)
- Knows the relative extent of the Byzantine and Ottoman empires in the 14th and 15th centuries and the significance of the capture of Constantinople for Christians and Ottomans BD (WE,184)
- Understands how the Ottoman military succeeded against such enemies as Persia, Egypt, the North African states and Christian European kingdoms (e.g., firearms, a combination of cavalry and infantry, motivation of the troops) BD (WE,184)
- Understands the artistic, architectural and literary achievements of the Ottoman Empire in the 15th and 16th centuries (e.g., the Sulemaniye mosque in Constantinople) BD (WE,184)

Level III (Grades 7-8)

- Understands how the Empire developed politically, institutionally and economically among diverse religious and ethnic groups (e.g., through the military, cultural and political achievements of Mehmet the Conqueror or Suleiman the Magnificent) BD (WE,185)
- Understands trade and trade routes within the Ottoman Empire and how this trade was affected by the development of a sea route around Africa BD (WE,185)
- Understands the Christian European view of the fall of Constantinople in 1453 as a catastrophic event BD (WE,185)

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WORLD HISTORY

Level IV (Grades 9-12)

- Understands the emergence of the Ottomans in regional and world power between 1450 and 1650 (as compared, e.g., to the contemporaneous emergence of the Spanish as a world power) BC (WE,185;LE,269)
- Understands the Ottoman Empire within the context of the Roman and Byzantine empires (e.g., comparisons in legal code, administration, status of the emperor, overall strength) BC (WE,185)
- Understands Austrian and Russian responses to Ottoman aggression (e.g., responses to the Ottoman threat as portrayed by Ghislain de Busbecq in his work describing the life of the royal court) BD (WE,185)
- Understands expansion and recession in the Ottoman empire from the 15th to the 17th centuries, including the conquest of Constantinople (1453), the defeat of the Safavids (1514), the second siege of Vienna (1683) and the rapid contraction of the empire at the end of the 17th century and possible reasons for the difficulty in holding such a vast empire (e.g., diversity among the subject peoples) BD (WE,185;LE,269)
- Understands the role and legal status of women within the Ottoman Empire, how non-Muslim women were treated and how their position compared to those of women in other Islamic states BD (WE,185)
- Knows sources of revenue and understands patterns/trends in state spending in the Ottoman Empire (e.g., building projects such as state-supported hospitals, mosques, schools, palaces and public baths) BD (WE,185;LE,269)
- Understands the ethnic and religious diversity of people within the Ottoman Empire, and understands the effect of Ottoman governance on these diverse social, religious and ethnic groups (e.g., treatment of immigrant Jews, Bosnian and Serbian Orthodox Christian populations) BD (WE,185)

65. Understands the rise of the Safavid and Mughal empires

(R) (WE,186)

Level II (Grades 5-6)

- Understands how Persia was unified by the Turkic Safavids

BD (WE,186)

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- Understands the political and cultural achievements (e.g., accomplishments in architecture, painting, ceramics, carpet weaving) of the Safavid Golden Age made under Shah Abbas I BD (WE,186)
- Understands the Mughal conquest of India and how the Turkic warrior class succeeded in uniting the diverse peoples of the Indian subcontinent BD (WE,186)
- Understands how important Indian textiles, spices and other products were in trade among African and Eurasian states (the Afro-Eurasian trade network) in the 16th and 17th centuries (e.g., how spices brought to Europe by Vasco da Gama was an impetus for the spice trade between India and Europe) BD (WE,186)

Level III (Grades 7-8)

- Knows the extent of the Safavid empire, key cities of the Empire (such as Tabriz and Isfahan) and the factors that contributed to the success of Safavid rule (e.g., the influence of Shi'a Islam) BD (WE,186)
- Knows how the popularity of Indian textiles in Europe undermined the efforts of the East India Company to sell more British goods in India than it imported BD (WE,187)
- Understands how the city of Isfahan developed under the reign of Shah Abbas I (e.g., as evidenced by the Isfahan mosque, as compared to other prominent cities in India, Europe or the Ottoman Istanbul) BC (WE,187)
- Understands the effectiveness of Akbar's governing methods and religious ideas (as evidenced, e.g., by relations between Muslims and Hindus and compared with those of other Mughal emperors such as Aurangzeb) BC (WE,187;LE,269)

Level IV (Grades 9-12)

- Understands how Ismail was able to create the Safavid empire with the support of the Qizilbash nomadic tribesmen, how he legitimized his efforts and how he responded to Sufi, Shi'a and Sunni Islamic practices BD (WE, 192)
- Knows how Akbar unified diverse cultures and encouraged religious tolerance within his Mughal empire (e.g., his treatment of Hindus and Muslims as compared to the Ottoman treatment of minorities) BC (WE,187LE,269)

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WORLD HISTORY

- Understands the synthesis of Muslim and Hindu influences (e.g., artistic and architectural motifs) in art of the Mughal empire, such as the Taj Mahal, the Audience hall at the Fatehpur Sikri and the Agra Red Fort BC (WE,187)
- Understands comparisons between the Ottoman, Safavid and Mughal empires in geographical limits, penetration of other states, dates of existence, art and architecture, scholarship, social tolerance and economic activity BC (WE,187;LE,269)
- Understands differences and similarities in the governmental, military and religious practices of the six major Mughal emperors (from Babur to Aurangzeb) BD (WE,187;LI,265)
- Understands the evolution of the Safavid social and political system from the nomadic-warrior origins of Ismail to the golden age of Shah Abbas I BD (WE,187)
- Understands the Indian, Persian and European influences in Mogul artistic, architectural, literary and scientific achievements BD (WE,186)

66. Understands how European powers asserted dominance in the Americas between the 16th and 18th centuries (C) (WE,188)

Level II (Grades 5-6)

- Knows where the British and the French were in the Americas and why they wanted to trade there BD (WE,188)
- Understands aspects of daily life in the Spanish American colonies BD (WE,188)
- Understands mercantilism and its positive and negative points for the colonies and the mother country BD (WE,188)
- Understands the four major types of European activity and control in the Americas (large territorial empires, trading-post empires, plantation colonies and settler colonies) BD (WE,188)
- Understands how Holland, England and France became naval, commercial and political powers in the Atlantic basin in the 16th and 17th centuries BD (WE,188)

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Level III (Grades 7-8)

- Understands the differences in the demands and purposes of European colonies in different areas in the Western Hemisphere (e.g., how colonies in Peru differed from those in the Great Lakes region, Barbados or Massachusetts) BD (WE,188)
- Understands the designation of the Seven Years War as the first "global war" and its consequences for Britain, France, Spain and the indigenous peoples of the American colonial territories BD (WE,188)
- Understands the political relationships between American Indian nations and Holland, France and England BD (WE,189;LI,263)
- Understands the moral, political and cultural role of Catholic and protestant Christianity in the European colonies in America (e.g., what the relationship was like between missionaries and indigenous populations) BD (WE,189)

Level IV (Grades 9-12)

- Understands the fundamental ideas of mercantilism, and understands differences in the theory as it was practiced by Holland, France and England BD (WE,189)
- Understands the appeal of the Americas for European colonists in the 16th and 17th centuries, why Europeans were able to establish large colonies on these continents and why they essentially declined to assert these forms of control in Africa and Asia BD (WE,189;LE,264)
- Understands possible reasons why Catholics were generally more successful than Protestants in converting non-Europeans between the 16th and 18th centuries BD (WE,189)
- Understands diversity in colonial governments, economies, militaries and social organization, and understands differences in colonization between trading-post colonies and settled colonies BD (WE,189;LI,264)
- Knows fundamental differences in activity and control between diverse European overseas settlements such as the Spanish empire of Peru, the French trading-post empire in the Great Lakes region, the slave plantation colony of Barbados and the British settler colony of Massachusetts BD (WE,189)
- Understands the long- and short-term effects of the Seven Years' War and the American BC (WE,189)

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WORLD HISTORY

Revolution upon Native American populations, as evidenced by the emergence of the Native American prophets Neolin (The Delaware Prophet) and Handsome Lake (Seneca)

- Understands the administrative system of the Spanish vicerealties of Peru and Mexico and the importance of Indian agriculture and silver production to Spanish colonial economy BD (WE,189;LE,264,265)

67. Understands the origins and consequences of the trans-Atlantic African slave trade (C) (WE,190)

Level II (Grades 5-6)

- Knows how slaves were transported to the Americas in the "middle passage" and how European firms and governments organized and financed the slave trade BD (WE,190)
- Knows the different jobs performed by indigenous peoples in the Americas (e.g., pearl diving, silver mining, plantation work) BD (WE,190)
- Understands why sugar, tobacco, coffee, tea and other crops grown in the colonies became so important in the world economy (e.g., widespread popularity among consumers) and how commercial sugar production spread from the Mediterranean to the Americas BD (WE,190;LI,262)
- Understands conditions of slave life on plantations in the Caribbean, Brazil and British North America, and understands ways in which slaves perpetuated aspects of African cults and carried on resistance to plantation servitude BD (WE,190)

Level III (Grades 7-8)

- Understands the ways in which Europeans exploited American Indian labor and why commercial agriculture came to rely overwhelmingly on African slave labor (e.g., as opposed to European indentured servitude, free wage labor) BD (WE,191;LI,262;265)
- Understands what primary sources (such as *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vasa*, an 18th-century autobiography) reveal about the "middle passage" in the slave trade, the treatment of enslaved peoples and forms of resistance that were used in the middle passage BD (WE,191;LE,262)
- Understands how the treatment of slaves in the Western Hemisphere compares to that of BC (WE,190)

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slaves and other bonded servants in the Islamic lands, Christian Europe and West Africa

- Understands the organization of long-distance trade in West and Central Africa and the circumstances under which African governments, elites, merchants and other groups participated in the sale of slaves to Europeans (as well as reasons for the nonparticipation of such kingdoms as Kongo and Benin) BD (WE,190;LI,262,263)

Level IV (Grades 9-12)

- Understands the evolution of labor systems in North and South America from the 16th to 17th centuries, from the *encomienda* to the *hacienda* BD (WE,191)
- Understands the impact of the *encomienda* system on indigenous peoples, the roots of the system and how it compares to slavery BD (WE,191)
- Understands the "Black Legend," how it helped build opposition toward Spain and how it illustrates Spain's unique dealings with aboriginal populations BD (WE,191)
- Understands the variety of ways in which Europeans exploited American Indian labor (e.g., silver mines, plantations) BD (WE,191;LE,264)
- Knows key differences between the understanding of "slavery" by Africans and by European settlers in the Americas BD (WE,191)
- Understands the character of the Atlantic slave trade (e.g., how it compared with ways in which bondage was practiced in the Islamic lands, Christian Europe and West Africa) BD (WE,191)
- Knows reasons for the emergence of social hierarchies based on race in both the Iberian empire and the British colonies in the Americas BD (WE,190;LI,265)

68. Understands patterns of trade in Africa in the era of the slave trade (R) (WE,192)

Level II (Grades 5-6)

- Understands the experience of Africans sold into slavery through narratives of the experience (e.g., O'Dell's *My Name is not Angelica*) BD (WE,192;LI,262)
- Understands how the slave trade affected population, economic systems, family life and BD (WE,192;LE,262)

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WORLD HISTORY

relations between men and women in West and Central Africa

Level III (Grades 7-8)

- Knows different forms of slave resistance and protest, including cultural defiance, sabotage, rebellion and the founding of Maroon societies (e.g., the experience of the Palmares in Brazil) BD (WE,192)
- Understands the goods traded, the partners and the importance of trade to such African states as Ashanti, Dahomey and Oyo, and why they emerged in the time of the slave trade and an expanding world economy BD (WE,192)
- Understands how Ashanti concepts of monarchical power compare to those of the Europeans (e.g., "first among equals" vs. "divine right of kings") BC (WE,192)
- Understands the development and characteristics of the Songhay Empire in the 16th century (e.g., government, trade, cultural traditions, urban life) and understands why the empire collapsed at the end of the century BD (WE,192)
- Knows the causes and consequences of encounters among Koisan groups, Bantu-speaking peoples and European settlers in South Africa in the 17th and 18th centuries BD (WE,192)

Level IV (Grades 9-12)

- Understands how the slave trade affected family life and gender roles in West and Central Africa BD (WE,193;LI,262)
- Knows the institutions, beliefs and practices of slaves working on plantations in the Western Hemisphere, and understands how they preserved their African heritage BD (WE,193)
- Knows the history of open slave rebellion and resistance in the Western Hemisphere, the dangers of open rebellion and the methods for resistance BD (WE,193)
- Knows the history of the African kingdom of Palmares in Brazil BD (WE,193)
- Knows how the English and Spanish subdued slave rebellion in their colonies BD (WE,193)
- Understands the regional and international circumstances under which large new states BD (WE,192)

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such as Lunda and Buganda emerged in East and Central Africa

69. Understands the development of European maritime power in Asia (R) (WE,194)

Level II (Grades 5-6)

- Understands how Holland, England and France became naval and commercial powers in the Indian Ocean basin in the 17th and 18th centuries BD (WE,194)
- Understands why Asian trade was so important within the British economic and political structure BD (WE,194)
- Understands the impact of British and French commercial and military penetration on politics, economy and society in India (e.g., the impact of East Asia Company policies on Bengali peasants after 1757) BD (WE,194;LE,270)
- Understands why the Dutch wanted military and commercial influence in Indonesia and how this imperialism affected the region's economy and society (e.g., how strong the Dutch influence in the spice trade was in the 18th century) BD (WE,194)

Level III (Grades 7-8)

- Knows the trade routes and major port cities used by the Europeans in their trade with China, why Guangzhou (Canton) was central in this trade and how the Chinese controlled European activities in this city BD (WE,194)
- Understands possible reasons why competition between the British, French and Dutch led to naval buildup on all sides between 1600 and 1700 BD (WE,195)
- Understands how important forced labor was for the prosperity of the Dutch in Indonesia (and how this compares, e.g., to the slave economy in sugar plantations in the Caribbean) BC (WE,195)
- Understands the relationship between the trading partners Britain and China in the 18th century BD (WE,195)

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WORLD HISTORY

Level IV (Grades 9-12)

- Understands Joseph Francois Dupleix's theory of "divide and rule" in South India for the French and how this policy affected the relations between the British East India Company (under Robert Clive) and Indian peasants BD (WE,195;LE,270)
- Understands Mughal efforts to control the expansion and influence of European trading centers in India and how these compared to similar efforts by the Chinese and Japanese to regulate foreign trade and influence within their borders BD (WE,195;LI,270)
- Knows how the French, Dutch and British attempted to remedy unfavorable trade balances in Asia between 1500 and 1800 BD (WE,195)
- Understands the character and significance of Christian missionary activity in India, the East Indies and the Philippines and how people of other religions (Buddhism, Hinduism and Islam) responded to these efforts BD (WE,195)
- Understands the catalysts behind the military buildup of Emperor Aurangzeb in 1700 and how he responded to the growing maritime strength of the British and French BD (WE,195)
- Understands the impact of the Seven Years War on the relative power of Britain and France in Asia BC (WE,194)
- Understands how well the Chinese government was able to control European trade within its borders, and knows the extent of European commercial penetration BD (WE,194)

70. Understands transformations in India, China and Japan in an era of Expanding European commercial power (C) (NE,196)

Level II (Grades 5-6)

- Understands the trade relationship between China and European powers (e.g., how successful Europeans were at penetrating the Chinese market, how successfully the Chinese controlled this trade) BD (WE,196)
- Understands major causes for the decline of the Mughal empire and the rise of regional powers (such as the Marathas and Sikhs) BD (WE,196;LE,270)
- Understands how the Manchus overthrew the Ming dynasty and what consequences of BD (WE,196)

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this were (e.g., establishment of the multiethnic Qing, doubling of the size of the empire)

- Understands centralized feudalism in Japan under the Tokugawa shogunate (e.g., how samurai ideals were utilized) and understands how it achieved political stability, economic growth and cultural dynamism (as represented, e.g., in *The Samurai's Tale* by Erik Haugaard or *The Samurai Daughter* by Robert D. San Souci) BD (WE,196;LE,267)
- Understands what the relationship was like between Japan and European powers between the 16th and 18th centuries (e.g., how the relationship was affected by Japan's policy of limited contact with foreigners) BD (WE,196;LE,268)

Level III (Grades 7-8)

- Understands how Jesuits attempted to adapt their efforts to spread Christianity to honor Confucian values, in an effort to more effectively spread Christian faith BD (WE,196)
- Knows the major cultural and economic achievements of the Chinese during the reigns of the Kangxi and Qianlong emperors BD (WE,196)
- Understands the demands and consequences of increasing population growth, agricultural output, commerce and European trading networks in the Manchu empire BD (WE,196)
- Understands the treatment and opportunities open to women in 17th- and 18th-century China (as illustrated, e.g., through the practice of footbinding, female subordination, patriarchy, flourishing women's culture and literature) BD (WE,196)
- Understands why Korea was called the "Hermit Kingdom" before 1800 BD (WE,197)
- Understands the role and status of women in Tokugawa Japan BD (WE,197)
- Understands the roots and development of 17th-century Japanese art forms (in social, economic and political contexts) BC (WE,197;LE,268)

Level IV (Grades 9-12)

- Knows the events that led to the demise of centralized control by the imperial Mughals and the ascent of Maratha and Sikh power in India BD (WE,197;LE,270)

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WORLD HISTORY

BD (WE,197;DE,63.4)

- Understands the impact of American silver upon the Japanese and Chinese economies between the 16th and 18th centuries

BD (WE,197)

- Understands the major differences in the trading policies of the Ming and the Manchu, the factors that contributed to these changes, and specific European products desired by the Chinese

BD (WE,197)

- Knows aspects of the life of the elite in China, as illustrated in such diverse sources as the satire *The Scholars* and the autobiographies of scholar-officials

BD (WE,197)

- Understands the family and its role in Chinese society, including family business, property rights vested in the family not the individual, individual vs. group identity, popular religion and life cycle events (as illustrated, e.g., in *The Dream of the Red Chamber (The Story of the Stone)* and family genealogies)

BC (WE,197;LE,267)

- Understands how the unification of Japan and the centralization of feudalism under Tokugawa rule compared to the rise of nation states in early modern Europe

BC (WE,197)

- Understands comparisons between the Japanese and Chinese attitudes regarding trade with foreign states, and knows what role the Portuguese and Dutch played in Japanese trade and why Japan chose to limit itself to the West but not to Asia

(R) (WE,198)

71. Understands major cultural trends in Asia between the 16th and 18th centuries

Level II (Grades 5-6)

BD (WE,198)

- Understands how nature is portrayed in Chinese and Japanese brush paintings

BD (WE,198)

- Knows to which groups of people in India Islam held the greatest appeal and who most often converted

Level III (Grades 7-8)

BD (WE,198)

- Understands how the rising popularity of Confucianism among the elites in Korea and Japan contributed to changes in the roles of women

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- Understands the evolution, recurring themes and foreign influence in Japanese art and artists (e.g., Nikko and Katsuru rikyu, Sotabu screens, brush painting, works of Shiba Kokan) and how they reflected society BD (WE,198)
- Understands how Confucianism was influenced by government and society in China, Korea, Japan and Vietnam BD (WE,198)
- Understands the degree of influence of both new currents in Confucianism and Chinese art, architecture and literary styles on cultural life in Korea, Vietnam and Japan BD (WE,198)
- Understands the varieties of Buddhist and Hindu practice and teaching that developed in Asia (such as Sikhism) and their influence on social and cultural life (e.g., as seen, perhaps, in the changes made to the identity of Rama by Tulasidas in the *Ramayana*) BD (WE,198)
- Knows how and why Islam continued to expand in India, Southeast Asia and China BD (WE,198)

Level IV (Grades 9-12)

- Understands the Chinese influence in the art, architecture and literature of Korea and Vietnam in the 17th and 18th centuries BD (WE,199)
- Knows the major world religions in the mid-18th century, their relative sizes and their degree of success at winning new converts BC (WE,199)
- Understands how the development of Buddhism in Japan compared to that in China BC (WE,199)
- Understands the role of women in Bhakti movements of the early 16th century (as represented, e.g., in the poetry of Mirabai) BD (WE,199)
- Understands the Islamic and Hindu influences in the poetry of Kabir BD (WE,199)

72. Understands major global trends from 1450 to 1770

(R) (WE,200)

Level II (Grades 5-6)

- Understands the major changes in world political boundaries that took place between 1450 and 1770 and how far European nations had extended political and military BD (WE,200)

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influence in Africa, Asia and the Americas until the mid-18th century (in the Americas, Africa and Asia)

- Understands major shifts in world demography and urbanization in this era and reasons for these changes BD (WE,199)
- Understands how the acceleration of scientific and technological innovations in this era affected social, economic and cultural life in various parts of the world (e.g., the broad effects of navigational and ship-building innovations such as the astrolabe and lateen sails) BD (WE,199)

Level III (Grades 7-8)

- Understands how major world cities grew between 1450 and 1750 and why certain cities grew faster than others (as outlined, e.g., in *300 Years of Urban Growth* by Tertius Chandler) BD (WE,200)
- Knows the location and geographical area of influence and the rate of growth between 1450 and 1750 of practitioners, of three major religions--Buddhism, Islam and Christianity--and reasons for their growth BD (WE,201)
- Knows the major technological innovations (e.g., in navigation, military technology) made between 1500 and 1770 and what changes they effected BD (WE,201)
- Understands how innovations in military technology (e.g., gunpowder weaponry) and tactics changed the balance of naval military power and affected empire building around the globe BD (WE,201)
- Understands patterns of social and cultural continuity in various societies and understands ways in which peoples maintained traditions and resisted external challenges in the context of a rapidly changing world BD (WE,200)
- Knows ways in which expanding capitalistic enterprise and commercialization affected relations among states and contributed to changing class relations BD (WE,200)

Level IV (Grades 9-12)

- Understands catalysts behind the shift of economic power from the Mediterranean basin BD (WE,201)

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to northern Europe during the 16th century

- Understands the expanding capitalist system, the rise of the middle class and changes in the textile industry in India after 1700 BD (WE,201)
- Understands why modern capitalism successfully developed in England, Holland and France, but failed to take root in Italy, Spain or Portugal BD (WE,201)
- Understands theories on the rise of Western European capitalism and its effects on the rest of the world (e.g., the "core and periphery" thesis of Immanuel Wallerstein) BD (WE,201)
- Understands how the Ming and Qing rulers viewed the European merchants, Christian missionaries and military personnel who sought trading privileges in China BD (WE,201)
- Understands how traditional Puritan and Confucian attitudes toward profitmaking affected commerce and trading practices in China and the early New England colonies BD (WE,201)
- Knows changes in boundaries and understands shifts of political power in Europe, Asia, Africa and the Western Hemisphere between 1500 and 1800 BD (WE,201)

73. Understands how the French Revolution contributed to transformations in Europe and the rest of the world in the 18th and 19th centuries (C) (WE,206)

Level II (Grades 5-6)

- Understands the meaning of the revolutionary slogan in France, "Liberty, Equality, Fraternity," and the social ideals it embodied (e.g., social equality, democracy, human rights, constitutionalism, nationalism) BD (WE,206)
- Understands how the wars of the revolutionary and Napoleonic periods changed Europe, and how Napoleon impacted the aims and outcomes of the Revolution (e.g., Napoleon's domestic policies and military accomplishments) BD (WE,206)
- Understands the unique character of the American Revolution and how it impacted France BD (WE,206;LE,275)
- Understands how events in the Americas and western Europe (especially France) between 1770 and 1815 could have been related BD (WE,206)

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Level III (Grades 7-8)

- Understands how territorial changes were made in Europe between 1789 and 1815 (e.g., through the French Revolution, Napoleon's conquests and expanding empire, the Congress of Vienna), and understands their consequences for diverse social groups such as the clergy, nobility, peasantry, bourgeoisie and sans-culottes BD (WE,207)
- Understands the organization of the Estates-General (e.g., the social groups or classes that made up the First, Second and Third Estates; their rights, social privileges and expectations) and its merits and limitations (e.g., as reflected by the impact of the Third Estate) BD (WE,207)
- Knows the central ideas and origins of the Declaration of Rights of Man and Citizen (e.g., the influence of Enlightenment ideals, the American Declaration of Independence) BD (WE,207)
- Knows the leading figures and issues of the Congress of Vienna BD (WE,207)
- Understands how the revolution changed such aspects of French society as political and religious institutions, social relations, education, family life and the status of women BD (WE,206)
- Understands the diverse factors that impacted social and political conditions in Old Regime France (e.g., the Seven Years War, Enlightenment-era thought, escalating internal economic crisis) BD (WE,206)

Level IV (Grades 9-12)

- Understands the characteristics and actions of the radical, liberal, moderate, conservative and reactionary during the French Revolution BD (WE,207;LI,276)
- Understands contrasting and similar aspects of Olympe de Gouges's "Declaration of the Rights of Women and the Female Citizen" to the "Declaration of the Rights of Man and the Citizen" BC (WE,207)
- Understands the implications of the "Code Napoleon" for Protestant and Catholic Clergy, property owners, workers and women BD (WE,207)
- Understands the Haitian Revolution, connections between the French and Haitian Revolutions and the impact of this event on race relations and slavery in the Americas and the French empire BD (WE,207;LI,277)

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74. Understands the events that led to Latin American independence movements in the early 19th century (C) (WE,208)

Level II (Grades 5-6)

- Knows how the colonial powers and independent countries of Latin America changed between 1790 and 1828 BD (WE,208;LI,276)
- Understands how the outcome of Latin American independence movements (e.g., those led by Simón Bolívar and José de San Martín) was at least partially influenced by geography BD (WE,208)
- Knows the political and ideological objectives of the independence movements between 1808 and 1830 and knows why these movements succeeded BD (WE,208;LI,277)
- Understands how the American, French and Haitian revolutions, as well as late 18th-century South American rebellions, influenced the development of independence movements in Latin America BD (WE,208)

Level III (Grades 7-8)

- Understands the political and ideological objectives of Latin American independence movements (e.g., knows who supported Father Miguel Hidalgo and Hidalgo's role in the Mexican Revolution of 1810; knows the role of Agustín de Iturbide in the Creole-dominated revolt of 1821) BD (WE,208)
- Understands the events surrounding Napoleon's invasion of Portugal, the flight of the Portuguese court to Brazil, and understands characteristics of the independent government set up in Brazil (as compared, e.g., to those in other Latin American countries) BD (WE,208)
- Understands the impact of Napoleon's invasion of Iberia (and the coronation of Napoleon's brother as King of Spain) and growing British power in the Atlantic basin on the independence movements in Latin America BD (WE,209)
- Understands the role of Toussaint L'Overture in the Haitian revolution, Haiti's social and economic conditions under French rule, and the affect of events in France (including the rise of Napoleon) on the revolution BD (WE,209)

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Level IV (Grades 9-12)

- Knows the issues that concerned New Granada after independence (the role of the Creole elite and the Roman Catholic church in government; the issue of universal franchise) BD (WE,209)
- Understands comparisons between the Latin American revolutions and those in America, France and Haiti (in such aspects, e.g., as pre-independence social and political conditions, opposed regimes/policies, justifications of the revolutionaries, class representation, extent of revolution) BC (WE,209;LE,276,277)
- Understands how independence changed the status of women in Latin America and affected mestizo, mulatto and Indian populations BD (WE,209)
- Knows the provisions of the Monroe Doctrine and Latin American response to it BD (WE,209)
- Understands the ideological grounding of Latin American independence movements, their models, their political objectives and how the Brazilian independence movement differed from the rest BD (WE,209;LI,277)
- Understands social and racial divisions (positions of Creole, mestizos, mulattoes, Indians and Blacks) in most of Latin America during and following the independence movements, which of these had changed and how these movements affected attitude toward the Catholic church BD (WE,209)
- Knows the roles played by prominent women in pre-independence Latin America (e.g., María Josefa Ortiz in Mexico, Manuela Sanz de Santamaria in Colombia, Manuela Canizares in Quito) and the importance of their *tertulas* as arenas for revolutionary discussion (both in Latin America and Europe) before the wars of independence in Latin America BD (WE,209)

75. Understands early industrialization in the 18th century and the importance of England's development in this process (C) (WE,210;LI,277)

Level II (Grades 5-6)

- Knows how agricultural inventions (e.g., those of Jethro Tull and Charles Townsend) influenced the industrial as well as the agricultural revolutions BD (WE,210)
- Understands how the industrial revolution affected populations shifts (e.g., the migrations) BD (WE,210)

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from rural areas to industrial centers in England and Continental Europe)

- Understands how the industrial revolution in the textile industry changed the way people worked (e.g., shifting the industry from the cottage to the factory) BD (WE,210)
- Understands how figures such as John Kay, James Hargreaves, James Watt, Edmund Cartwright and Richard Arkwright contributed to industrialization in England BD (WE,210)

Level III (Grades 7-8)

- Understands what unique circumstances permitted or encouraged the advent of the Industrial Revolution in Britain (e.g., geography, location, natural resources, economy, technology, political tendencies) BD (WE,211;LI,277)
- Understands what importance and consequences new technologies had for the agricultural revolution (e.g., seed drill, crop rotation, stock breeding, three-piece iron plough, mechanical reaper, steel plow, barbed wire, chemical fertilizers) BD (WE,211)
- Understands how Britain's commercial connections in the early part of the industrial revolution (e.g., those with continental Europe, the Mediterranean, India, the Caribbean) contributed to the development of industrialization BD (WE,211)
- Understands how technological innovations (such as those created by John Kay, Richard Arkwright and Edmund Cartwright) propelled the textile industry to the front of the Industrial Revolution BD(WE,211)
- Understands the roles of interchangeable parts and mass production in the industrial revolution BD (WE,211)

Level IV (Grades 9-12)

- Understands the differences between mercantilist and free-market economies and how new economic theories can affect industrial policies and practices BD (WE,211)
- Understands the realities and romanticized visions of pre-industrial England (e.g., as reflected in the paintings of Constable and Turner) BD (WE,211;LE,278)
- Understands the relationship between the expanding global market of the 16th to 18th BD (WE,211)

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century and the development of industrialization (e.g., how Britain's commercial relations with Europe, the Mediterranean, India, the Caribbean and other world regions contributed to its early industrialization)

- Understands the relationships between improvements in agriculture, population increase, the rise of the textile industry, the enclosure movement, urbanization and industrialization in 18th-century England BD (WE,211)

76. Understands how industrial economies expanded and societies transformed in Europe and the Atlantic basin between 1700 and 1850 (C) (WE,212)

Level II (Grades 5-6)

- Understands the daily life of the working class in Britain during the industrial revolution (e.g., as evidenced in such works as Dickens's *A Christmas Carol* and *Oliver Twist*) BD (WE,212)
- Knows advances made in communication and transportation during the industrial revolution (e.g., the telegraph and railroad) BD (WE,212;LE,277-278)
- Understands connections among population growth, industrialization and urbanization BC (WE,212)
- Understands the effects of urbanization on the development of class distinctions, family life and the political and economic status of women BD (WE,212;NI,278)
- Understands connections between industrialization, labor unions and movements for political and social reform in England, Western Europe and the United States BD (WE,212)

Level III (Grades 7-8)

- Understands the pace and extent of industrialization in Great Britain and the United States in the latter half of the 19th century (e.g., through analysis of the railway mileage in both countries between the 1840s and 1900) BD (WE,212)
- Understands Robert Owen's New Lanark System as an approach to dealing with the societal problems caused by the Industrial Revolution BD (WE,212;LI,278)
- Understands how primary sources illustrate working conditions, work life, population and city life in industrialized nations (e.g., how 19th-century literature described the BD (WE,212)

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conditions for working class women and families)

- Knows the changes effected by the "Great Reform" bill of 1832 and the problems associated with the Industrial Revolution that it did and did not address BD (WE,212)
- Knows what new patterns in world manufacturing production developed among the nations of Great Britain, United States, Germany, France, Russia and Italy between 1800 and 1900 BD (WE,212)
- Understands the significance and nature of connections between industrialization and the rise of new types of labor organizations and mobilization BD (WE,212)

Level IV (Grades 9-12)

- Knows the strengths and weaknesses of Adam Smith's analysis of capitalism in *The Wealth of Nations*: his principle of "Invisible Hand," the role of free enterprise, the profit motive and competition; his "pin" story BD (WE,213)
- Understands how and why industrialization developed differently in Britain than it did on the continent BD (WE,213;LI,277)
- Understands what 19th-century literature, such as *Hard Times* by Charles Dickens and *Germinial* by Émile Zola, illustrates about the emergence and conditions of new social classes in the time of industrialization, new human relationships and the quality of industrial work life BD (WE,213)
- Understands the conditions for children employed in 19th-century England, before and after major legislation passed in 1833, 1842 and 1847, and understands how the industrial revolution affected the structure of the family and the lives of women and children BD (WE,213)
- Understands the wide variety of organizations created by working-class peoples in England, Western Europe and the United States in response to the conditions of industrial labor BD (WE,213)

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77. **Understands the causes and consequences of the abolition of the trans-Atlantic slave trade and slavery in the Americas, in the 18th and 19th centuries** (R) (WE,214)

Level II (Grades 5-6)

- Understands why and how the slave trade continued after it had been outlawed BD (WE,214)
- Knows the major accomplishments of the American abolitionist Frederick Douglass and understands his statement that slavery "...brands your Christianity as a lie" BD (WE,214)
- Understands the organization and arguments of movements in Europe and the Americas that sought to end slavery, and how the trans-Atlantic slave trade was suppressed BD (WE,214)

Level III (Grades 7-8)

- Knows locations of legal slavery around the world in 1800, 1830 and 1880, and understands how changes in the legal status of slavery could be tied to revolution ideology and economics BD (WE,214)
- Understands the debate over the abolition of slavery in the context of the French Revolution (e.g., the debate in the National Assembly regarding slavery in the colonies) BD (WE,214)
- Knows of prominent women from the abolitionist movement in America and their major accomplishments, including Harriet Tubman, Sojourner Truth, the Grimké sisters, Lucretia Mott, Elizabeth Cady Stanton and Harriet Beecher Stowe BD (WE,214)
- Knows different strategies employed by peoples in the Americas (including the Caribbean and Brazil) to resist slavery, prominent figures associated with each of these efforts and the relative strength or weakness of each BD (WE,214)
- Knows the story of Olaudah Equiana (Gustavus Vasa), his experience during the "middle passage" and his efforts to bring an end to the slave trade BD (WE,215)
- Understands how contract labor migration and other forms of coerced labor compare with slavery as methods of organizing commercial agriculture in the Americas in the late 19th century BC (WE,214)
- Understands the degree to which emancipated slaves and their descendants achieved social equality and economic advancement in various countries of the Western BC (WE,214)

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Level IV (Grades 9-12)

- Knows how the African slave trade may be compared with the migration of Chinese workers to North and South America and Indian workers to the Caribbean "and other parts of the world" in the 19th century BC (WE,215)
- Understands evangelical arguments against slavery and the economic, evangelical and "Enlightened" reasons for Britain's abolition of slavery BD (WE,215)
- Understands why Brazil was the last nation to abolish slavery and the slave trade BD (WE,215)
- Understands the consequences of the Haitian Revolution for the slave trade BD (WE,215)
- Knows the extent of slave imports to Brazil, Spanish America, the British West Indies, the French West Indies, British North America and the U.S. and how the influx of slaves differed in the two periods of 1701-1810 and 1811-1871 BD (WE,215)
- Understands the relative importance of Enlightenment thought (e.g., arguments forwarded by French *Philosophes* such as Louis de Jaucourt, Voltaire, Rousseau, Diderot) Christian piety, democratic revolutions, slave resistance and changes in the world economy in bringing about the abolition of the slave trade and the emancipation of the slaves in the Americas BD (WE,214)
- Knows the organization, participants and main issues of the World Antislavery Convention in London in 1840 BD (WE,215)
- Understands what the book *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vasa, Written by Himself* illustrates about the slave trade from the viewpoint of the slave and how the book was received in Britain and the United States BD (WE,215)

78. Understands how the Ottoman Empire attempted to meet the challenge of Western military, political and economic pressure in the 18th and 19th centuries (C) (WE,216;NI,284)

Level II (Grades 5-6)

- Understands the lives of different members of Ottoman society, such as the janissary, BD (WE,216)

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attendees of the Palace School and women

- Understands the Western-style reforms made to the Ottoman empire under the reign of Selim III BD (WE,216;LI,284)
- Understands the reign and major accomplishments of Muhammad Ali of Egypt and why he was called "the father of modern Egypt" BD (WE,216;LE,284)
- Knows why the empire was forced to retreat from the Balkans and Black Sea region BD (WE,216)
- Knows the impact of the French invasion of Egypt in 1798 BD (WE,216)

Level III (Grades 7-8)

- Understands the sources of the weakness of the Ottoman empire in the late 19th century and why it was called "the sick man of Europe" BD (WE,216;LI,284)
- Understands the military training and equipment of the Janissary Corps (e.g., as compared to the Japanese Samurai, Mongol soldiers, European knights or the modern infantry) BD (WE,216)
- Knows how and when territory of the Ottoman Empire changed during the first half of the 19th century and which nations were created, made autonomous within the Empire or controlled by foreign powers BD (WE,216)
- Understands the causes of the Crimean War, and knows the main events, the major nations involved and the forms of warfare employed BD (WE,217)
- Understands the defensive reform programs of Selim III and Mahmud II and the challenges they faced in resolving the empire's political and economic crisis BD (WE,216)

Level IV (Grades 9-12)

- Knows how the roles of the janissaries and Jewish and Christian merchants and landowners changed by the middle of the 19th century, and understands the factors that allowed them relative prominence BD (WE,217)
- Knows the relative presence and the location of diverse religious and ethnic groups (e.g., BD (WE,217)

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Sunni and Shi'ite Muslims, Druses, Wahabis, Jews, Christians, assorted nationalities) within the Ottoman Empire in 1800, and understands the prevailing Ottoman policy toward religion (e.g., the relationship within the Empire between religion and political authority)

- Knows the individual motivations and relative military strength of the English, French and Ottomans in the Crimean War, as well as the significance of the outcome of the war for each of these participants BD (WE,217)
- Understands the reforms of 1856 in the Hatt-I-Humayun issued by Abdul-Mejid, their relative success and the reactions of diverse social and ethnic groups (e.g., religious leader, merchants, artisans and ethnic groups such as Armenians, Bulgarians, Macedonians and Serbs) BD (WE,217)
- Knows the political, military and economic problems faced by Selim the III in his rule, the reforms he instituted to deal with these problems and their consequences (e.g., the relative success or failure of the emperor and the state in which he left the empire at his death) BD (WE,217)
- Knows the events of the French invasion of Egypt in 1798, and understands the positive and negative impact of the French upon Egyptian culture (e.g., as viewed by the Egyptian chronicler of the invasion, al-Jabarti) BD (WE,217)
- Understands the effects of population growth and European commercial penetration on Ottoman society and government in the 18th and 19th centuries BD (WE,217)

79. Understands Russian imperial expansion in the late 18th and 19th centuries (R) (WE,218)

Level II (Grades 5-6)

- Understands why and how Russia expanded across Asia (into Manchuria and Siberia), into Alaska and along the California coast BD (WE,218)
- Understands what archaeological evidence suggests about daily life in the Russian settlements at Sitka and Bodega Bay BD (WE,218)

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Level III (Grades 7-8)

- Knows the extent of Russian expansion into eastern Europe and central Asia under the reign of Catherine the Great (including territories gained from the Ottomans), how Poland was partitioned in 1772, 1793 and 1795, and knows the location and importance of Russian ports on the White and Black Seas and the Baltic BD (WE,218)
- Understands characteristics of Russian absolutism (such as that under Catherine the Great and her policies toward nobility, peasantry and serfdom) and reasons for the emergence of movements to reform or oppose the czarist regime (e.g., as reflected in the Pugachev Rebellion of 1773) BD (WE,218)
- Understands the general political, social and economic structure of Russia in the 1800s, including the relationship between landowners and peasants BD (WE,218)

Level IV (Grades 9-12)

- Understands motivations behind the czarist reform movements of the 1820s and how these movements appealed to different social sectors BD (WE,218)
- Knows the causes of the Crimean War and its consequences for Russia, the Ottoman Empire, Britain and France BD (WE,219)
- Understands Czar Nicholas I's positions on such issues as creating a constitution, freedom of the press, the Decembrist uprising, the Polish rebellion and the process of "Russification" BD (WE,219)
- Knows the limits of Russian expansion eastward across Siberia and southward beyond the Caspian Sea, and understands why Russia invaded Ottoman territory in the early 1850s, the significance of the Crimean War for the Russians and how it led to political and social reform BD (WE,219;LE,284)
- Understands how Pan-Slavism affected Russian foreign policy in the late 19th century, and knows which groups within and outside of Russia supported this movement and why BD (WE,219)
- Understands what the Trans-Siberian and other railroad routes tell about Russian development and expansion, including the growth of cities, from 1801 to 1914 BD (WE,219)

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80. Understands the consequences of political and military encounters between Europeans and peoples of South and Southeast Asia (C) (WE,220)

Level II (Grades 5-6)

- Understands how and where goods were primarily traded between China, India and Europe and what impact this trade had on Indian agriculture and industry BD (WE,220;LE,282)
- Understands the origins of both the French and British East India companies (i.e., how they received their charters), what their charters enabled them to do and the attitude of the home country to the role these companies were to play in India BD (WE,220)
- Understands the trading relationship between the East India companies and Indian rulers BD (WE,220)
- Understands the advance of British power in India up to 1850, its social and economic impact and the efforts of Indians to resist European conquest and achieve cultural renewal BD (WE,220;LI,282)

Level III (Grades 7-8)

- Understands the changing linguistic and religious diversity in India between the early 18th and late 19th centuries BD (WE,220)
- Understands the competitive policies of the British and the French in India and understands why the British East India Company was able to prevail BD (WE,220)
- Knows how the area of Dutch influence and control in South Asia changed between 1815 and 1850 BD (WE,220)
- Understands the significant changes in political control and boundaries in India between 1798 and 1850 BD (WE,220)
- Knows the locations of major trade routes that linked India with China and Europe (including the Suez Canal), the goods imported to and exported from India, and understands the effects of world trade on Indian agriculture, industry and resources BD (WE,221)
- Understands the decline of the Mughal empire and the rise of British political and military influence in India between 1750 and 1858 (e.g., the grant of *diwani* to the East India Company, the battle of Plassey with the French, the defeat of Tipu Sultan of BD (WE,221)

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Mysore, the taking of Delhi, the defeat of the Marathas, the First Afghan War, the annexation of the Sind and the conquest of the Punjab; the uprising of 1857, the official transfer of power from the East India Company to the British Crown)

- Understands how the Dutch ruled their colonies in the East Indies, and knows the goods traded by the Dutch in this region and the language spoken BD (WE,221)

Level IV (Grades 9-12)

- Understands how Western culture influenced the lives of elite groups living in India and Indonesia and what aspects of the indigenous cultures were embraced by the Europeans BD (WE,221)
- Understands the attitude of Muslims and upper-class Hindus toward the British presence in India in the late 19th century BD (WE,221;LE,282)
- Knows the major accomplishments of Ram Mohan Roy and his central ideas regarding western influence (e.g., science, language use, technology, culture) in India, and understands what he hoped to accomplish for India in the mid-19th century BD (WE,221;LE,282)
- Understands the "modernizing" policies in India of Lord Dalhousie and the social and political impact of the railroad on India (e.g., who most benefited; whether it helped or hindered the "unity" of India) BD (WE,221)
- Understands the central issues (positive and negative) surrounding the supposition that the British "unified" India BC (WE,221)
- Understands comparisons of the policies of the British in India and the Dutch colonial practices in the East Indies, areas within these policies of substantial similarity and difference and the role of the indigenous elites under each of these regimes BC (WE,221)

- 81. Understands how China's Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries** (C) (WE,222)

Level II (Grades 5-6)

- Understands why China resisted political contact and trade with Europeans and how the opium trade contributed to European penetration of Chinese markets BD (WE,222;LI,286)

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- Understands the motivations behind Chinese immigration to the U.S. and Southeast Asia BD (WE,222)
- Understands the motivations behind the Chinese trading policy and China's desire to keep out foreigners BD (WE,222)

Level III (Grades 7-8)

- Understands the causes of governmental breakdown, political conflict and social disintegration and conflict in China in the late 18th and 19th centuries BD (WE,222;LI,286)
- Knows the main events surrounding the Boxer Rebellion and the Opium War BD (WE,222)
- Understands the economic and social consequences of rapid population growth in China between the 17th and 19th centuries BD (WE,222)
- Knows causes and consequences of the mid-19th century Taiping rebellion BD (WE,222)

Level IV (Grades 9-12)

- Understands China's Qing dynasty's response to economic overtures from other countries (e.g., as in Qianlong's correspondence [1793] to King George III, denying English trading rights in China) BD (WE,222;LI,286)
- Understands how Christianity, rural class relations and rural poverty contributed to the Taiping rebellion BD (WE,223;LE,286)
- Understands the Chinese and British positions on opium sales and trade within China and individual perspectives on opium sales and the war (e.g., Lin Zexu's letter to Queen Victoria; Lord Palmerston's arguments in Parliament; Wei Yuan's perception of the West) BD (WE,223)
- Understands how the Treaties of Nanking (1842) and Shimonoseki (1895) illustrate the advent of late 19th-century Chinese imperialism BD (WE,223;LI,28)
- Understands prominent Chinese views on China's relations with the West and challenges presented by the west, such as those forwarded by Zhang Zhidong (*Exhortation to Study*, 1898) and Kang Youwei (in a memorial to the emperor) BD (WE,223)
- Understands the reasons for the Chinese diaspora in Southeast Asia and the Americas and BD (WE,223)

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the role of overseas Chinese in attempts to reform the Qing

82. Understands how Japan was transformed from feudal shogunate to modern nation-state in the 19th century (C) (WE,224;LI,285)

Level II (Grades 5-6)

- Knows what Commodore Matthew Perry accomplished in Japan in the 1850s and understands what his voyage meant for the Japanese BD (WE,224;LE,285)
- Knows the goals and policies of the Meiji state and the impact of these upon Japan's modernization (e.g., those set forth in the Charter Oath) BD (WE,224;LE,285)
- Understands the impact of Western ideas and the role of Confucianism and Shinto traditional values on Japan in the Meiji period BD (WE,224)

Level III (Grades 7-8)

- Knows the internal and external causes of the Meiji Restoration, and understands the position of the samurai (e.g., as understood from the letters of Sakamoto Ryoma) in the events leading to this restoration BD (WE,224)
- Knows how Japan's relations with China and the Western powers changed from the 1850s to the 1890s (e.g., its adaption of a "window on the west", the idea "modernization equals Westernization") BD (WE,224;LI,285)

Level IV (Grades 9-12)

- Knows the goals of the new imperial government, as outlined in the Charter Oath of 1868, and knows which of these were achieved and when BD (WE,224;LE,285)
- Understands the nature of living conditions for factory workers in Meiji Japan BD (WE,225)
- Understands aspects of education and social change in Meiji Japan, and knows significant changes in social relations from the Tokugawa period (as illustrated in *Encouragement of Learning* by Fukuzawa Yukichi) BD (WE,224;LI,285-286)

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- Understands possible comparisons between the Meiji restoration and the French and American revolutions BD (WE,225;LI,285)
- Knows reasons for Japan's rapid industrialization, and understands its response to Western commerce in the 19th century (as compared, e.g., to the Chinese response) BD (WE,225;LE,285)
- Understands which aspects of Western society appealed to 19th-century Japanese and why (as evidenced, e.g., in *As We Saw Them* by Masao Miyoshi) BD (WE,225;LE,285-286)
- Understands the meaning and significance of the Meiji slogans "Civilization and Enlightenment," "Rich Nation, Strong Army" and "Increase Production and Promote Industry" BD (WE,225)
- Understands Japan's transformation from a hereditary social system to a middle-class society, and knows who benefited and who suffered in the first decades of industrialization and nation-building BD (WE,225)

83. Understands how modern nationalism affected European politics and society in the 19th and early 20th centuries (C) (WE,226;LI,279)

Level II (Grades 5-6)

- Understands the appeal of Garibaldi's nationalist Redshirts to Italians BD (WE,226)
- Knows the major leaders of unification and nationalism in Italy and Germany, and understands why these movements succeeded BD (WE,226;LI,279)

Level III (Grades 7-8)

- Knows where revolutions occurred in 1848, how they were (or were not) a chain reaction and the goals and motivating spirit of each BD (WE,226)
- Knows the major accomplishments of prominent figures in the revolutionary era (e.g., Louis Philippe, Louis Napoleon, Madame de Stael, Louis Kossuth, Pope Pius IX, George Sand, Giuseppe Mazzini, Klemens von Metternich) BD (WE,226)
- Understands the chronology of significant events in the unifications of Italy and Germany BD (WE,226;LI,279)

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- Understands major characteristics of 19th-century European nationalism and connections between nationalist ideology, the French Revolution, Romanticism and liberal reform movements (e.g., how these ideologies and efforts differed among Poland, Hungary, Austria, Germany, Italy and Spain) BD (WE,227)
- Understands why the revolutions of 1848 failed to achieve their nationalist and democratic objectives BD (WE,227)
- Understands the purpose of Bismarck's "Blood and Iron" speech and the previous attempts at unification to which he refers BD (WE,227)
- Understands the extent to which Garibaldi reflected 19th-century Romanticism BD (WE,117)

Level IV (Grades 9-12)

- Knows the chronology, major events and outcomes of the Franco-Prussian War (e.g., how it impacted the British, Bavarians and French; how the French were agitated into war by the edited Ems telegram) BD (WE,227)
- Understands the definition of *realpolitik* and how Cavour and Bismarck exemplified this political philosophy BC (WE,227)
- Knows the importance of Greek nationalists' and Europeans' roles in the struggle for Greek independence from the Ottomans BD (WE,227)
- Understands how nationalism fostered tension and conflict in the Austro-Hungarian and Ottoman empires (e.g., how Bismarck's understanding of history informed his editing of the Ems telegram and the effect the telegram had on the French) BD (WE,226)

84. Understands the impact of new social movements and ideologies on 19th-century Europe (C) (WE,228;LI,278)

Level II (Grades 5-6)

- Understands the causes of large-scale population movements from rural areas to cities in continental Europe BD (WE,228;DE,76.2)

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- Understands the origins of women's suffrage (and other movements) in North America and Europe, leading figures from the movements on both continents and their success until World War I BD (WE,228)
- Understands the leading ideas of Marxism, other forms of socialism and myriad labor movements and how they contributed to political and social change in Europe BD (WE,228;LI,278)

Level III (Grades 7-8)

- Understands causes for major demographic changes (e.g., rural-urban populations shifts) in 19th-century Europe, as well as trends in emigration out of Europe and between European countries in the same period BD (WE,228)
- Knows of the leaders and development of the women's suffrage movement in Britain and the movement's major accomplishments until the end of the 19th century BD (WE,228)
- Understands the roots of trade unions in Europe BD (WE,228)
- Understands the changing roles and status of European Jews and the rise of new forms of anti-Semitism BD (WE,228;LI,279)

Level IV (Grades 9-12)

- Knows the six major demands of the Chartist movement in England, how the ruling classes reacted to these demands and the effect upon these demands of the 1848 continental revolutions BD (WE,229)
- Understands the agitation for as well as the resistance against women's suffrage in the late 19th century BD (WE,229)
- Knows the essential ideas, such as the "10 Point Program," outlined in Marx and Engel's *Communist Manifesto*, and understands them in the context of late 19th-century economic, political and social conditions BD (WE,229;LI,279)
- Knows the goals of the women's movement in the 19th century and the essential ideas outlined by Mary Wollstonecraft in *Vindication of the Rights of Women* BD (WE,229)
- Understands the broad beneficial and detrimental effects of the Industrial Revolution on BD (WE,229)

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specific European countries (e.g., as evidenced in primary and secondary materials)

- Knows the events and issues of the Dreyfus Affair in France, and understands why the French military establishment refused to pardon Dreyfus in the face of overwhelming evidence proving his innocence and understands how this became a political conflict between conservatives and progressives BD (WE,229)
 - Understands the influence of industrialization, democratization and nationalism on popular 19th-century reform movements BD (WE,228)
 - Knows the extent to which Britain, France and Italy became more broadly liberal and democratic societies in the 19th century BD (WE,228)
- 85. Understands how major technological, scientific and intellectual achievements contributed to social and cultural change in 19th-century Europe** (R) (WE,230)

Level II (Grades 5-6)

- Understands aspects of the basic school day for male and female students in the 19th century BD (WE,230)
- Understands how significantly education (or the lack thereof) affected the lives and prospects of 19th-century Europeans, and understands differences in the daily lives of children from working-class, middle-class, and upper-class families BD (WE,230)
- Knows significant inventions and inventors in 19th-century Europe and America (e.g., railroad, telegraph, telephone, internal combustion engine, photography) and the social, economic and cultural impact of these new inventions BD (WE,230;LI,278)
- Understands the social significance of the work of 19th-century scientists such as Maxwell, Darwin, Pasteur and Curie BD (WE,230)
- Knows major movements in literature, music and the visual arts, and understands ways in which they shaped or reflected social and cultural values BD (WE,230)

Level III (Grades 7-8)

- Understands how the average standard of living changed in Europe in the 19th century, BD (WE,230;LI,278)

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and knows the factors that accounted for this change (e.g., how this is seen in those who did and did not benefit from these changes)

- Knows the major figures and discoveries in 19th-century science (e.g., Maxwell, Darwin, Curie, Pasteur) and understands how these affected society and the health of children and adults BD (WE,230)
- Understands how leisure activity and popular culture changed throughout the 19th century and the factors that contributed to these changes BD (WE,231)
- Knows major movements in the arts during the 19th century (e.g., Romanticism, Realism and Impressionism), and understands how these movements reflected changing attitudes in society BD (WE,231)
- Understands the social, economic and cultural impact of the railroad and the popular attitudes toward the changes it brought BD (WE,231)
- Understands the broad-ranging benefits and disadvantages of attending school for children from peasant, middle-class, craft and urban factory-working families BD (WE,231)
- Understands elements of the distinctive middle-class and working-class culture that developed in industrial Europe (e.g., which activities and entertainment were associated with these classes) BD (WE,230)

Level IV (Grades 9-12)

- Knows which countries had enacted compulsory education by the end of the 19th century and how school attendance figures were affected by the industrial age BD (WE,231)
- Understands ways in which trends in philosophy and the new social sciences challenged and reshaped traditional patterns of thought, religious understanding and understanding of social organization (as exemplified, e.g., in Darwin's *The Origins of the Species*) BD (WE,231)
- Understands the distinctive characteristics of popular, diverse 19th-century art styles, such as Romanticism, Realism and Impressionism BD (WE,231)
- Understands how primary sources, such as diaries, illustrate the life experiences of middle- and working-class men and women in 19th-century Europe BD (WE,231)

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- Understands how expanded educational opportunities and literacy contributed to changes in European society and cultural life BD (WE,231;LE,279)
- Understands how Europeans shaped their own image of themselves through their view of "other" peoples and cultures (as found, e.g., in travel accounts and missionary reports) BD (WE,231)
- Knows the major new scientific thinkers of the 19th century and how they built upon or rejected each other's theories BD (WE,231)

86. Understands political, economic and social transformations in the Americas in the 19th century (R) (WE,232;LI,277)

Level II (Grades 5-6)

- Understands how geography may have influenced nation-building in Latin America BD (WE,232)
- Understands the class system in Latin America and its basis in race BD (WE,232)
- Understands where democracy failed and succeeded in Latin America in the decades after independence was achieved in individual nations BD (WE,232)
- Understands how major events in the United States impacted the rest of the hemisphere BD (WE,232)
- Understands the degree of progress in race relations and the status of women in the 19th century BD (WE,232)

Level III (Grades 7-8)

- Understands the advent of the caudillo ruler in Latin America (e.g., Portales, Rosas), his supporters and the methods by which he maintained his power BD (WE,232)
- Knows the territorial expansions of the United States in the 19th century, how new territories were acquired and from whom BD (WE,232)
- Understands the factors that contributed to nation-building in Canada (e.g., how the new Dominion of Canada was linked via the Canadian Pacific Railway) BD (WE,232)

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- Understands the effects of foreign intervention and Liberal government policies on social and economic change in Mexico BD (WE,232)

Level IV (Grades 9-12)

- Understands the roles and perspectives of the caudillo, military official, landowner, urban bourgeoisie or church official in post-independence Latin America BD (WE,233)
- Knows the major accomplishments of the Mexican reformer Benito Juárez, and understands his leadership in the framework of the Liberal/Conservative civil wars and the French intervention BD (WE,233)
- Understands how primary sources (e.g., *Ariel* by Juan Enrique Rodó, *Facundo* by Domingo Sarmiento, the writings of Jose Marti and Rubén Darío) illustrate attitudes toward nationalism and cultural identity in 19th-century Latin America BD (WE,233)
- Understands the governmental structure of the Dominion of Canada created in 1867 BD (WE,233)
- Understands the consequences of economic development, elite domination and the abolition of slavery for peasants, indigenous populations and immigrant laborers in Latin America BD (WE,232)
- Understands Latin America's growing dependence on the global market economy, as well as the effects of international trade and investment on the power of landowners and the urban middle class (e.g., as reflected in the economic policies and consequences of the rule of General Porfirio Diaz) BD (WE,232)

87. Understands the causes and consequences of European settler colonization in the 19th century (R) (WE,234)

Level II (Grades 5-6)

- Understands great trends in the population of Europe for the last three and a half centuries and at what time Europe had the greatest number of inhabitants BD (WE,234)
- Understands why migrants left Europe in large numbers in the 18th century, and knows the temperate regions of the world in which the frontiers of European settlement were BD (WE,234)

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established or expanded

- Understands the consequences of encounters between intrusive European migrants and indigenous peoples in such regions as the United States, Canada, South Africa, Australia and Siberia BD (WE,234)
- Understands the general appeal of Canada to European immigrants in the second half of the 19th century (e.g., which European populations were settling in Canada the most and where) BD (WE,234)

Level III (Grades 7-8)

- Understands possible connections between the rise of the Zulu empire in South Africa and the intrusion of European settlements in the Cape region, and understands the characteristics of relations between migrating European and African peoples that laid the foundations for the eventual apartheid system of the 20th century BD (WE,234;LI,281)
- Understands global trends in migration from Europe between 1846 and 1932 (e.g., from which countries the largest number of immigrants came and where they settled) BD (WE,235)
- Understands the diverse factors that contributed to the peaking and then leveling off of European population growth from the 17th to the 20th centuries (e.g., variations in birth and death rates, infant mortality rates) BD (WE,235)
- Understands how new technologies such as the steamship and the railroad facilitated emigration (e.g., they allowed for safer, more secure travel) BD (WE,235)
- Understands the geographical, political, economic and epidemiological factors that contributed to the success of European colonial settlements in such regions as Argentina, South Africa, Australia, New Zealand, Algeria, Siberia and Canada (e.g., improvement of living standards, overpopulation and political or religious persecution in Europe) BD (WE,234)

Level IV (Grades 9-12)

- Understands the debate on the westward movement in North America in the 19th century (whether this movement was unique or simply part of a larger pattern of European overseas settlement), and understands the consequences of this expansion for indigenous peoples BD (WE,235)

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- Knows the food and raw materials produced by specific groups of settlers, and understands the impact of new settlements and increased economic ties with Europe on different regions BD (WE,235)
- Understands the diverse motivations behind resettlement for specific groups of people immigrating to specific countries (e.g., Italians immigrating to Argentina) and why they chose these regions (e.g., similarity to native climate, geography) BD (WE,235)
- Understands the impact of new immigrants upon the environment and indigenous populations of Australia BD (WE,235)
- Knows how substantial European immigration in the 19th century had economic consequences for cities in the United States and how residents and previous immigrants reacted to the new immigrants BD (WE,235)
- Knows the general global patterns of European settlement, and understands how these patterns affected the politics and economy of the local regions, as well as resources, labor, the flow of goods and markets BD (WE,235)

88. Understands the causes of European, American and Japanese imperial expansion between 1850 and 1914 (C) (WE,236)

Level II (Grades 5-6)

- Understands how motives for European imperialist expansion into Africa, Southeast Asia and China varied depending on the region where expansion took place BD (WE,236;LI,280)
- Understands how advances in transportation, medicine and weaponry helped the European imperial expansion in the late 19th century BD (WE,236)

Level III (Grades 7-8)

- Knows the major achievements of Cecil Rhodes, and understands his motives and goals in the "scramble for Africa" BD (WE,236)
- Understands the motives that impelled several European powers to undertake imperial expansion against peoples of Africa, Southeast Asia and China between the 1850s and BD (WE,236;LE,280)

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1914 (as exemplified, e.g., in the provisions of the Treaty of Nanking [1842])

- Understands the ideas of Social Darwinism and pseudoscientific racism in 19th-century Europe and how these encouraged European imperial expansion in Africa and Asia BD (WE,236;LI,279)
- Understands the causes, events and outcome of the Russo-Japanese war BD (WE,236)
- Knows the reasons for Japan's imperial expansion in Korea and Manchuria and Japan's rise to world-power status BD (WE,236)
- Knows the causes and course of the Spanish-American war and how this related to U.S. participation in Western imperial expansion BD (WE,236)

Level IV (Grades 9-12)

- Knows the major chain of events in Europe and Africa that led to the "scramble" for African territory, which event may be considered the single greatest catalyst, and understands the role of particular African governments or peoples in the partition of Africa by the Europeans BD (WE,237)
- Knows the chief benefits of the introduction of new political institutions and the benefits of advances in communication, technology and medicine to countries under European imperialist rule, as well as the major costs and disadvantages of these introductions BD (WE,237)
- Understands the European intellectual justifications for imperialism (e.g., the French notion of *mission civilisatrice*, the German concept of *Kultur*, and British imperialism as reflected in Rudyard Kipling's *White Man's Burden*) BD (WE,237;LE,280)
- Understands the impact of European expansion on legal, familial and gender relations in Indian and African village life (e.g., as reflected in Chinua Achebe's *Things Fall Apart* and Markandaya's *Nectar in a Sieve*) BD (WE,237)
- Knows how medical advances, steam power and military technology were used in European imperialism BD (WE,237)
- Knows the locations, history and source of funding of major national and international rail lines in Africa and Eurasia constructed in the late 19th and early 20th centuries, and understands the benefits they provided to imperial powers and indigenous economies BD (WE,237)

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- Understands the effects of the Sino-Japanese war, the Russo-Japanese war and the colonization of Korea on Japan's status as a world power and how Japan justified its imperial expansion BD (WE,236-237)

89. Understands transformations in South, Southeast and East Asia in the era of "new imperialism" (C) (WE,238)

Level II (Grades 5-6)

- Knows the causes, course and consequences of the Boxer Rebellion BD (WE,238;LI,286)
- Knows the main achievements of Meiji Japan BD (WE,238)
- Understands Japan's rapid industrialization, technological advancement and national integration in the late 19th and early 20th centuries BD (WE,238)

Level III (Grades 7-8)

- Knows the geographic location of European interests in South, Southeast and East Asia in the late 19th century BD (WE,238)
- Knows the social, economic and intellectual sources of Indian nationalism, the causes of the Uprising of 1857 and the British reaction to the Uprising and to Indian nationalism BD (WE,238;LI,282)
- Understands the economic and political impact of British rule on India in the 19th century BD (WE,238;LI,282-283)
- Knows how the Chinese reacted to the presence and activities of foreigners in their country in the late 1890s BD (WE,238)
- Understands the Chinese efforts to reform government and society after 1895, as well as the related causes for revolution in 1911 BD (WE,238)
- Knows how and why silk was of great importance to Japanese trade and economic development BD (WE,238)

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Level IV (Grades 9-12)

- Knows the causes of the Uprising of 1857 (including British-imposed religious policies), its participants and the varied reactions to the revolt on the part of Sikhs, Hindus, Muslims and Indian royalty who had made alliances with the East India company BD (WE,238;LI,282)
 - Knows the reasons for initial Chinese imperial support for the Boxer Rebellion BD (WE,238)
 - Knows the major achievements of Sun Yatsen and understands what role overseas Chinese played in the 1911 revolution BD (WE,238)
 - Knows the chronology of major social, economic and technological changes derived from the West in 19th-century Japan BD (WE,239;LE,286)
 - Knows where the British and French expanded into mainland Southeast Asia, how their colonial policies differed and how Thailand avoided colonization BD (WE,239)
 - Understands the political and symbolic role of the emperor in Meiji Japan BD (WE,239;LI,285)
90. Understands the varying responses of African peoples to world economic developments and European imperialism from the late 18th to the early 20th centuries (C) (WE,240)

Level II (Grades 5-6)

- Knows what happened in South Africa after the discovery of gold and diamonds (e.g., changes in race and political relations between British authorities, Afrikaners, British investors and Africans) BD (WE,240)
- Knows which products were most often traded between West Africa and Europe after the slave trade stopped BD (WE,240;LE,281)
- Understands major changes in the political geography of Africa between 1880 and 1914 BD (WE,240)

Level III (Grades 7-8)

- Understands the accomplishments and goals of specific African resistance movements (e.g., Abd al-Qadir in Algeria; Samori Ture in West Africa; the Mahdist state in the BD (WE,240;LI,281)

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Sudan; Memelik II in Ethiopia; the Zulus in South Africa)

- Knows the location of the Suez Canal, how and why it was created and what it did for world trade and political alliances BD (WE,240)
- Understands how trade (of such things as clover, ivory and slaves) helped make empire-builders such as Tippu Tip and the effect trade had on resistance to European Imperialism BD (WE,240)
- Understands how West African economies changed after the end of the trans-Atlantic slave trade BD (WE,240)

Level IV (Grades 9-12)

- Understands how and why slavery and the slave trade flourished in both West and East Africa even after the end of the trans-Atlantic slave trade (e.g., the demand for African products contributed to increased enslavement; the development of clove plantations in East Africa and the international ivory trade encouraged more widespread enslavement; the slave trade, along with the ivory trade, encouraged the growth of new kingdoms in the interior) BD (WE,241)
- Understands reasons for the successes and failures of prominent African resistance movements (e.g., Abd al-Qadir in Algeria; Samori Ture in West Africa; the Mahdist state in the Sudan; Menelik II in Ethiopia; Zulus in South Africa) BD (WE,241;LI,281)
- Understands the relative strengths of Islam and Christianity in Africa at the beginning of the 20th century, types of rivalries among Christian denominations and the links between both of these and the interests of governments BD (WE,241)
- Understands the nature of popular Sudanese resistance to the British, as well as the general success of Mahdi Muhammad Ahmed and the Mahdi uprising against British imperialism BD (WE,241)

91. Understands major global trends from 1750 to 1914 (R) (WE,242)

Level II (Grades 5-6)

- Understands the experiences of immigrants to North and South America in the 19th century BD (WE,242)

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- Understands major patterns of long-distance migration of Europeans, Africans and Asians, as well as the causes and consequences of these movements (e.g., migrations from Asia and Africa between 1750 to 1900) BD (WE,242)
- Understands major shifts in world population and urbanization in this era and how factors such as industrialization, migration, changing diets and scientific and medical advances affected worldwide demographic trends (e.g., understands the changes large cities around the world went through in this period, such as Guangzhou [Canton], Cairo, Tokyo, Buenos Aires, Bombay, San Francisco, or London) BD (WE,242)

Level III (Grades 7-8)

- Understands trends in world population between 1500 and 1900, where the greatest increases occurred and possible factors for this growth BD (WE,243)
- Understands where Christianity and Islam grew in this era, and understands the causes of 19th-century reform movements or renewal in Buddhism, Christianity, Hinduism, Islam and Judaism BD (WE,243)
- Understands the diverse processes through which industrialization occurred in Great Britain, France, Germany, the United States, Russia, Japan and other countries, and how industrialization affected class relations and social positions (e.g., conditions for rural families, the roles of women and children) BD (WE,243)
- Understands how the daily lives of working-class men and women differed in the industrial era BD (WE,243)

Level IV (Grades 9-12)

- Knows how and where major changes in world political boundaries occurred between 1750 and 1914 (e.g., as illustrated by trends in migration and the growth of large cities around the world and how the urbanization of regions was related to European colonialism) BD (WE,243)
- Understands the reform movements in specific world religions in the 19th century, including Buddhism, Islam, Christianity, Hinduism and Judaism, and knows what degree of success these movements met BD (WE,243)

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- Understands the importance of ideas associated with republicanism, liberalism, socialism and constitutionalism on 19th-century political life in such states as Great Britain, Germany, Russia, Mexico, Argentina, the Ottoman Empire, China, or Japan (e.g., how some of these movements were tied to new- or old-class interests) BD (WE,243)
 - Understands patterns of social and cultural continuity in various societies and understands how people maintained traditions and resisted external changes in an era of expanding Western hegemony and rapid industrial and urban change (e.g., as told in such literature as *Things Fall Apart* by Chinua Achebe, *The Joys of Motherhood* by Buchi Emecheta, *Nectar in a Sieve* by Kamala Markandaya and *Child of the Dark: The Diary of Carolina Maria de Jesus*) BD (WE,243)
 - Understands the major accomplishments of Jamal al-Din, al-Afghani, Rashid Rida and Muhammed Abdul and what they did to blend Western ideas and values with indigenous values BD (WE,243)
 - Understands the process of educational reform in various Muslim regions during the 19th century (e.g., the new institutions that were established, the affect of this reform on women, those areas that wholly embraced Western values and those that rejected them) BD (WE,243)
92. Understands how a belt of industrialized states was emerging in the northern hemisphere in the early 20th century (C) (WE,248)

Level II (Grades 5-6)

- Knows major scientific, medical and technological advances (e.g., the automobile) in Europe and the United States at the turn of the century and understands popular attitudes regarding material progress and the West's global leadership BD (WE,248;LI,293)
- Understands how industrial development affected standards of living and lifestyles of middle- and working-class people in the United States and Europe (as can be seen, e.g., in artworks, photographs and documentary films) BD (WE,248)

Level III (Grades 7-8)

- Understands the industrial power of Great Britain, France, Germany, Japan and the United States in the early 20th century (e.g., how the nations compare statistically) and BD (WE,248)

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understands the importance and potential of industrialization for each

- Understands prominent features and ideas of liberalism, social reformism, conservatism and socialism in the early part of this century (e.g., the "welfare state" promoted by liberal ideals; the influential ideas of leading Europeans such as Stanley Baldwin, Ramsay MacDonald, Emmeline Pankhurst, Jean Jaurès, Raymond Poincaré, Peter Stolypin, Alfred Krupp or Rosa Luxemborg) BD (WE,255;LI,293)
- Understands Japan's economic development (e.g., rapid industrialization, technological advancement) national integration and political ideologies around the turn of the century (and how they compare, e.g., with those aspects in Europe and the United States) BD (WE,248)
- Understands how Japanese territorial expansion (e.g., expansion after the Sino-Japanese and Russo-Japanese wars; the annexation of Taiwan; influence in Korea) affected the industrialization and economic development of Japan BD (WE,249;LI,302)

Level IV (Grades 9-12)

- Understands government programs in the industrial nations of the Northern Hemisphere with respect to social legislation, such as Social Security, minimum wage laws and compulsory free public education, and understands their efficacy BD (WE,248;LE,293)
- Understands the broad effects of technological developments on labor, capital investment and industrial production (e.g., social changes, impact upon the standard of living) BD (WE,249)
- Understands the diverse factors that contributed to the industrialization of Japan (e.g., land ownership policy, new technology, government subsidies) BD (WE,249)
- Understands why European colonial territories and Latin American countries continued to maintain largely agricultural economies in the early 20th century (e.g., restrictive policies of the European countries regarding industrialization in the colonies) BD (WE,249)

93. Understands the causes and consequences of important resistance and revolutionary movements in the early 20th century (R) (WE,250)

Level II (Grades 5-6)

- Understands the causes and events of the Russian Rebellion of 1905 and how it BD (WE,250;LI,295)

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influenced events in the decade following

- Understands the accomplishments of prominent figures in the Mexican Revolution (e.g., Francisco Madero, Emiliano Zapata, Francisco Villa) and the significance of that revolution as the first 20th-century movement in which peasants played a prominent role ^{BD (WE,250)}
- Understands why Dr. Sun Yatsen is considered an important figure in the history of modern China ^{BD (WE,250;LE,303)}
- Understands how the art of such Mexican painters as Diego Rivera and José Clemente Orozco glorified the revolution and the Mexican nation and fostered support among the peasantry for the revolution ^{BD (WE,250;L1,310)}

Level III (Grades 7-8)

- Knows the causes, events and consequences of the Russian "Bloody Sunday" in 1905 and the ensuing revolution ^{BD (WE,250;L1,295)}
- Understands what the peasantry and middle class fought for and against in the Mexican Revolution ^{BD (WE,250;L1,310)}
- Understands the promises of China's 1911 republican revolution (as well as the New Culture movement) and why it failed to address China's political, economic and social problems ^{BD (WE,250;L1,303)}
- Understands the causes, course and consequences of the South African (Anglo-Boer) War (e.g., what has led it to being described as a "total war") ^{BD (WE,250)}
- Understands the efforts of the revolutionary government of the Young Turks to reform Ottoman government and society (e.g., their use of nationalism to promote their causes, the classes in which they held the greatest appeal) ^{BD (WE,250)}

Level IV (Grades 9-12)

- Understands the diverse events surrounding the Russian Revolution of 1905 (e.g., the Russo-Japanese War, "Bloody Sunday", the October Manifesto) and knows what groups were agitating for political reform and which for radical changes ^{BD (WE,257)}

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- Understands the aspects of nationalism expressed in the works of the Mexican Revolution by muralists José Clemente Orozco, David Siquieros and Diego Riviera, and understands how these murals fostered support for the Revolution among the peasantry BD (WE,257;LI,310)
- Understands the impact of the Mexican Revolution on the peasantry (as told, e.g., in Carlos Fuentes's *The Death of Artemio Cruz*, or Mariano Azuela's *The Underdogs*) BD (WE,257)
- Understands the social and cultural conditions in China that led to the New Culture, or May Fourth movement BD (WE,257;LI,303)
- Understands the attitude of the British toward non-British people and colonial troops at the time of the Boer War and the consequences of the war for Boers, British and African populations BD (WE,257)
- Understands the reforms advocated by the Young Turk movement, the movement's origins and possible reasons for its success BD (WE,257)
- Knows the four points of Sun Yatsen's *Manifesto* for the Revolutionary Alliance (Tong Meng Hui) and to whom these revolutionary goals appealed BD (WE,257)

94. Understands the multiple causes of World War I (C) (WE,252;LI,293)

Level II (Grades 5-6)

- Understands the precipitating causes of the war (e.g., the assassination of the Archduke Ferdinand) BD (WE,252;LE,293)
- Knows what countries joined each of the two alliances (the Allied Powers and the Central Powers) and the advantages and disadvantages for the formation of alliances BD (WE,252;LE,294)
- Knows the major areas of combat in Europe and Southwest Asia and the factors that led to military stalemate in some of these areas BD (WE,252)

Level III (Grades 7-8)

- Understands how nationalism threatened the balance of power among the Great Powers in Europe and why it was considered one of the causes of World War I BD (WE,252)

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- Understands ways in which popular faith in science, technology and material progress affected attitudes toward the possibility of war among European states BD (WE,252)
- Understands diverse long-range causes of World War I, such as political and economic rivalries, ethnic and ideological conflicts, militarism, imperialism and nationalism BD) NE,252)
- Understands the systems of alliances through which European nations organized themselves in World War I, the role militarism played in these alliances, and the reasons for the war's expansion beyond European boundaries to become a world war BD (WE,252;LI,294)
- Understands the immediate causes for the entry of different nations into World War I BD (WE,253;LE,294)
- Understands the nature of the war in Europe and how technological innovations contributed to the brutality of the "Great War" BD (WE,253;LE,294)

Level IV (Grades 9-12)

- Understands how primary and secondary sources (e.g., telegrams between William II and Nicholas II) illustrate the arguments presented by leaders on the eve of the Great War BD (WE,253)
- Understands why and how political leaders in European nations felt aggressive foreign policy and the advocacy of war would help to subdue domestic discontent and disorder BD (WE,253)
- Understands the arguments for or against war used by diverse political groups and figures in European countries (e.g., in France, socialist leader Jean Juarès, President Raymond Poincaré, the rightist Action Française) BD (WE,253)
- Understands how the belief in technology and science, and a better quality of life earlier in the century encouraged Europeans to think that a massive war was inconceivable BD (WE,253;LI,293)
- Understands the Schlieffen Plan BD (WE,253)
- Understands whether nationalism, militarism, imperialism, social and class conflict made World War I inevitable BD (WE,253;LI,294)
- Understands the effectiveness of propaganda for both the Allies and Central Powers to galvanize the war effort, gain support in colonies and gain support from neutral nations BD (WE,253)

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(C) (WE,253;LI,294)

95. Understands the global scope and human cost of World War I

Level II (Grades 5-6)

- Knows the principal theaters of conflict in World War I (e.g., Europe, the Middle East, Sub-Saharan Africa, East Asia, the South Pacific) and major turning points in the war BD (WE,254)
- Understands how nationalism and propaganda helped mobilize civilian populations to support "total war" BD (WE,254)
- Understands how massive industrial production and innovations in military technology affected strategy and tactics and the scale, duration, brutality and efficiency of the war (e.g., poison gas, tanks, machine guns, "Big Bertha", airplanes, submarines) BD (WE,254)
- Understands the hardships of trench warfare BD (WE,254)
- Understands the short-term demographic, social, economic and environmental consequences of World War I's violence and destruction (as seen, e.g., in photographs and paintings) BD (WE,254)

Level III (Grades 7-8)

- Understands how the Russian Revolution and the entry of the United States affected the course and outcome of the war BD (WE,254;LE,294)
- Understands how colonial peoples contributed to the war effort of the Allies and the Central Powers by providing military forces and supplies, and what this effort might have meant to colonial subjects (e.g., what colonial subjects might have hoped to gain from their contributions) BD (WE,255)
- Knows the principal theaters of battle, including Europe, Southeast Asia, Sub-Saharan Africa, East Asia and the South Pacific, the major turning points of the war and the impact of geography on the outcome of the battles BD (WE,255)
- Understands how propaganda posters helped mobilize civilian populations to support the war BD (WE,255)
- Understands the motivations behind the entrance of the U.S. into the war BD (WE,255)

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- Understands how and why original support and enthusiasm for the war gradually deteriorated BD (WE,255;LI,294)

Level IV (Grades 9-12)

- Understands the strategies of the Allied and Central Powers at the beginning of the war, when these changed and how BD (WE,255)
- Understands what sources such as letters and diaries from World War I and books written about it (e.g., *All Quiet on the Western Front* by Erich Maria Remarque) illustrate about the mental and physical costs of the war (especially trench warfare) to soldiers around the world (e.g., Gurkhas, West Africans, Chinese, Germans) BD (WE,255)
- Understands the relative successes of the leading world powers in their propaganda campaigns to influence their colonial possessions and neutral nations during the war BD (WE,255;DE,95.4)
- Knows how the casualty figures for World War I compare to other wars and reasons for the high casualty rate BD (WE,255)
- Understands the changes in women's roles during the Great War (as illustrated, e.g., in cartoons and posters from the period) BD (WE,255)
- Understands the impact of the Russian Revolution on the efforts of the Allies and the Central Powers BD (WE,255;LI,294)

96. Understands the causes and consequences of the Russian Revolution of 1917 (C) (WE,256;LE,295)

Level II (Grades 5-6)

- Understands the causes of the Russian Revolution of 1917 and understands how the revolutionary government progressed from moderate to radical BD (WE,256;LE,295)
- Understands how Joseph Stalin came to and maintained power in the Soviet Union and how his projects (collectivization, the first Five Year Plan) disrupted and transformed Soviet society in the 1920s and 1930s BD (WE,256;LE,295)
- Knows the historical importance of Russian leaders such as Tsar Nicholas II, Rasputin BD (WE,256)

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and Lenin

- Understands what life was like for common people under Stalin's rule BD (WE,256)

Level III (Grades 7-8)

- Knows the biographical sketch of Tsar Nicholas II and his family, including how they died and debate on the possible survival of a daughter, Anastasia BD (WE,256)
- Understands the role the monk Rasputin played in determining Russian policy and his influence in the royal court BD (WE,256)
- Understands the effects of Lenin's New Economic Policy on Soviet society, economy and government (e.g., how Russian life changed after the Bolshevik Revolution) BD (WE,256;LI,295)
- Understands how people who were persecuted survived during Stalin's purges (as described, e.g., in Ephraim Sevela's *We Were not like Other People*) BD (WE,257)
- Understands why and how Stalin changed Lenin's policy and forced collectivization, and understands the consequences of resistance to this policy for the kulaks (e.g., mass executions, deportation) BD (WE,257;LE,295)

Level IV (Grades 9-12)

- Knows the platforms and promises of Kerensky and Lenin in 1917, the impact of war upon Kerensky's program and the importance of Lenin's promise "land, bread, peace" BD (WE,257;LI,295)
- Understands different views of the Revolution from the Red Russians, the White Russians, the British, French and Japanese BD (WE,257)
- Understands Lenin political ideology and how the Bolsheviks adapted Marxist ideas to conditions particular to Russia and why Lenin declined to follow Marxist economic philosophy BD (WE,257)
- Understands how statistics on women in the labor force and education contradict Lenin's statements concerning women's equality BD (WE,257)
- Knows to what degree Stalin was able to accomplish his goal of bringing the USSR to BD (WE,257)

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industrial parity with the West, the unique problems in industrialization Stalin faced and how his model differed from those of western nations

- Understands what primary sources (e.g., those recently released by the Yeltsin government) reveal about the human cost of Stalinist totalitarianism in the USSR in the 1920s and 1930s BD (WE,257)

97. Understands the post-war efforts to achieve lasting peace and social and economic recovery (C) (WE,258)

Level II (Grades 5-6)

- Understands the changes made to political boundaries after the peace treaties ending World War I (e.g., new nations created out of collapsed monarchies), and understands what countries were losers and which were winners BD (WE,258;LE,294)
- Understands the conflicting aims and aspirations of the conferees at Versailles and how the major powers responded to the terms of the settlement (e.g., what Britain, France, Japan, Italy and the United States hoped to gain from the treaty) BD (WE,258;LE,294)
- Understands why and how the League of Nations was founded, its initial goals, its limitations and the nations that were and were not invited to participate BD (WE,258;LI,294)
- Knows the major advocates and goals of the women's suffrage movement around the world BD (WE,258)

Level III (Grades 7-8)

- Understands the agreements on reparation payments made at the Conference of Versailles and how these agreements corresponded to Woodrow Wilson's Fourteen Points BD (WE,259;LI,294)
- Understands the objectives and achievements of the women's movements in the context of World War I and its aftermath (e.g., the women's suffrage movement in the U.S.) BD (WE,259)
- Understands the causes and effects of the U.S. isolationist policies on world politics and international relations in the 1920s BD (WE,259)
- Understands how the collapse of the German, Hapsburg and Ottoman empires and the BD (WE,259;LI,294)

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WORLD HISTORY

creation of new states affected international relations in Europe and the Middle East

Level IV (Grades 9-12)

- Understands how treaties ending World War I accorded with Woodrow Wilson's Fourteen Points, and understands the processes by which the treaties were established (e.g., British and French insistence that all direct and indirect costs be repaid, Italian dissatisfaction with the provisions, Turkish refusal to accept the Treaty of Sèvres, reaction of colonial subjects) BD (WE,259)
 - Knows significant refugee populations created as a result of World War I and understands their movements and dispersion BD (WE,259)
 - Understands how the postwar borders in southern Europe and the Middle East were created, including the influence of local opinion, prewar "spheres of influence," long- and short-term interests BD (WE,259)
 - Knows how Ataturk worked to modernize Turkey, how Turkish society responded to his efforts and what international reaction was like BD (WE,259;LE,305)
 - Understands the goals and failures of the "racial equality clause" in the preamble to the Covenant of the League of Nations BD (WE,259)
 - Understands the varied reactions of the Chinese (e.g., nationalist demonstrations, new interest in Marxist-Leninist thought) to the provisions of the Versailles Peace Treaty BD (WE,259)
 - Understands the impact of the war on the international economy and the effects of industrial conversion from war to peace in Britain, France, Italy and Germany (e.g., how inflation affected the Weimar Republic; how the U.S. tried to improve the situation in Europe; the strength of the recovery between 1924 and 1929) BD (WE,257,258)
- 98. Understands the economic, social and political transformations in Africa, Asia and Latin America in the 1920s and 1930s** (C) (WE,260)

Level II (Grades 5-6)

- Understands the mandate system created by the League of Nations and how it changed European (specifically French and British) rule in the Middle East and Africa BD (WE,260)

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- Understands how World War I settlements (e.g., the mandate system) contributed to the rise of both Pan-Arabism and nationalist struggles for independence in the Middle East ^{BD (WE,260)}
- Understands how the readjustment of national borders in Africa after World War I affected people in East and West Africa ^{BD (WE,260)}

Level III (Grades 7-8)

- Understands the diverse factors that influenced the struggle for dominance in China between the Guomindang and the Communist Party (e.g., political fragmentation, economic transformation, Japanese and European imperialism, class support, areas of influence, the Long March in 1934) ^{BD (WE,260)}
- Understands how militarism and fascism derailed parliamentary democracy in Japan ^{BD (WE,260)}
- Understands the aims and policies of European colonial rule in India, Africa and Southeast Asia and how these policies affected indigenous societies and economies (as seen, e.g., in the Moroccan resistance movement against the Spanish led by Abd al-Qadir) ^{BD (WE,260)}
- Knows the areas of U.S. intervention in the Caribbean in the first two decades of the century and understands the causes and long- and short-term consequences of this intervention ^{BD (WE,261)}

Level IV (Grades 9-12)

- Understands how Japan's domestic democracy may have fallen victim to its imperialist foreign policy ^{BD (WE,261)}
- Understands what populations most strongly supported the Guomindang and the Chinese Communist Party, and understands how the Japanese invasion of China in the 1930s changed viewpoints regarding these two conflicting ideologies ^{BD (WE,261)}
- Understands how Mao Zedong viewed the peasantry as a revolutionary force, how his views on the peasantry differed from classic Marxist theory and how he adapted Marxism to the particular needs of the Chinese situation ^{BD (WE,261)}
- Understands the goals and outcomes of the three major revolutions in China in the first ^{BD (WE,261)}

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WORLD HISTORY

half of the century (e.g., the Republican Revolution of 1911-1912, the Nationalist Revolution of 1925-1928, the Communist Revolution of 1949)

- Understands how national long- and short-term interests of the Great Powers as well as local inhabitants influenced the realignment of borders in Southern Europe and Southwest Asia after World War I BD (WE,261)
 - Understands the conditions of the Hussein-McMahon correspondence and the Sykes-Picot agreement, how they differed with conditions of the treaties of Versailles and San Remo and what each party sought to gain from these efforts BD (WE,261)
 - Understands the successes and failures of democratic government in Latin America in the context of class divisions, economic dependency and U.S. intervention BD (WE,260)
 - Understands how social and economic conditions of colonial rule, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in India, Africa and Southeast Asia BD (WE,260)
- 99. Understands how new departures in science and the arts altered human views of nature, the cosmos and the psyche between 1900 and 1940** (R) (WE,262;LI,301)

Level II (Grades 5-6)

- Understands the new approaches to visual art represented by the works of Pablo Picasso and Henri Matisse BD (WE,262;LE,301)
- Understands how the new media (newspapers, magazines, commercial advertising, film and radio) contributed to the rise of mass culture around the world BD (WE,262)
- Understands what sorts of leisure activity and sports people enjoyed in the first half of the 20th century BD (WE,262)
- Understands the changes in clothing fashions for men and women in the first half of the 20th century and how they indicate changes in social attitudes and values BD (WE,262)
- Knows the major contributions to society of such scientists as Thomas Edison, Marie Curie, Albert Einstein and Guglielmo Marconi BD (WE,262)

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Level III (Grades 7-8)

- Understands the impact and aftermath of World War I on literature, art and intellectual life in Europe (e.g., the use of certain art media to gather and depict support for political, social, or economic causes) BD (WE,262)
- Understands the impact of innovative movements in Western art and literature on other regions of the world and the influence of African and Asian art forms on Europe BD (WE,262)
- Understands how mass culture rose around the world (e.g., understands the influences of newspapers, magazines, commercial advertising, film and radio on this process) BD (WE,262)
- Knows major discoveries in science and medicine in the first half of the 20th century (e.g., those made by Einstein, Freud), how they affected the quality of life, and their impact on traditional views of nature and the universe BD (WE,263;L1,301)

Level IV (Grades 9-12)

- Knows the meaning and social impact of innovative movements in art, architecture and literature, such as Cubism, Surrealism, Expressionism, Futurism and Socialist Realism BD (WE,262;LE,301)
- Understands the reflections of war in such movements as Dadaism and the literary works of Remarque, Spender, Brooke and Hemingway BD (WE,263)
- Understands the major themes of writers of the "Lost Generation" in the post-World War I era, the influences of society upon them and the impact of their works BD (WE,263)
- Knows prominent musicians and composers of the first half of the century (e.g., Stravinsky, Schoenberg) and understands the cultural influence and impact of their music around the world BD (WE,263)
- Understands how Freud's psychoanalytic method and theories of the unconscious (e.g., as explained in *Civilization and Its Discontents*) changed prevailing views of human motives and human nature BD (WE,263;L1,301)

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WORLD HISTORY

100. Understands the causes and global consequences of the Great Depression (R) (WE,264)

Level II (Grades 5-6)

- Understands how the Great Depression impacted industrialized economies and societies around the world (e.g., Britain, France, Germany, the United States, the Soviet Union, Japan) BD (WE,264)
- Understands the human cost of the depression BD (WE,264)

Level III (Grades 7-8)

- Understands how the depression contributed to the growth of communist and socialist movements and how it affected capitalist economic theory and practice among leading Western industrial powers BD (WE,264)
- Understands the reflections of hunger and poverty in the works of such artists as Käthe Kollwitz, José Clemente Orozco and Dorothea Lange, and the impact of these works on society BD (WE,264)
- Understands how countries that depended on foreign markets and foreign capital investment were affected by the depression (e.g., countries that trade such commodities as rubber, coffee, or sugar) BD (WE,264)
- Understands how economic depression contributed to the growth of fascist and communist movements around the world BD (WE,264)

Level IV (Grades 9-12)

- Understands the financial, economic and social causes of the Great Depression, its spread to most parts of the world and its global impact (e.g., how it affected agrarian and industrial nations, areas of greatest impact) BD (WE,264)
- Understands how the depression affected colonial peoples of Africa and Asia and how it contributed to the growth of nationalist movements BD (WE,265)
- Understands how the Great Depression affected the Middle East under British and French mandates (e.g., how the hardship of the depression fueled nationalist struggles and BD (WE,265)

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political unrest)

- Understands the origins of and consequences for international trade of the U.S. Smoot-Hawley Tariff (e.g., how international trade was affected by the depression, how other nations reacted to the tariff) BD (WE,265)
- Understands to what degree Britain, Germany, Japan, the Soviet Union and the United States employed the military-industrial complex to stimulate recovery from the Great Depression BD (WE,265)

101. Understands the multiple causes of World War II

(C) (WE,266;LE,297)

Level II (Grades 5-6)

- Understands the ideologies of fascism and Nazism and how fascist regimes seized power in Germany, Italy and Spain BD (WE,266;LE,296)
- Understands how Hitler, Franco and Mussolini rose to power BD (WE,266;LE,296)
- Understands the causes of the Spanish Civil War and how this war coincided with the rise of fascism in Europe BD (WE,266)
- Understands what Nazi oppression in Germany was like BD (WE,266;LE,296)

Level III (Grades 7-8)

- Understands how Hitler capitalized on the despair of the German people to rise to power BD (WE,267;LE,296)
- Understands the German, Italian and Japanese drives for empire in the 1930s, and why attempts to influence or annex new territories (e.g., the German desire for *Lebensraum* in eastern Europe) caused problems internationally BD (WE,267;LI,296,302)
- Understands the positions of the major powers (Britain, France, the U.S. and the Soviet Union) on fascist aggression and the consequences of their failure to take forceful measures to stop this aggression BD (WE,267;LE,297)
- Knows the precipitating causes of the war (e.g., the Japanese seizure of Manchuria) and BD (WE,267;LI,297)

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WORLD HISTORY

the reasons for early German and Japanese victories between 1939 and 1942 (e.g., the German invasion of Poland; the fall of Singapore)

- Understands motives and consequences of the Soviet nonaggression pacts with Germany and Japan BD (WE,267)

Level IV (Grades 9-12)

- Understands the essence of and elements from Nazi ideology, as represented in *Mein Kampf* and the Nazi party platform, and their use of terror against "enemies of the state" BD (WE,267;LE,296)
- Understands the propaganda techniques employed by the Nazis to promote their ideas (e.g., as seen in the films of Leni Riefenstahl) BD (WE,267)
- Understands political debate and opposition to the Nazi and Fascist movements in Germany and Italy in the 1920s and 1930s (e.g., the Spartacus League in Germany), and understands how resurgent nationalism and economic hardship aided their ascendancy to power BD (WE,267;LI,296)
- Understands the exceptional violence of the Spanish Civil War (as described, e.g., in works by George Orwell and Ernest Hemingway) and understands how foreign intervention affected the outcome of this war BD (WE,267)
- Understands the argument that the severity of the treaty of Versailles made revolt against it and the nations that imposed it unavoidable (e.g., as forwarded in the *Diktat* thesis) BD (WE,267)
- Understands Japan's "greater East Asia co-prosperity sphere," and the support for this idea in European colonies in East Asia BD (WE,267)
- Understands the Munich Agreement in 1938, what it meant for Stalin and how it led to the Nazi-Soviet Non-Aggression Pact of 1939 BD (WE,267;LI,297)

102. Understands the global scope and human cost of World War II

(C) (WE,268)

Level II (Grades 5-6)

- Understands the major turning points in the war and knows the principle theaters of conflict in Western Europe, Eastern Europe, the Soviet Union, North Africa, Asia and the BD (WE,268;LI,297)

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- Understands how and why the Nazi regime forged a "war against the Jews," and understands the devastation suffered by Jews and other groups in the Nazi Holocaust BD (WE,268;LI,296)
- Understands the human consequences of war and resulting social problems (e.g., how children were treated during the Holocaust; the effect of nuclear bombs on Japan) BD (WE,268)

Level III (Grades 7-8)

- Knows the roles of women and children during the war and how they differed in Allied and Axis countries BD (WE,268)
- Understands European and Jewish resistance movements to the Nazis and their policies (e.g., as illustrated in such works as *My Enemy, My Brother* by James Foreman; *The Journey from Prague Street* by Hana Demetz, *Children of the Resistance* by Lore Cowan) and the personal impact of the Nazi occupation of Europe (e.g., as seen in *Ann Frank's Diary of a Young Girl*) BD (WE,269;LI,298)
- Understands the hardships of World War II for soldiers from both sides BD (WE,269)
- Understands discrepancies between Nazi public announcements concerning Jews and the actual experiences of Jews between 1941 and 1944 BD (WE,269)
- Understands the impact of World War II on industrial production, communication, transportation, technological innovations, science and medicine, and how these in turn made an impact upon war strategies, tactics and levels of destruction BD (WE,269)
- Understands the consequences of World War II as a "total war" BD (WE,269)

Level IV (Grades 9-12)

- Knows the chronology of the Nazi "war on the Jews" and understands the geography and scale of Jewish deaths resulting from this policy BD (WE,269;LE,296)
- Understands the personal reasons for resistance to or compliance with Nazi policies and orders (e.g., the "final solution," as evidenced in Thomas Keneally's *Schindler's List* or James Foreman's *Ceremony of Innocence*) BD (WE,269)

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WORLD HISTORY

- Understands the brutality of Nazi genocide in the Holocaust as revealed in personal stories of the victims (e.g., *And the Violins Stopped Playing: A Story of the Gypsy Holocaust* by Alexander Ramati; *The Assault* by Harry Muslich; *Night* by Elie Wiesel) BD (WE,269;LE,296)
- Knows which battles were turning points in the Atlantic and Pacific theaters of the war and why BD (WE,269;LI,297)
- Understands the moral implications of military technologies and techniques used in the war (e.g., bombing of civilian populations to shorten the war) BD (WE,269)
- Knows statistics of population displacement caused by World War II (e.g., direction and scale of these displacements) BD (WE,269)
- Understands debates surrounding the use of the atomic bomb to end the war with Japan (e.g., whether the U.S. was right to use the bomb; whether Japan should have surrendered) BD (WE,269)

103. Understands the shifts in global power and the development of the Cold War in the aftermath of World War II (C) (WE,277;LI,298)

Level II (Grades 5-6)

- Understands the definition of the term "Cold War" and how the United States and the Soviet Union competed for power and influence in Europe in the postwar era BD (WE,277;LE,298)
- Understands how the Marshall Plan helped Western European countries achieve rapid economic recovery after the war BD (WE,270;LI,298)
- Understands why and how the United Nations was established, where it has been active in the world and how successful it has been as a peacekeeper BD (WE,277;LE,300)
- Understands aspects of social and political conflict in China in the period following the war BD (WE,277;LI,303)

Level III (Grades 7-8)

- Understands the impact of Soviet domination in Eastern Europe (e.g., as it compares to BD (WE,270;LI,299)

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the transformations that occurred in Japanese society under American occupation and the relative success of the Americans in meeting their goals)

- Understands the rise of the Communist Party in China between 1936 and 1949, the factors leading to Mao's programs (the Great Leap Forward; the Cultural Revolution) and their results (e.g., effects on economic development, human suffering) ^{BD (WE,270)}
- Knows the significance of international crises such as the Berlin blockade, the Korean War, the Hungarian revolt and the Cuban missile crisis on international politics ^{BD (WE,270;LI,298-300)}
- Understands the Marshall plan and how it helped Western European nations achieve rapid economic recovery after the war and understands why George Marshall was awarded the Nobel Peace Prize in 1953 ^{BD (WE,271;LI,298)}
- Understands the formations of the Warsaw Pact and the North Atlantic Treaty Organization after the war and knows what countries have participated in each of the pacts ^{BD (WE,271;LI,298)}
- Understands why Germany and Berlin were divided after the 1948 crisis and the problems that arose out of this division ^{BD (WE,271;LE,298)}

Level IV (Grades 9-12)

- Understands the numerous causes and consequences of United States and Soviet competition for influence or dominance around the world (e.g., in such countries as Egypt, Iran, Chile, Vietnam, Nicaragua, Afghanistan and Ethiopia) ^{BD (WE,270)}
- Understands the "superpower" characteristics of the U.S. and USSR, how they gained these characteristics and how the space race defined the competition between them ^{BD (WE,271)}
- Understands the strategic role of the Muslim countries during the Cold War (e.g., the importance of geography, economy and population) and the change in the region's role since the breakup of the Soviet Union ^{BD (WE,271)}
- Understands how much of the Communist success in the Chinese civil war was the result of Mao Zedong's leadership or Jiang Jieshi's lack of leadership ^{BD (WE,271)}
- Understands why rifts developed in the relationship between the USSR and China, in spite of their bond as Communist-led governments ^{BD (WE,271)}

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WORLD HISTORY

104. Understands how African, Asian and Caribbean peoples achieved independence from European colonial rule after World War II (C) (WE,272;LI,307)

Level II (Grades 5-6)

- Understands how Israel was created (e.g., what international conditions affected its creation) and why persistent conflict developed between Israel and both Arab Palestinians and neighboring states BD (WE,272;LI,305,306)
- Understands the position of women in developing countries (e.g., as compared to their position in industrialized countries; how change has occurred in different societies) BD (WE,272)
- Understands what the African experience was like under European colonial rule (e.g., as described in such books as Beverly' Naidoo's *Cain of Fire*) BD (WE,272;LI,307)
- Understands the major social and economic forces that compelled many Vietnamese to seek refuge in foreign countries BD (WE,272)

Level III (Grades 7-8)

- Understands the impact of Indian nationalism on other movements in Africa and Asia, as well as reasons for the partition of the subcontinent into India and Pakistan BD (WE,272;LI,308)
- Understands how World War II and postwar global politics affected the mass nationalist movements in colonial Africa and Southeast Asia (e.g., India's role in World War II and how that affected the struggle for independence) BD (WE,272)
- Understands the factors that enabled some African and Asian countries to achieve independence through constitutional devolution of power, while others have used armed revolution BD (WE,272)
- Understands the methods used by Indians to achieve independence from British rule and the effects of Mohandas Gandhi's call for nonviolent action BD (WE,272;LI,309)
- Understands the rise of independent nations out of Western colonial rule in Southeast Asia (e.g., Burma, Malaysia, Indonesia, Indochina) BD (WE,272)
- Understands important events in the struggle between Israelis and Palestinians since 1948 and their argument for rights to the disputed land BD (WE,273;LE,306)

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- Understands the moral, social, political and economic implications of apartheid (e.g., as presented in such books as Margaret Sacks's *Beyond Safe Boundaries*) BD (WE,273;LI,308)
- Understands the diverse leadership and governing styles of African regimes as they evolved in the second half of the 20th century (e.g., those of Kwame Nkrumah in Ghana, Jomo Kenyatta in Kenya, Idi Amin in Uganda) BD (WE,273;LE,307)

Level IV (Grades 9-12)

- Understands connections between the rise of independence movements in Africa and Southeast Asia and social transformations such as accelerated population growth, urbanization and new Western-educated elites BD (WE,272)
- Understands the numerous economic and social problems faced by new states in the 1960s and 1970s and reasons for the replacement of parliamentary-style governments with military regimes and one-party states in much of Africa BD (WE,272)
- Understands the events that led to the dispute over Kashmir and the resulting partition of the Indian subcontinent and the role of the United Nations in the mediation of the dispute BD (WE,273;LI,309)
- Understands similarities between the stance of Buddhist priests against the Diem regime in Vietnam and the Muslim stance against the Kukarno regime in Indonesia BD (WE,273)
- Understands how the Balfour Declaration affected British policy toward Palestine and the political goals of the Arab League and the Zionist Movement, and understands how the White Paper Reports affected Jewish and Arab inhabitants of Palestine BD (WE,273;LE,305,306)
- Understands how the withdrawal of the British and the division between Muslims and Hindus affected the division of the Indian subcontinent into two nations BD (WE,273)
- Understands the chronology of the Algerian struggle for independence, the role of domestic and international public opinion in the actions of the government and how the significant French presence influenced the outcome BD (WE,273)
- Understands how diverse independence movements in Asia and Africa succeeded either through evolution or revolution (e.g., movements in Ghana, Kenya, Algeria, Zaire, Angola, the Philippines, Indonesia, Burma, Vietnam) BD (WE,273)

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- Understands how Africans survived and resisted apartheid (e.g., as described in such books as Alan Paton's *Cry the Beloved Country* and Mark Mathabane's *Kaffir Boy*) BD (WE,273;LI,308)

105. Understands how the population explosion and environmental change have altered conditions of life globally (C) (WE,274)

Level II (Grades 5-6)

- Understands why scientific, technological and medical advances have improved living standards for many (e.g., through programs sponsored by the United Nations) but have failed to eradicate hunger, poverty and epidemic disease BD (WE,274)
- Understands how population growth, urbanization, industrialization, warfare and the global market economy have contributed to environmental alterations BD (WE,274)
- Understands how effective governments and citizens groups have been at protecting the global natural environment BD (WE,274)
- Understands how urbanization has impacted family life and standards of living around the world BD (WE,283)

Level III (Grades 7-8)

- Understands why the population growth rate is accelerating around the world and why this growth has hindered economic and social development in many countries BD (WE,274)
- Understands the global proliferation of cities and the rise of the megalopolis, as well as the impact of urbanization on family life, standards of living, class relations and ethnic identity BD (WE,274)
- Understands how the specific factors of population growth, urbanization, warfare and the global market economy have contributed to altering and degrading the environment (e.g., the effect of farming, cattle ranching and industrialization on the Brazilian rain forest) BD (WE,283;LI,306)
- Understands the importance or meaning of the natural environment for societies around the world BD (WE,283)

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Level IV (Grades 9-12)

- Understands how statistics from specific, diverse nations illustrate the relation between scientific, medical and technological advancements and population growth (e.g., how such innovations as birth control have or have not affected the birth rate) BD (WE,283)
- Understands the effectiveness of United Nations programs in improving health and welfare (e.g., whether UN programs been cost effective; whether these programs fulfilled the purpose for which they were created) BD (WE,275)
- Understands the history of China's population growth from the 1700's to 1990, why the population growth increased dramatically and the effects of the "one-child" policy of the 1990s BD (WE,275;LI,304)
- Knows the issues and objections raised at the 1994 Cairo Conference on World Population and the difficulty of arriving at a consensus document on population growth BD (WE,275)

106. Understands how increasing economic interdependence has transformed human society (C) (WE,276)

Level II (Grades 5-6)

- Understands the effects of new transport and communications technology on patterns of world trade and finance BD (WE,276)
- Understands how global communications and changing international labor demands have shaped new patterns of world migration since World War II BD (WE,276)
- Knows the major scientific, technological and medical breakthroughs of the postwar decades, and their impact on systems of production, global trade and standards of living BD (WE,276)

Level III (Grades 7-8)

- Understands why economic disparities between industrialized nations have persisted or increased and what significant problems have hindered industrialization in diverse developing countries BD (WE,276)
- Understands the events that have affected world oil prices since 1950, including the oil BD (WE,276;LI,305)

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WORLD HISTORY

crisis and its aftermath in the early 1970s, and how these events reflect the extent and complexity of global economic interdependence

- Understands the role and difficulties of the present-day migrant worker (e.g., the Southeast Asian domestic in the Persian Gulf; the American oil executive in Saudi Arabia; the Moroccan factor worker in France) BD (WE,285)
- Understands why and how economic partnerships such as the European Economic Community (EEC) have been created and what advantages they offer their members BD (WE,277;LI,299)

Level IV (Grades 9-12)

- Understands systems of economic management in communist and capitalist countries, as well as the global impact of multinational corporations (e.g., their movement of production into developing countries) BD (WE,276)
- Understands major reasons for the great disparities between industrialized and developing nations and possible programs and measures to help equalize these disparities (e.g., disparities in resources, production, capital investment, labor or trade) BD (WE,286)
- Understands patterns of inward, outward and internal migration in the Middle East and North Africa, types of jobs involved and the impact of the patterns upon national economies BD (WE,286)
- Understands the relationships between U.S. domestic energy policy and foreign policy in oil-producing regions since 1970 BD (WE,286)
- Understands the rapid economic development of East Asian countries in the late 20th century and the relatively slow development of Sub-Saharan African countries BD (WE,277)

107. Understands how liberal democracy, private enterprise and human rights movements have reshaped political and social life across the globe (C) (WE,278)

Level II (Grades 5-6)

- Understands the origins of the U.N. Declaration of Human Rights of 1948 and how the tenets of this document have and have not been followed in specific countries around the globe BD (WE,278;LI,300)

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- Understands the extent of women's progress in both industrialized and developing countries and in social equality and economic opportunity since the end of World War II BD (WE,278)
- Understands how the apartheid system was dismantled in South Africa and how the black majority won voting rights (e.g., through the efforts South African citizens such as Bishop Desmond Tutu and Nelson Mandela) BD (WE,278)
- Understands the consequences of ethnic conflict in specific countries around the globe BD (WE,278;LI,300)

Level III (Grades 7-8)

- Understands the collapse of the government of the Soviet Union and other communist governments around the world and the subsequent disintegration of the USSR in the late 1980s and early 1990s (e.g., the formation of new states out of USSR republics, the line of events that led to its collapse) BD (WE,278;LE,300)
- Understands why Cold War tensions eased in the 1970s and how the growing global influence of China, Japan, Western Europe and the oil-producing states resulted in a world of multipolar power BD (WE,278)
- Understands the motivations, moral imperatives and goals of specific separatist movements around the globe and the potential impact on the affected population BD (WE,279)
- Understands why the United Nations Declaration of Human Rights was created in 1948 and the progress made on human rights throughout the world BD (WE,278)
- Understands how the apartheid system was changed (e.g., pressure placed on the government to end apartheid) BD (WE,279)
- Understands the internal and external forces that led to changes in the USSR and Soviet relations with Eastern European countries (e.g., *perestroika*, *glasnost*, U.S. military buildup) BD (WE,279;LE,300)

Level IV (Grades 9-12)

- Understands how successful democratic reform movements have been in challenging authoritarian governments in Africa, Asia and Latin America BD (WE,278;LE,307-308)

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- Understands the implications of ethnic, religious and border conflicts on state-building in the newly independent republics of Africa and the difficulties of multiethnic state formation in former colonies BD (WE,279)
- Understands common arguments of opposition groups in various countries around the world, common solutions they offer and the position of these ideas with regard to Western economic and strategic interests BD (WE,279)
- Understands the significant differences in nationalist movements in Eastern Europe that have developed in the 20th century (e.g., in Bosnia, Armenia, Lithuania, Turkey, Czechoslovakia), how the resulting conflicts have been resolved (e.g., through peaceful negotiation, violence) and the outcomes of these conflicts BD (WE,279)
- Understands conflicts in the perception of gender roles in various religions, especially the role of women BD (WE,279;LI,307)
- Understands how the legal status of Muslim women varies in Muslim societies around the world and how the status of women from different classes has changed in the past century BD (WE,279)

108. Understands major sources of tension and conflict in the contemporary world (R) (WE,280)

Level II (Grades 5-6)

- Understands what changes continuing urban protest and reformist economic policies have caused in authoritarian rule in post-Mao China (e.g., the protests at Tiananmen Square) BD (WE,280;LI,304)
- Understands "terrorism" and why terrorist movements have proliferated, affecting politics and society in countries around the world BD (WE,280)

Level III (Grades 7-8)

- Understands the definition of "fundamentalism" and understands the political objectives of religious fundamentalist movements in various countries of the world, as well as the social and political factors that contribute to the growth of these movements BD (WE,281)
- Understands the impact of population pressure, poverty and environmental degradation BD (WE,280)

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on the breakdown of state authority in various countries in the 1980s and 1990s and international reaction to the deterioration of these states

- Understands the progress made since the 1970s in resolving conflict between Israel and neighboring states BD (WE,280;LI,306)
- Understands the possible factors in modern society that facilitate politically motivated terrorism and random forms of violence BD (WE,280)
- Understands what world events helped give rise to a reform movement in China in 1989 that led to the Tiananmen Square protest, the government response to this movement and the international reaction BD (WE,280)

Level IV (Grades 9-12)

- Understands the tensions and contradictions between globalizing trends of the world economy and dynamic assertions of traditional cultural identity and distinctiveness, including the challenges to the role of religion in contemporary society BD (WE,280)
- Understands the reasons for economic and arms embargoes sponsored by U.N. resolutions (such as those against Iran, Iraq, the former Yugoslavia and Haiti) and the political and economic consequences for the sanctioned countries BD (WE,281)
- Knows the meaning of *jihad* and other concepts and principles in Islamic belief that are relevant to military activity (including the rules that apply to noncombatants), how these compare with the Geneva Accords and how such laws and principles apply to terrorist acts BD (WE,281)

109. Understands the major worldwide trends in science, technology, society and culture in the late 20th century (R) (WE,282)

Level II (Grades 5-6)

- Understands how rapid developments in communication, information technology and mass marketing techniques have contributed to the acceleration of social change and the rise of a "global culture" (i.e., how communication has affected life and brought people from different parts of the world together) BD (WE,282)

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- Understands comparisons between the "consumer societies" of industrialized nations and those in predominately agrarian nations BD (WE,282)
- Understands how the world's religions have responded to recent changes and uncertainties in society and the world BD (WE,282;LI,306)
- Understands how contemporary art and architecture can reflect local and global culture BD (WE,282)

Level III (Grades 7-8)

- Understands how modern arts (e.g., visual art, music, literature, architecture, dance, photography, film) have expressed and reflected social transformations and political changes and how they have been internationalized BD (WE,282;LE,301,308)
- Understands how global communication, information technology and global mass marketing have contributed to accelerated social change (as can be seen, e.g., in the global influence of CNN) BD (WE,283)
- Understands the effects of modern communication on consumer tastes and demands in different parts of the world BD (WE,283)

Level IV (Grades 9-12)

- Understands the impact of space exploration, biotechnology, the new physics and medical advances on human society and ecology BD (WE,283;LE,301)
- Understands how art can reflect the cultural values of a particular society and time BD (WE,283)
- Understands what participation in the world economy can mean for different countries around the world (e.g., countries eager to preserve traditional cultural identity) BD (WE,290)
- Understands the relationship between demands for democratic reform and the trend toward privatization and economic liberalization in developing economies and former communist states and understands how multilateral aid organizations and multinational corporations have supported or challenged these trends BD (WE, 290)
- Understands the different manifestations of China's contingency quest for a "new culture" throughout the 20th century and what the Cultural Revolution, as a manifestation of this BD (WE,290;LE,304)

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quest, meant for Chinese people in the late 1960s

- Understands the models for family life, the economy and social and political institutions suggested by modern Muslim intellectuals BD (WE,283)
- Knows how the space program has helped advance scientific and medical research and how modern technology has impacted our ability to deal with health-related issues BD (WE,283)
- Understands "liberation theology" and the ideological conflicts that have surrounded this philosophy BD (WE,283)

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10. Geography

The following process was used to identify standards and benchmarks in the field of geography:

Identification of National Reports

Four reports were identified as important documents representing current thinking on standards in geography: *National Geography Standards* (1994) from the Geography Education Standards Project; *Item Specifications: 1994 National Assessment of Educational Progress in Geography* (1992) from the NAEP Geography Consensus Project; *Guidelines for Geographic Education* (1984) from the Joint Committee on Geographic Education; and *K-6 Geography: Themes, Key Ideas and Learning Opportunities* (1987) from the Geographic Education National Implementation Project.

Selection of the Reference Document

The Geography Education Standards Project's *National Geography Standards* (1994) was selected as the central document. The project has broad-based representation and was brought together for the express purpose of composing standards for geography. The project also makes use of the other important documents in the field (for further details, see the geography discussion under Section 2).

Identification of Standards and Benchmarks

The *Standards* work shared several aspects with our model for standards development. First, the standards statements in the document were expressed at a level of generality that fit our model for articulated standards. In addition, beneath each standard there were descriptions of the knowledge and skills students should have in geography and in a range of closely related subjects.

There were a number of areas, however, in which the document was not directly compatible with our approach. For example, under each standard, student knowledge and skill was couched in terms of activities or tasks rather than in statements of declarative or procedural knowledge. For the most part it was possible, from a close analysis of the task, to discern what the authors considered to be the essential geographic knowledge or skill. Each activity, then, was studied to determine the knowledge or skill that might be presumed from a successful completion of the task. This analysis allowed us to generate benchmarks that describe declarative, procedural and contextual content knowledge.

Another area of divergence between our model and the reference document concerns the range and number of benchmark levels. The standards document specifies three benchmark levels: K-4, 5-8 and 9-12. Our model recommends four, roughly corresponding to primary, upper elementary, middle and high school. In this case, then, completion of our benchmark levels depended upon an analysis of supplementary materials that could provide us with further benchmark information, especially at the primary grades (discussed below).

Integration of Information from Other Documents

During the next stage, the supplementary documents were reviewed, both to integrate information into the main document and to confirm our analysis of the reference document. That analysis, as described above, required us to deduce, from descriptions of tasks and activities, the knowledge and skills the authors believed the student should have. *Item Specifications: 1994 National Assessment of Educational Progress in Geography* provided us with an independent means to check the accuracy of our analysis. This document provided detailed descriptions as to the basic, proficient and advanced levels of achievement in geography. For example, "Eighth grade basic" means that students should be able to, among other things, "...solve fundamental locational questions using latitude and longitude; interpret simple map scales; identify continents, oceans and selected countries and cities..."(p. 54).

Another document used to support benchmark statements was *K-6 Geography: Themes, Key Ideas and Learning Opportunities*. This guide for curriculum development also provided useful information for the elaboration of benchmarks at the primary level. This information was important because the reference document, as noted above, had not isolated the knowledge and skills that might be especially suitable for the early (K-2) grades. Additionally, *Guidelines for Geographic Education*, which provides an instructional framework for teaching and learning geography by structuring content around five themes (Location, Place, Human-Environmental Interaction, Movement and Regions), was analyzed and cited wherever appropriate at the benchmark level. Since page citations are provided for both these documents wherever appropriate, users are afforded easy reference to supporting material.

Summary of Standards for Geography

The World in Spatial Terms

1. Understands the characteristics and uses of maps, globes and other geographic tools and technologies
2. Knows the location of places, geographic features and patterns of the environment
3. Understands the characteristics and uses of spatial organization of Earth's surface

Places and Regions

4. Understands the physical and human characteristics of place
5. Understands the concept of regions
6. Understands that culture and experience influence people's perceptions of places and regions

Physical Systems

7. Knows the physical processes that shape patterns on Earth's surface
8. Understands the characteristics of ecosystems on Earth's surface

Human Systems

9. Understands the nature, distribution and migration of human populations on Earth's surface
10. Understands the nature and complexity of Earth's cultural mosaics
11. Understands the patterns and networks of economic interdependence on Earth's surface
12. Understands the patterns of human settlement and their causes
13. Understands the forces of cooperation and conflict that shape the divisions of Earth's surface

Environment and Society

14. Understands how human actions modify the physical environment
15. Understands how physical systems affect human systems
16. Understands the changes that occur in the meaning, use, distribution and importance of resources

Uses of Geography

17. Understands how geography is used to interpret the past
18. Understands global development and environmental issues

1. Understands the characteristics and uses of maps, globes and other geographic tools and technologies (GE,106)

Level I (Grades K-2)

- Not appropriate at this level BD (GE,106)

Level II (Grades 3-5)

- Knows the basic elements of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, grid, principal parallels, meridians, projection) BD (GE,106;EE,12;NE,35;TE,35)
- Interprets aerial photos and maps (topography) BP (GE,106;EI,14;NI,34;TE,28)
- Uses map grids (e.g., latitude and longitude or alphanumeric system) to plot absolute location BP (GE,107;EI,13;NE,36;TE,27)

Level III (Grades 6-8)

- Knows the purposes and distinguishing characteristics of different map projections, including distortion on flat-map projections BC (GE,144,145;NE,52-53)
- Uses thematic maps (e.g., patterns of population, disease, economic features, rainfall, vegetation) BP (GE,144;NE,52-53)
- Understands concepts such as axis, major parallels, seasons, rotation, revolution and principal lines of latitude and longitude (Earth-Sun relations) BD (GE,145;NE,37)
- Knows the advantages and disadvantages of maps, globes and other geographic tools to illustrate a data set (e.g., data on population distribution, language-use patterns, energy consumption at different times of the year) BC (GE,145;NE,53)
- Knows the characteristics and uses of cartograms BD (GE,145;NE,52-53)
- Knows how maps help to find patterns of movement in space and time (e.g., mapping hurricane tracks over several seasons; mapping the spread of influenza throughout the world) BD (GE,145;NI,53)

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- Knows the characteristics and purposes of geographic databases (e.g., databases containing census data, land-use data, topographic information) BD (GE,144;NI,53)

Level IV (Grades 9-12)

- Understands the advantages and disadvantages of using maps from different sources and different points of view (e.g., maps developed by the media, business, government, industry and military to show how a recently closed military installation can be utilized for civilian purposes) BC (GE,185;NI,71-72)
- Knows the characteristics and uses of geographic technologies (e.g., geographic information systems (GIS) and satellite-produced imagery) BD (GE,185;NE,71-72)
- Transforms primary data into maps, graphs and charts (e.g., charts developed from recent census data ranking selected information on various topics; cartograms depicting the relative sizes of Latin American countries based on their urban populations) BP (GE,184)

2. Knows the location of places, geographic features and patterns of the environment (GI,108)

Level I (Grades K-2)

- Knows the location of school, home, neighborhood, community, state and country BD (GI,108;EE,11,12;NI,36;TE,11,15,21)

Level II (Grades 3-5)

- Knows major physical and human features of places as they are represented on maps and globes (e.g., shopping areas, fast-food restaurants, fire stations, largest cities, rivers, lakes, wetlands, recreation areas, historic sites, landforms, locations of places discussed in history, language arts, science and other school subjects) BD (GE,108,109;EE,14;NE,34-36;TE,27)
- Knows the location of major cities in North America BD (GI,109;EI,15;NE,34;TE,27)
- Knows the approximate location of major mountain ranges on Earth BD (GE,109;EE,16;NE,34;TI,28)

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Level III (Grades 6-8)

- Knows the location of physical and human features on maps and globes (e.g., culture hearths such as Mesopotamia, Huang Ho, the Yucatan Peninsula, the Nile Valley; major ocean currents; wind patterns; land forms; climate regions) BD (GE,146;NI,52)
- Knows how mental maps of place location affect spatial associations (e.g., how to get from Paris to Moscow, from Cairo to Nairobi, from Rio de Janeiro to Lima) BD (GE,146;NI,52)
- Knows the relative location of, size of and distances between places (e.g., major urban centers in the United States) BD (GE,147;NI,52)
- Knows the factors that influence spatial perception (e.g., culture, education, age, gender, occupation, experience) BD (GE,147;NI,52)

Level IV (Grades 9-12)

- Knows the approximate locations of major political or economic cultures BD (GE,186;NE,71)
- Knows the spatial dynamics of various contemporary and historical events (e.g., the spread of radiation from the Chernobyl nuclear accident; how physical features have deterred migrations and invasions; trade and transportation in the contemporary world; the diffusion of contagious diseases such as the bubonic plague in 14th-century Europe or AIDS in the present-day world) BD (GE,186;NI,71)
- Knows the ways in which mental maps influence human decisions about location, settlement and public policy (e.g., locating houses in areas with scenic views; decisions to migrate based on newspaper and magazine advertisements, or television programs and movies) BD (GE,186-187;NI,71)
- Knows the common factors that affect people's mental maps (e.g., how differences in life experiences, age and gender influence people's housing preferences or their view of public transportation in a city; Eurocentric, Americentric or Sinocentric mental maps of the world) BD (GE,187)

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(GE,110)

3. Understands the characteristics and uses of spatial organization of Earth's surface

Level I (Grades K-2)

- Identifies physical and human features in terms of the four spatial elements (e.g., locations [point], transportation and communication routes [line], regions [area], lakes filled with water [volume]) BC (GE,110;EI,11,12;NI,36,38)
- Knows the absolute and relative location of a community and places within it (e.g., parks, stores, landmarks) BD (GI,110-111;EI,11-12;NI,35;TE,15)

Level II (Grades 3-5)

- Knows patterns on the landscape produced by physical processes (e.g., the drainage basin of a river system, the ridge-and-valley pattern of the Appalachians, vegetation on the windward and leeward sides of a mountain range) BD (GE,112;EI,13-14;NE,34;TI,32;DI,7.3.1)
- Understands the spatial organization of places through such concepts as location, distance, direction, scale, movement and region BD (GE,110-111;EI,14;NE,45;TI,35)
- Understands how changing transportation and communication technology have affected relationships between locations BD (GI,112;EI,14;NE,45-48;TE,38-39;DI,11.2.3)
- Knows different methods used to measure distance (e.g., miles, kilometers, time, cost, perception) BD (GE,111;EI,13;NE,36;TE,25)

Level III (Grades 6-8)

- Understands distributions of physical and human occurrences with respect to spatial patterns, arrangements and associations (why some areas are more densely settled than others; relationships and patterns in the kind and number of links between settlements) BD (GE,148;NE,54-57)
- Understands patterns of land use in urban, suburban and rural areas (land uses that are frequently nearby and others not frequently adjacent to one another; dominant land-use patterns in city centers and peripheral areas) BD (GE,148-149;NE,66)

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- Understands the different ways in which places are connected and how these connections demonstrate interdependence and accessibility (e.g., where classmates were born and now live; where sports teams travel to play; the role of changing transportation and communication technology; regions and countries Americans depend on for imported resources and manufactured goods) BD (GE,149;NI,45)
- Understands the patterns and processes of migration and diffusion (spread of language, religion and customs from one culture to another; spread of a contagious disease through a population; global migration patterns of plants and animals) BD (GE,149;NE,68)

Level IV (Grades 9-12)

- Understands how concepts of spatial interaction (e.g., complementarity, intervening opportunity, distance decay, connections) account for patterns of movement in space (e.g., transportation routes, trade and migration patterns, commodity flows) BD (GE,188;NE,82)
- Understands relationships in and between places (e.g., differences in threshold population or demand needed to support retail activities in a place; why there are many small central places and few large central places; law of retail gravitation) BD (GE,188-189;NE,82)
- Understands how characteristics such as age, sex, employment and income level affect the way people perceive and use space (e.g., school-age children travelling to and from school, employed people commuting by public transit, high-income people travelling long distances for vacations) BD (GE,189)
- Understands principles of location (e.g., optimum plant-location decisions based on labor costs, transportation costs, market locations, climate; advantages for retailers to locate in malls rather than in dispersed locations) BD (GE,93-94;NE,83)

4. Understands the physical and human characteristics of place (GE,113)

Level I (Grades K-2)

- Knows the physical and human characteristics of the local community (e.g., neighborhoods, schools, parks, creeks, shopping areas, airports, museums, sports) BD (GE,113;EE,13;NE,45;TE,22)

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stadiums, hospitals)

- Knows that places can be defined in terms of their predominant human and physical characteristics (e.g., rural, urban, forest, desert; or by types of landforms, vegetation, water bodies, climate) BD (GI,114;EI,14;NE,42;TE,22;DI,5.1.1)

Level II (Grades 3-5)

- Knows how the characteristics of places are shaped by physical and human processes (e.g., effects of agriculture in changing land use and vegetation; effects of settlement on the building of roads; relationship of population distribution to landforms, climate, vegetation or resources) BD (GE,114;NE,37,38;TE,28,29)

Level III (Grades 6-8)

- Knows the human characteristics of places (e.g., cultural characteristics such as religion, language, politics, technology, family structure, gender; population characteristics; land uses; levels of development) BD (GE,150;NE,56-57)
- Knows the physical characteristics of places (e.g., soils, landforms, vegetation, wildlife, climate, natural hazards) BD (GE,150;NE,61)
- Knows how technology shapes the human and physical characteristics of places (e.g., satellite dishes, computers, road construction) BD (GE,151;NI,61-62)
- Knows the causes and effects of changes in a place over time (e.g., physical changes such as forest cover, water distribution, temperature fluctuations; human changes such as urban growth, the clearing of forests, development of transportation systems) BD (GE,150-151;NI,56,57)

Level IV (Grades 9-12)

- Knows how social, cultural and economic processes shape the features of places (e.g., resource use, belief systems, modes of transportation and communication, major technological changes such as the agricultural and industrial revolutions, population growth and urbanization) BD (GE,191;NI,75)

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- Understands why places have specific physical and human characteristics in different parts of the world (e.g., the effects of climatic and tectonic processes, settlement and migration patterns, site and situation components) BD (GE,190;NI,72,75)

- Knows the locational advantages and disadvantages of using places for different activities based on their physical characteristics (e.g., flood plain, forest, tundra, earthquake zone, river crossing, coastal flood zone) BD (GE,191;NI,83)

5. Understands the concept of regions (GE,115)

Level I (Grades K-2)

- Knows areas that can be classified as regions according to physical criteria (e.g., landform regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (e.g., political regions, population regions, economic regions, language regions) BD (GE,115;EI,13;NI,35;TI,10;DI,4.1.2)

Level II (Grades 3-5)

- Knows the characteristics of a variety of regions (landform, climate, vegetation, shopping, housing, manufacturing, religion, language) BD (GI,115;EE,13;NE,38;TE,32)
- Understands how regions change over time and the consequences of these changes (e.g., changes in population size or ethnic composition; construction of a new shopping center, a regional hospital or a new manufacturing plant; changes in transportation; changes in environmental conditions) BD (GE,116;EE,14;NI,38;TE,26)
- Knows how regions are similar and different in form and function (e.g., local neighborhoods versus Central Business District) BD (GE,115;EE,13;NI,35;TE,20)

Level III (Grades 6-8)

- Knows regions at various spatial scales (e.g., hemispheres, regions within continents, countries, cities) BD (GE,152;NI,45)
- Understands criteria that give a region identity (e.g., its central focus, such as Amsterdam) BD (GE,152;NI,56-57)

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as a transportation center; relationships between physical and cultural characteristics, such as the Sunbelt's warm climate and popularity with retired people)

BD (GE,152)

- Knows types of regions such as formal regions (e.g., school districts, circuit-court districts, states of the United States), functional regions (e.g., the marketing area of a local newspaper, the "fanshed" of a professional sports team) and perceptual regions (e.g., the Bible Belt in the United States, the Riviera in southern France, the Great American Desert)
- Knows factors that contribute to changing regional characteristics (e.g., economic development, accessibility, migration, media image)
- Understands the influences and effects of particular regional labels and images (e.g., Twin Peaks in San Francisco; Capitol Hill in Washington, D.C.; the South; the rust belt; "developed" vs. "less-developed" regions)
- Understands ways regional systems are interconnected (e.g., watersheds and river systems, regional connections through trade, cultural ties between regions)

BD (GE,153;NE,64-65)

BD (GE,153;NI,56-57)

BD (GE,153;NI,56-57)

Level IV (Grades 9-12)

BD (GE,193;NE,64)

- Understands how regional boundaries change (e.g., changes resulting from shifts in population, environmental degradation, shifts in production and market patterns, wars)
- Knows factors that contribute to the dynamic nature of regions (e.g., human influences such as migration, technology and capital investment; physical influences such as long-term climate shifts and seismic activity)
- Understands connections within and among the parts of a regional system (e.g., links involving neighborhoods within a city, municipalities within a metropolitan area or power blocs within a defense or economic alliance)
- Understands how changing conditions can result in a region taking on a new structure (e.g., the reshaping of South Africa resulting from the economic and political realignments that followed the end of European colonialism; the Caribbean Basin's transition from a major sugarcane and hemp producer to a center for tourism)

BD (GE,193;NI,82)

BD (GE,194;NI,82)

BD (GE,192;NI,82)

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- Knows ways in which the concept of a region can be used to simplify the complexity of Earth's space (e.g., by arranging an area into sections to help understand a particular topic or problem) BD (GE,193)
 - Understands the different ways in which regional systems are structured (e.g., precinct, ward, county, state and national levels of a political party hierarchy; hub-and-spoke airline operations; postal-service zip codes; assignment of Social Security numbers by region) BD (GE,194;NI,82)
- 6. Understands that culture and experience influence people's perceptions of places and regions** (GE,117)

Level I (Grades K-2)

- Not appropriate at this level BD (GE,117)

Level II (Grades 3-5)

- Understands ways in which people view and relate to places and regions differently (e.g., how children, mothers, joggers and city park workers view a park) BD (GE,117;EI,14;NE,44;TE,29)

Level III (Grades 6-8)

- Knows how places and regions serve as cultural symbols (e.g. Golden Gate Bridge in San Francisco; Opera House in Sydney, Australia; the Gateway Arch in St. Louis; Tower Bridge in London) BD (GE,155;NI,56-57)
- Knows how technology affects the ways in which culture groups perceive and use places and regions (e.g., impact of technology such as air conditioning and irrigation on the human use of arid lands; changes in perception of environment by culture groups, such as the snowmobile's impact on the lives of Inuit people or the swamp buggy's impact on tourist travel in the Everglades) BD (GE,154NI,56-57)
- Knows the ways in which culture influences the perception of places and regions (e.g., religion and other belief systems, language and tradition; perceptions of "beautiful" or BD (GE,154-155;NI,56-57)

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"valuable")

Level IV (Grades 9-12)

- Understands why places and regions are important to individual human identity and as symbols for unifying or fragmenting society (e.g., sense of belonging, attachment or rootedness; symbolic meaning of places such as Jerusalem as a holy city for Muslims, Christians and Jews) BD (GE,195;NI,79-80)
- Understands how individuals view places and regions on the basis of their stage of life, sex, social class, ethnicity, values and belief systems (e.g., perceptions of distance, impressions about what makes a place secure, views of public housing or wealthy urban neighborhoods) BD (GE,195-196;NI,79-80)
- Knows ways in which people's changing views of places and regions reflect cultural change (e.g., rural settings becoming attractive as recreation areas to people living in densely populated cities, old mining ghost towns becoming tourist and gambling centers) BD (GE,196)

(GE,118)

7. Knows the physical processes that shape patterns on Earth's surface

Level I (Grades K-2)

- Not appropriate at this level

BD (GE,118)

Level II (Grades 3-5)

- Knows the physical components of Earth's atmosphere (e.g., weather and climate), lithosphere (e.g., landforms such as mountains, hills, plateaus, plains), hydrosphere (e.g., oceans, lakes, rivers) and biosphere (e.g., vegetation and biomes) BD (GE,118;EI,16;NE,37;TI,28)
- Understands how physical processes help to shape features and patterns on Earth's surface (e.g., the effects of climate and weather on vegetation, erosion and deposition on landforms, mud slides on hills) BD (GE,118;EI,16;NE,37;TI,28)
- Knows how Earth's position relative to the Sun affects events and conditions on Earth BD (GE,119;EI,11-12;NI,37;TI,16)

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(e.g., how the tilt of the Earth in relation to the Sun explains seasons in different locations on Earth; how the length of day influences human activity in different regions of the world)

Level III (Grades 6-8)

- Knows the major processes that shape patterns in the physical environment (e.g., the erosional agents such as water and ice, earthquake zones and volcanic activity, the ocean circulation system) BD (GE,156,190;NE,55-56;DI,3.2.1)
- Knows the processes that produce renewable and nonrenewable resources (e.g., fossil fuels, hydroelectric power, soil fertility) BD (GE,157;NI,55-56)
- Knows the consequences of a specific physical process operating on Earth's surface (e.g., effects of an extreme weather phenomenon such as a hurricane's impact on a coastal ecosystem; effects of heavy rainfall on hillslopes; effects of the continued movement of Earth's tectonic plates) BD (GE,157;NI,55-56)

Level IV (Grades 9-12)

- Understands the distribution of different types of climate (e.g., marine climate or continental climate) that is produced by such processes as air-mass circulation, temperature and moisture BD (GE,197;NE,73-74)
- Understands the effects of different physical cycles (e.g., world atmospheric circulation, ocean circulation) on the physical environment of Earth BD (GE,198;NE,73-74)
- Understands how physical systems are dynamic and interactive (e.g., the relationships between changes in landforms and the effects of climate such as the erosion of hill slopes by precipitation, deposition of sediments by floods, shaping of land surfaces by wind) BD (GE,198;NI,73-74)
- Understands how physical processes affect different regions of the United States and the world (e.g., effects of hurricanes in the Caribbean Basin and the eastern United States or of earthquakes in Turkey, Japan and Nicaragua; effects of desertification and soil degradation, flash floods, dust storms, sand movement, soil erosion and salt accumulation in dry environments) BD (GE,197;NE,73-74)

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(GE,120)

8. Understands the characteristics of ecosystems on Earth's surface

Level I (Grades K-2)

BD (GE,120)

- Not appropriate at this level

Level II (Grades 3-5)

- Knows the components of ecosystems at a variety of scales (e.g., fungi, insects, plants and animals in a food chain or food web; fish and marine vegetation in coastal zones; grasses, birds and insects in grassland areas) BD (GE,120;EI,13;NI,37;TI,41)
- Knows ways in which humans can change ecosystems (e.g., clearing forests, widening channels of waterways, draining wetlands, wetting or suppressing fires) BD (GE,121;EI,14;NI,60;TE,42;DI,14.2.1)
- Knows plants and animals associated with various vegetation and climatic regions on Earth (e.g., the plant and animal life supported in a midlatitude forest in North America, the kinds of plants and animals found in a tropical rain forest in Africa, animals and trees that thrive in cities) BD (GE,120;NI,37;TE,33)

Level III (Grades 6-8)

- Understands the distribution of ecosystems from local to global scales (e.g., the consequences of differences in soils, climates and human and natural disturbances) BD (GE,158;NI,54,55)
- Understands the functions and dynamics of ecosystems (e.g., interdependence of flora and fauna, the flow of energy and the cycling of energy, feeding levels and location of elements in the food chain) BD (GE,158;NI,59,60)
- Understands ecosystems in terms of their characteristics and ability to withstand stress caused by physical events (e.g., a river system adjusting to the arrival of introduced plant species such as hydrilla; regrowth of a forest after a forest fire; effects of disease on specific populations) BD (GE,159;NI,56)
- Knows changes that have occurred over time in ecosystems in the local region (e.g., natural wetlands on a floodplain being replaced by farms, farmlands on a floodplain being BD (GE,159;NI,54-55)

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replaced by housing developments)

- Knows the potential impact of human activities within a given ecosystem on the carbon, nitrogen and oxygen cycles (e.g., the role of air pollution in atmospheric warming or the growing of peas and other legumes, which supply their own nitrogen and do not deplete the soil) BD (GE,159;NI,54-55)
- Understands the life cycle of a lake ecosystem from birth to death (including the process of eutrophication) BD (GE,159;NI,54-55)

Level IV (Grades 9-12)

- Understands how relationships between soil, climate and plant and animal life affect the distribution of ecosystems (e.g., effects of solar energy and water supply on the nature of plant communities) BD (GE,199;NE,73)
- Knows ecosystems in terms of their biodiversity and productivity (e.g., the low productivity of deserts and the high productivity of midlatitude forests and tropical forests) and their potential value to all living things (e.g., as a source of oxygen for life forms, as a source of food for indigenous peoples, as a source of raw materials for international trade) BD (GE,200;NI,72-73)
- Knows the effects of biological magnification in ecosystems (e.g., the increase in contaminants in succeeding levels of the food chain and the consequences for different life forms) BD (GE,200;NI,72-73)
- Knows the effects of both physical and human changes in ecosystems (e.g., the disruption of energy flows and chemical cycles and the reduction of species diversity; how acid rain resulting from air pollution affects water bodies and forests and how depletion of the atmosphere's ozone layer through the use of chemicals may affect the health of humans) BD (GE,200;NI,78-79)

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(GE,122)

9. Understands the nature, distribution and migration of human populations on Earth's surface

Level I (Grades K-2)

BD (GE,122)

- Not appropriate at this level

Level II (Grades 3-5)

BD (GE,122-123;EE,13-14;NI,38;TE,22)

- Understands the characteristics of populations at a variety of scales (e.g., ethnicity, age distribution, number of families and single households, number of employed and unemployed, males and females, life expectancy, infant mortality)
- Knows the spatial distribution of population (e.g., that population density is higher east of the Mississippi River than west of it; population density is higher on the East Coast and West Coast than in the mountains and deserts of the western part of the country; few people live where it is very dry or very cold)
BD (GE,122;EI,17;NI,34-45;TI,28-29)
- Understands voluntary and involuntary migration
BD (GE,123;EI,16;NE,49-50;TI,43)
- Knows the causes and effects of human migration (e.g., European colonists and African slaves to America; movement of people from drought areas in Africa; movement of people from East Asia to North America; effects of physical geography on national and international migration; cultural factors)
BD (GE,123;EI,16;NI,49-50;TI,43)

Level III (Grades 6-8)

BD (GE,160;NE,74-75)

- Understands demographic concepts and how they are related to population characteristics of a country or region (e.g., rates of natural increase, crude birth and death rates, infant mortality, population growth rates, doubling time, life expectancy, average family size)
- Knows the factors that influence patterns of rural-urban migration (e.g., urban commuting; effects of technology on transportation, communication and people's mobility; barriers that impede the flow of people, goods and ideas)
BD (GE,161;NE,68-69)
- Knows the ways in which human movement and migration influence the character of a
BD (GE,161;EI,15-16;NI,68-69;TE,32)

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place (e.g., New Delhi before and after the partition of the Indian subcontinent in the 1940s and the massive realignment of the Hindu and Muslim populations; Boston before and after the large-scale influx of Irish immigrants in the mid-nineteenth century; the impact of Indians settling in South Africa, Algerians settling in France, Vietnamese settling in the United States)

Level IV (Grades 9-12)

- Understands population issues (e.g., the ongoing policies to limit population growth; the policy in the former Soviet Union to encourage ethnic Russians to have large families; economic considerations such as a country's need for more or fewer workers) BD (GE,201;NI,74-75)
- Knows how human mobility and city/region interdependence can be increased and regional integration can be facilitated by improved transportation systems (e.g., the national interstate highway system in the United States, the network of global air routes) BD (GE,202;NE,68-69)
- Knows how international migrations are shaped by push and pull factors (e.g., political conditions, economic incentives, religious values, family ties) BD (GE,202;NE,68-69)
- Understands the impact of human migration on physical and human systems (e.g., the impact of European settlers on the High Plains of North America in the nineteenth century; impact of rural-to-urban migration on suburban development and the resulting lack of adequate housing and stress on infrastructure; effects of population gains or losses on socioeconomic conditions) BD (GE,202;NI,87)

10. Understands the nature and complexity of Earth's cultural mosaics (GE,124)

Level I (Grades K-2)

- Knows the basic components of culture (e.g., language, social organization, beliefs and customs, forms of shelter, economic activities, education systems) BD (GE,124;EI,12;NI,46;TI,22)

Level II (Grades 3-5)

- Knows the similarities and differences in characteristics of culture in different regions BD (GE,124;EI,14;NI,38-39;TI,29)

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(e.g., in terms of environment and resources, technology, food, shelter, social organization, beliefs and customs, schooling, what girls and boys are allowed to do)

- Understands how different people living in the same region maintain different ways of life (e.g., the cultural differences between Native Americans and Europeans living along the eastern seaboard in the 17th century; differences among Sikhs, Hindus and Muslims living in India today) BD (GE,124,172;EI,14;NE,44;TI,13)
- Understands how cultures differ in their use of similar environments and resources (e.g., by comparing how people live in Phoenix, Arizona with how people live in Riyadh, Saudi Arabia) BD (GE,125;EI,14;NI,61;TE,30)
- Understands cultural change (in terms of, e.g., the role of women in society, the role of children in society, clothing styles, modes of transportation, food preferences, types of housing, attitudes toward the environment and resources) BD (GE,125;EI,16;NI,46)

Level III (Grades 6-8)

- Knows the distinctive cultural landscapes associated with migrant populations (e.g., Chinatowns in the Western world, European enclaves in Japan and China in the 19th century, Little Italy sections of American cities from the beginning of the 19th century to the present) BD (GE,162;NI,56-57)
- Knows ways in which communities reflect the cultural background of their inhabitants (e.g., distinctive building styles, billboards in Spanish, foreign-language advertisements in newspapers) BD (GE,162;NI,56,57)
- Understands the significance in patterns of cultural diffusion (e.g., the use of terraced rice fields in China, Japan, Indonesia and the Philippines; the use of satellite television dishes in the United States, England, Canada and Saudi Arabia) BD (GE,162-163;NI,57)

Level IV (Grades 9-12)

- Knows how cultures influence the characteristics of regions (e.g., level of technological achievement, cultural traditions, social institutions) BD (GE,203;NI,56-57)

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- Understands how human characteristics make specific regions of the world distinctive (e.g., the effects of early Spanish settlement in the southwestern United States, the impact of Buddhism in shaping social attitudes in Southeast Asia, the specific qualities of Canada's culture regions resulting from the patterns of migration and settlement over four centuries) BD (GE,204)
- Understands how evolving political and economic alliances may affect the traditional cohesiveness of world culture regions (e.g., post-reunification Germany and its economic effect on the European Union, NAFTA's effect on trade relations among the United States, Canada and Mexico) BD (GE,205;NI,75)
- Knows the role culture plays in incidents of cooperation and conflict in the present-day world (e.g., conflicts in sub-Saharan Africa in the 1960s, Central Europe in the 1980s and 1990s, states within the former Soviet Union in the 1990s; cooperation such as the religious and linguistic ties between Spain and parts of Latin America, ethnic ties among the Kurds living in Iran, Iraq and Turkey) BD (GE,203;NI,67)
- Understands how communication and transportation technologies contribute to cultural convergence or divergence (e.g., convergence created by electronic media, computers and jet aircraft; divergence created by technologies used to reinforce nationalistic or ethnic elitism or cultural separateness and independence) BD (GE,205;NI,75)

11. Understands the patterns and networks of economic interdependence on Earth's surface (GE,126)

Level I (Grades K-2)

- Knows the modes of transportation used to move people, products and ideas from place to place (e.g., barges, airplanes, automobiles, pipelines, ships, railroads), their importance and their advantages and disadvantages BD (GE,127;EI,12;NI,43;TI,10,18)

Level II (Grades 3-5)

- Knows the factors that are important in the location of economic activities (e.g., warehouses and industries near major transportation routes; fast-food restaurants in BD (GE,127;EI,15;NE,46;TE,28)

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highly accessible locations close to population concentrations; production sites near the sources of their raw materials or close to the consumers who buy their products)

- Knows economic activities that use natural resources in the local region, state and nation (e.g., agriculture, mining, fishing, forestry) and the importance of the activities to these areas BD (GE,127;EI,15;NI,39;TI,29,33)
- Knows how transportation and communication have changed and how they have affected trade and economic activities (e.g., regions can specialize economically; with improved roads and refrigerated trucking, more fresh fruits and vegetables are available out of season; regional, national and global markets expand as transportation and communication systems improve) BD (GE,127;EI,14;NI,47-48;TE,31,32;DI,3,2,3)
- Knows the various ways in which people satisfy their basic needs and wants through the production of goods and services in different regions of the world (e.g., growing food and shopping for food in a developing vs. a developed society; economic activities in a rural region vs. those in an urban region in the same U.S. state) BD (GE,126;NI,50-51)
- Knows how regions are linked economically and how trade affects the way people earn their living in each region (e.g., the flow of fuels from Southwest Asia to industrialized, energy-poor regions of the world; the flow of electronic goods from Pacific Rim nations to the United States) BD (GE,126;NI,50)

Level III (Grades 6-8)

- Understands the spatial aspects of systems designed to deliver goods and services (e.g., the movement of a product from point of manufacture to point of use; imports, exports and trading patterns of various countries; interruptions in world trade such as war, crop failures and labor strikes) BD (GE,164;EI,15;NI,38,40,46;TI,31)
- Understands issues related to the spatial distribution of economic activities (e.g., the impact of economic activities in a community on the surrounding areas; the effects of the gradual disappearance of small-scale retail facilities such as corner general stores and gas stations; the economic and social impacts on a community when a large factory or other economic activity leaves and moves to another place) BD (GE,165;EI,15;NI,38,41,46,48;TI,37)
- Understands the factors that influence the location of industries in the United States (e.g., BD (GE,166;NI,66-67,70)

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geographical factors, factors of production, changing spatial patterns)

- Understands the primary geographic causes for world trade (e.g., the theory of comparative advantage that explains trade advantages associated with Hong Kong-made consumer goods, Chinese textiles or Jamaican sugar; countries that export mostly raw materials and import mostly fuels and manufactured goods) BD (GE,165)
- Understands historic and contemporary economic trade networks (e.g., the triangular trade routes of the 16th and 17th centuries; national and global patterns of migrant workers; economic relationships under imperialism such as American colonies and England in the 18th and 19th centuries, or Belgium and the Congo in the 20th century) BD (GE,166;NI,57)
- Understands historic and contemporary systems of transportation and communication in the development of economic activities (e.g., the effect of refrigerated railroad cars, air-freight services, pipelines, telephone services, facsimile transmission services, satellite-based communications systems) BD (GE,166;NI,66)
- Knows primary, secondary and tertiary activities in a geographic context (e.g., primary economic activities such as coal mining and salmon fishing; secondary economic activities such as the manufacture of shoes and the associated worldwide trade in raw materials; tertiary economic activity such as restaurants, theaters and hotels) BD (GE,164)

Level IV (Grades 9-12)

- Knows the spatial distribution of major economic systems and their relative merits in terms of productivity and the social welfare of workers (e.g., North Korea as a command economy, Burkina Faso as a traditional economy in the hinterlands beyond its cities, Singapore as a market economy) BD (GE,206;NI,74)
- Understands the historical movement patterns of people and goods and their relationships to economic activity (e.g., spatial patterns of early trade routes in the era of sailing ships, land-use patterns that resulted in a system of monoculture) BD (GE,207;NI,75)
- Understands the relationships between various settlement patterns, their associated economic activities and the relative land values (e.g., land values and prominent urban features; the zoned uses of land and the value of that land; economic factors and location of particular types of industries and businesses) BD (GE,207;NI,75)

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- Understands the advantages and disadvantages of international economic patterns (e.g., how land values in an area may change due to the investment of foreign capital; the causes and geographic consequences of an international debt crisis; the advantages and disadvantages of allowing foreign-owned businesses to purchase land, open factories or conduct other kinds of business in a country) BD (GE,207;NI,83)

12. Understands the patterns of human settlement and their causes

(GE,128)

Level I (Grades K-2)

- Understands why people choose to settle in different places (e.g., job opportunities, available land, climate) BD (GE,129;EI,13;NI,38-39;TE,21)
- Knows the similarities and differences in housing and land use in urban and suburban areas (e.g., where people live, where services are provided, where products are made, types of housing, yard size, population density, transportation facilities, presence of infrastructure elements such as sidewalks and street lights) BD (GE,128;EI,12;NI,46;TI,18)

Level II (Grades 3-5)

- Knows areas of dense human settlement and why they are densely populated (e.g., fertile soil, good transportation and availability of water in the Ganges River Valley; availability of coal, iron and other natural resources and river transportation in the Ruhr) BD (GE,128;EI,14;NI,38,48;TI,29)
- Knows reasons for similarities and differences in the population size and density of different regions (e.g., length of settlement, environment and resources, cultural traditions, historic events, accessibility) BD (GE,129;EI,14;NI,38,48;TI,29,32)
- Knows the settlement patterns that characterize the development of a community or state (e.g., from the movement of people into an area previously unoccupied to the competition among villages for economic dominance and growth; from a small number of dispersed settlers with few services to the modern pattern of suburbanization and decentralization) BD (GE,129;NI,39)
- Knows reasons for the growth and decline of settlements (e.g., boomtowns to ghost towns in mining areas; the rise or decline of towns linked or not linked by highways or railroads; BD (GE,129;NI,39;TE,28,29)

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the history of company or single-industry towns in periods of prosperity or recession)

- Knows the characteristics and locations of cities (e.g., location along transportation routes, availability of resources, continued access to other cities and resources) and how they have changed over time (e.g., the movement of industry from downtown to the edge of cities; suburban growth; changes in the shapes of urban areas) BD (GE,129;TE,37)
- Knows the similarities and differences among the world's culture hearths (culture groups' places of origin), why humans settled in those places and why these settlements persist today (e.g., as centers of innovation and cultural, social, economic and political development that attract people from other places) BD (GE,129;NI,38)

Level III (Grades 6-8)

- Knows the causes and consequences of urbanization (e.g., industrial development; cultural activities such as entertainment, religious facilities, higher education; economic attractions such as business and entrepreneurial opportunities, access to information and other resources) BD (GE,168;NI,57)
- Knows the similarities and differences in various settlement patterns of the world (e.g., agricultural settlement types such as plantations, subsistence farming, truck-farming communities; urban settlement types such as port cities, governmental centers, single-industry cities, planned cities) BD (GE,167;NI,52,57,65)
- Knows ways in which both the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form (e.g., a larger marketplace; the need for an agricultural surplus to provide for the urban population; the loss of some rural workers as people decide to move into the city; changes in the transportation system) BD (GE,167-168;NI,64)
- Knows the factors involved in the development of cities (e.g., geographic factors for location such as transportation and food supply; the need for a marketplace; religious needs; military protection) BD (GE,167;NE,56,57)
- Knows the internal spatial structures of cities (e.g., the concentric zone model and the sector model of cities; the impact of different transportation systems on the spatial arrangement of business, industry, and residence in a city) BD (GE,168;NI,66-67)

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Level IV (Grades 9-12)

- Understands how the functions of cities today differ from those of towns and villages and cities in earlier times (e.g., more specialized economic and social activities, greater concentration of services, greater availability of the same services) BD (GE,208;NI,66)
 - Knows the shape of cities in the United States and factors that influence urban morphology (e.g., transportation routes, physical barriers, zoning regulations) BD (GE,208;NI,75)
 - Knows the similarities and differences in settlement characteristics of economically developing and developed nations (characteristics of cities; residential and transportation patterns; travel distance to schools, shopping areas and health care facilities) BD (GE,209;NI,75)
 - Knows the consequences of factors such as population changes or the arrival/departure of a major industry or business on the settlement patterns of an area (e.g., stress on infrastructure, problems of public safety and fire protection, crisis in delivering school and medical services) BD (GE,209;NI,75)
 - Understands the physical and human impact of emerging urban forms in the present-day world (e.g., the rise of megalopoli, edge cities and metropolitan corridors; increasing numbers of ethnic enclaves in urban areas and the development of legislation to protect the rights of ethnic and racial minorities; improved light-rail systems within cities providing ease of access to ex-urban areas) BD (GE,209)
- 13. Understands the forces of cooperation and conflict that shape the divisions of Earth's surface** (GE,130)

Level I (Grades K-2)

- Knows ways that people solve common problems by cooperating (e.g., working in groups to pick up trash along a road, participating in a neighborhood crime-watch group, participating in community house-building projects) BD (GE,131;EI,13;NI,48-49;TI,18)
- Knows examples of world conflict or cooperation (e.g., countries in trade pacts, areas of the world with refugee problems) BD (GE,131;EI,14;NI,48-49;TI,31)

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Level II (Grades 3-5)

- Knows the functions of political units (e.g., law-making, law enforcement, provision of services, powers of taxation) and how they differ on the basis of scale (e.g., precinct, census district, school attendance zone, township, metropolitan area, county, state, nation) BD (GE,130,131;EI,14;NI,48;TI,27)
- Knows the processes people use to divide Earth's surface into political and/or economic units (e.g., states in the United States and Mexico; provinces in Canada; countries in North and South America; countries linked in cooperative relationships, such as the European Union) BD (GE,130;EI,13;NI,38;TI,27)
- Knows how and why people compete for control of Earth's surface (e.g., ethnic or national differences, desire for political control, economic inequalities) BD (GE,131;NI,48)

Level III (Grades 6-8)

- Understands factors that contribute to cooperation (e.g., similarities in religion, language, political beliefs) or conflict (e.g., economic competition for scarce resources, boundary disputes, cultural differences, control of strategic locations) within and between regions and countries BD (GE,169;NE,67)
- Knows the social, political and economic divisions on Earth's surface at the local, state, national and international levels (e.g., transnational corporations, political alliances, economic groupings, world religions) BD (GE,170;NI,52,67)
- Understands the various factors involved in the development of nation-states (e.g., competition for territory and resources, desire for self-rule, nationalism, history of domination by powerful countries) BD (GE,170)
- Understands the reasons for multiple and overlapping spatial divisions in society (e.g., postal zones, school districts, telephone area codes, voting wards) BD (GE,169)
- Understands the factors that affect the cohesiveness and integration of countries (e.g., language and religion in Belgium, the religious differences between Hindus and Moslems in India, the ethnic differences in some African countries that have been independent for only a few decades, the elongated shapes of Italy and Chile) BD (GE,170;NE,67)
- Understands the symbolic importance of capital cities (e.g., Canberra, a planned city, as BD (GE,170)

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the capital of Australia; The Hague as both a national capital of the Netherlands and a center for such global agencies as the World Court)

Level IV (Grades 9-12)

- Understands how cooperation and/or conflict can lead to the allocation of control of Earth's surface (e.g., formation and delineation of regional planning districts, regional school districts, countries, free-trade zones) BD (GE,210;NI,85-86)
- Knows the causes of boundary conflicts and internal disputes between culture groups (e.g., the conflict between North Korea and South Korea, friction between the Spanish majority and Basque minority in Spain, the civil war between the Hutus and the Tutsis in Rwanda) BD (GE,210;NE,86)
- Understands why the boundaries of congressional districts change in the United States (e.g., the effects of statutory requirements, population shifts, ethnic and racial considerations, shifts in political power) BD (GE,210;NI,85-86)
- Understands the changes that occur in the extent and organization of social, political and economic entities on Earth's surface (e.g., imperial powers such as the Roman Empire, Han Dynasty, Carolingian Empire, British Empire) BD (GE,210;NI,85-86)
- Understands why some countries are land-locked (e.g., wars between rival countries, isolation due to the size of landmasses and due to racial and cultural divisions) BD (GE,211;NI,85-86)
- Understands how external forces can conflict economically and politically with internal interests in a region (e.g., how the Pampas in Argentina underwent a significant socioeconomic transformation in the 19th and early 20th centuries as a consequence of European demands for grain and beef; the consequences of the French colonization of IndoChina in the 19th century to procure tin, tungsten and rubber; the friction between Hindus and Moslems in the Indian subcontinent in the 1940s which led to the formation of India and Pakistan) BD (GE,211)

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14. Understands how human actions modify the physical environment

Level I (Grades K-2)

- Knows ways in which people depend on the physical environment (e.g., food, clean air, water, mineral resources) BD (GE,132;TE,17)

Level II (Grades 3-5)

- Knows the ways people alter the physical environment (e.g., by creating irrigation projects; clearing the land to make room for houses and shopping centers; planting crops; building roads) BD (GE,132-133;EE,14;NI,42-43;TE,29-30;DI,8.2.2)
- Knows the ways in which the physical environment is stressed by human activities (e.g., changes in climate, air pollution, water pollution, expanding human settlement) BD (GE,133;NI,42-43;TE,31)
- Knows how human activities have increased the ability of the physical environment to support human life in the local community, state, United States and other countries (e.g., use of irrigation and dry-land farming techniques to improve crop yields, reforestation to prevent erosion, flood-control projects to make land habitable) BD (GE,133;NE,43;TI,42)

Level III (Grades 6-8)

- Understands the environmental consequences of people changing the physical environment (e.g., the effects of ozone depletion, climate change, deforestation, land degradation, soil salinization and acidification, ocean pollution, groundwater-quality decline, using natural wetlands for recreational and housing development) BD (GE,171;NE,61)
- Understands the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., the effects of a factory's airborne emissions on air quality in communities located downwind and, because of acid rain, on ecosystems located downwind; the effects of pesticides washed into river systems on water quality in communities located downstream; the effects of the construction of dams and levees on river systems in one region on places downstream) BD (GE,171)
- Understands the ways in which technology influences the human capacity to modify the BD (GE,172)

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physical environment (e.g., effects of the introduction of fire, steam power, diesel machinery, electricity, work animals, explosives, chemical fertilizers and pesticides, hybridization of crops)

- Understands the environmental consequences of both the unintended and intended outcomes of major technological changes in human history (e.g., the effects of automobiles using fossil fuels, nuclear power plants creating the problem of nuclear waste storage, the use of steel-tipped plows or the expansion of the amount of land brought into agriculture) BD (GE,172;NI,61-62)

Level IV (Grades 9-12)

- Understands how the concepts of synergy, feedback loops, carrying capacity and thresholds relate to the limitations of the physical environment to absorb the impacts of human activity (e.g., levee construction on a flood plain, logging in an old-growth forest, construction of golf courses in arid areas) BD (GE,212,214;NI,77)
- Understands the role of humans in decreasing the diversity of flora and fauna in a region (e.g., the impact of acid rain on rivers and forests in southern Ontario, the effects of toxic dumping on ocean ecosystems, the effects of overfishing along the coast of northeastern North America or the Philippine archipelago) BD (GE,212;NE,77)
- Understands the global impacts of human changes in the physical environment (e.g., increases in runoff and sediment, tropical soil degradation, habitat destruction, air pollution; alterations in the hydrologic cycle; increases in world temperatures; groundwater reduction) BD (GE,212-213;NI,77-78)
- Knows how people's changing attitudes toward the environment have led to landscape changes (e.g., pressure to replace farmlands with wetlands in flood plain areas, interest in preserving wilderness areas, support for the concept of historic preservation) BD (GE,213;NI,80)

(GE,134)

15. Understands how physical systems affect human systems

Level I (Grades K-2)

BD (GE,134)

- Not appropriate at this level

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Level II (Grades 3-5)

- Knows how humans adapt to variations in the physical environment (e.g., choices of clothing, housing styles, agricultural practices, recreational activities, food, daily and seasonal patterns of life) BD (GE,134;EE,14;NE,42;TE,30)
- Knows how communities benefit from the physical environment (e.g., people make their living by farming on fertile land, fishing in local water, working in mines; the community is a port located on a natural harbor, a tourist center located in a scenic or historic area, an industrial center with good access to natural resources) BD (GE,134-135;TE,23)
- Knows the ways in which human activities are constrained by the physical environment (e.g., effects of weather, climate and landforms on agriculture, recreational activities, availability of water, expansion of settlement) BD (GE,135;NI,41-42;TE,23,30)
- Knows natural hazards that occur in the physical environment (e.g., floods, wind storms, tornadoes, earthquakes) BD (GE,135;NE,43)

Level III (Grades 6-8)

- Knows the ways in which human systems develop in response to conditions in the physical environment (e.g., patterns of land use, economic livelihoods, architectural styles of buildings, building materials, flows of traffic, recreation activities) BD (GE,173)
- Knows how the physical environment affects life in different regions (e.g., how people in Siberia, Alaska and other high-latitude places deal with the characteristics of tundra environments; limitations to coastline settlements as a result of tidal, storm and erosional processes) BD (GE,173;NE,61)
- Knows the ways people take aspects of the environment into account when deciding on locations for human activities (e.g., early American industrial development along streams and rivers at the fall line to take advantage of water-generated power) BD (GE,174)
- Knows the associations between population density and environmental quality (e.g., resource distribution, rainfall, temperature, soil fertility, landform relief, carrying capacity) BD (GE,174;NI,60)
- Knows the effects of natural hazards on human systems in different regions of the United States BD (GE,174-175)

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States and the world (e.g., how the level of economic development and technology influences the effect of drought on populations in Ethiopia compared with populations in Australia or the southern part of the United States)

BD (GE,175)

- Knows the ways in which humans prepare for natural hazards (e.g., earthquake preparedness, constructing houses on stilts in flood-prone areas, designation of hurricane shelters and evacuation routes in hurricane-prone areas)

Level IV (Grades 9-12)

BD (GE,214)

- Knows changes in the physical environment that have reduced the capacity of the environment to support human activity (e.g., the drought-plagued Sahel; the depleted rain forests of central Africa; the Great Plains Dust Bowl; the impact of the economic exploitation of Siberia's resources on a fragile sub-Arctic environment)
- Knows how humans overcome "limits to growth" imposed by physical systems (e.g., technology, human adaptation)
- Knows conditions and locations that place limits on plant growth and therefore on the expansion of human settlement (e.g., soils with limited nutrients, high salt content, shallow depth; extremely cold, arid or humid tropical climates; mountainous and coastal environments)
- Understands how people who live in naturally hazardous regions adapt to their environments (e.g., the use of sea walls to protect coastal areas subject to severe storms, the use of earthquake-resistant construction techniques in different regions within the Ring of Fire)
- Knows factors that affect people's attitudes, perceptions and responses toward natural hazards (e.g., religious beliefs, socioeconomic status, previous experiences)

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16. Understands the changes that occur in the meaning, use, distribution and importance of resources

(GE,136)

Level I (Grades K-2)

- Knows the role that resources play in our daily lives (resources used to generate electricity; resources used to produce automobiles, medicines, clothing and food) BD (GE,137;EI,15;NI,51;TI,13)

Level II (Grades 3-5)

- Knows the characteristics, location and use of renewable resources (e.g., timber), flow resources (e.g., running water or wind) and nonrenewable resources (e.g., fossil fuels, minerals) BD (GE,136;EI,15;NE,50;TI,23,37)
- Knows how settlement patterns are influenced by the discovery and use of resources (e.g., Colorado mining towns as centers of settlement in the late 19th century, the growth of industry and cities along the fall line of the Appalachians starting in the 18th century) BD (GE,136;EI,17;TI,42)
- Knows the relationships between economic activities and resources (e.g., the relationship of major industrial districts to the location of iron ore, coal and other resources) BD (GE,136;EE,17;NE,50;TE,37)
- Knows the major transportation routes that link resources with consumers and the transportation modes used (e.g., ships, pipelines barges, railroads) BD (GE,136;NI,39;TI,31)
- Knows advantages and disadvantages of recycling and reusing different types of materials BD (GE,137;EI,14;NE,43;TI,37)
- Knows the different ways in which resources are used and valued in different regions of the world (e.g., the use of wood in the United States for construction compared to the use of wood in the Dominican Republic for fuel) BD (GE,137;NI,44;TI,29-30)

Level III (Grades 6-8)

- Understands the reasons for conflicting viewpoints regarding how resources should be used (e.g., attitudes toward electric cars, water rationing, urban public transportation, use of fossil fuels, excessive timber cutting in old-growth forests, buffalo in the western United States, soil conservation in semiarid areas) BD (GE,177-178;NE,67)

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- Knows strategies for wise management and use of renewable, flow and nonrenewable resources (e.g., wise management of agricultural soils, fossil fuels and alternative energy sources; community programs for recycling or reusing materials) BD (GE,178;NI,61;DI,18.2.2)
- Knows world patterns of resource distribution and utilization (e.g., petroleum, coal, iron ore, diamonds, silver, gold, molybdenum) BD (GE,176;NE,69)
- Understands the consequences of the use of resources in the contemporary world (e.g., the relationship between a country's standard of living and its accessibility to resources; the competition for resources demonstrated by events such as the Japanese occupation of Manchuria in the 1930s or the Iraqi invasion of Kuwait in 1991) BD (GE,176-177;NI,67,70)
- Understands the role of technology in resource acquisition and use, and its impact on the environment (e.g., the use of giant earth-moving machinery in strip-mining; the use of satellite imagery technology in the search for petroleum; rates of resource consumption among countries of high or low levels of technological development) BD (GE,178;NI,62)
- Understands how energy resources contribute to the development and functioning of human societies (e.g., by providing power for transportation, manufacturing, the heating and cooling of buildings) BD (GE,178;NI,59)
- Understands how the development and widespread use of alternative energy sources (e.g., solar, wind, thermal) might have an impact on societies (in terms of, e.g., air and water quality, existing energy industries and current manufacturing practices) BD (GE,178)

Level IV (Grades 9-12)

- Understands the relationships between resources and exploration, colonization and settlement of different regions of the world (e.g., the development of mercantilism and imperialism and the consequent settlement of Latin America and other regions of the world by the Spanish and Portuguese; the abundance of fur, fish, timber and gold in Siberia, Alaska and California and the settlement of these areas by the Russians) BD (GE,216-217;NI,75)
- Understands programs and positions related to the use of resources on a local to global scale (e.g., community regulations for water usage during drought periods; local recycling programs for glass, metal, plastic and paper products; different points of view regarding BD (GE,218;NI,80)

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uses of the Malaysian rain forests)

- Understands the impact of policy decisions regarding the use of resources in different regions of the world (e.g., the long-term impact on the economy of Nauru when its phosphate reserves are exhausted; the economic and social problems related to the overcutting of pine forests in Nova Scotia; the impact of petroleum consumption in the United States and Japan) BD (GE,217;NI,88)
- Knows issues related to the reuse and recycling of resources (e.g., changing relocation strategies of industries seeking access to recyclable material, such as paper factories, container and can companies, glass, plastic and bottle manufacturers; issues involved with the movement, handling, processing and storing of toxic and hazardous waste materials; fully enforced vs. consistently neglected approaches to resource management) BD (GE,218;NI,80,88)

17. Understands how geography is used to interpret the past (GE,138)

Level I (Grades K-2)

- Knows how areas of a community have changed over time (in terms of, e.g., size and style of homes; how people earn their living; changes in the plant and animal population) BD (GE,138;EE,14;NE,38;TE,16,20)

Level II (Grades 3-5)

- Knows the factors that have contributed to changing land use in a community (e.g., street and road development, population shifts, regulations governing land use) BD (GE,138;TI,23-24)
- Knows the ways in which changes in people's perceptions of environments have influenced human migration and settlement over time (e.g., the history of oil discovery and its effect on migration in different United States regions such as Pennsylvania, Louisiana or Texas) BD (GE,139)
- Knows the geographic factors that have influenced people and events in the past (e.g., the effects of the site of a Civil War battle on the course of the conflict; how trade routes followed by early European colonists were linked to the trade winds; how Muslim trading vessels used monsoon winds to cross the Indian Ocean in the 8th century) BD (GE,139)

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GEOGRAPHY

Level III (Grades 6-8)

- Knows how physical and human geographic factors have influenced major historic events and movements (e.g., the course and outcome of battles and wars; the forced transport of Africans to North and South America because of the need for cheap labor; the profitability of the triangle trade and the locations of prevailing wind and ocean currents; the effects of different land survey systems used in the U.S.) BD (GE,180;NI,68-69)
- Knows historic and current conflicts and competition regarding the use and allocation of resources (e.g., the conflicts between Native Americans and colonists, between the Inuit and migrants to Alaska since 1950) BD (GE,179;NI,67)
- Knows the ways in which the spatial organization of society changes over time (e.g., process of urban growth in the United States; changes in the internal structure, form and function of urban areas in different regions of the world at different times) BD (GE,179;NI,56-57)
- Knows significant physical features that have influenced historical events (e.g., mountain passes that have affected military campaigns — such as the Khyber Pass, Burma Pass or Brenner Pass; major water crossings that have affected U.S. history — such as the Tacoma Strait in Washington or the Delaware River near Trenton, New Jersey; major water gaps, springs and other hydrologic features that have affected settlement in the U.S.— such as the Cumberland Gap, the Ogallala Aquifer or the artesian wells of the Great Plains) BD (GE,180)

Level IV (Grades 9-12)

- Understands how the processes of spatial change have affected history (e.g., the diffusion of a phenomenon through regions of contact, such as the spread of bubonic plague, or the diffusion of tobacco smoking from North America to Europe, Africa and Asia; the development of the national transportation systems in the U.S.; effects of migration streams and counterstreams) BD (GE,219)
- Understands how people's changing perceptions of geographic features have led to changes in human societies (e.g., the effects of religion on world economic development patterns, cultural conflict, social integration, resource use; the effects of technology on human control over nature, such as large-scale agriculture in Ukraine and northern China, strip mining in Russia and center-pivot irrigation in the southwestern United States) BD (GE,219-220;NI,79-80)

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- Understands the ways in which physical and human features have influenced the evolution of significant historic events and movements (e.g., the effects of imperialism, colonization and decolonization on the economic and political developments of the 19th and 20th centuries; the geographical forces responsible for the industrial revolution in England in the late 18th and early 19th centuries; physical and human factors that have led to famines and large-scale refugee movements) BD (GE,220)

18. Understands global development and environmental issues (GI,140)

Level I (Grades K-2)

- Not appropriate at this level BD (GE,140)

Level II (Grades 3-5)

- Knows the relationship between population growth and resource use BD (GE,140;EI,17)
- Knows the ways in which resources can be managed and why it is important to do so (e.g., soil conservation practices, recycling nonrenewable resources) BD (GE,140;NI,43;TI,30;DI,16.3.2)
- Knows how differences in perception affect people's views of the world (e.g., how different groups of people perceive the same place, environment or event; how children raised in different societies have different views regarding personal life, education and aspirations) BD (GE,140;NE,44)
- Knows human-induced changes that are taking place in different regions and the possible future impacts of these changes (e.g., development and conservation issues in terms of the wetland of coastal New Jersey) BD (GE,141;NI,44)

Level III (Grades 6-8)

- Understands how the interaction between physical and human systems affects current conditions on Earth (e.g., the relationships involved in economic, political, social and environmental changes; the geographic impact of using petroleum, coal, nuclear power and solar power as major energy sources) BD (GE,181;NI,60)

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GEOGRAPHY

- Understands the possible impact that present conditions and patterns of consumption, production and population growth might have on the future spatial organization of Earth BD (GE,182;NI,60)
- Knows how the quality of environments in large cities can be improved (e.g., greenways, transportation corridors, pedestrian walkways, bicycle lanes) BD (GE,182)
- Understands why different points of view exist regarding contemporary geographic issues (e.g., a forester and a conservationist debating the use of a national forest, a man and a woman discussing gender-based divisions of labor in a developing nation) BD (GE,181-182;NI,62-63)

Level IV (Grades 9-12)

- Understands the concept of sustainable development and its effects in a variety of situations (e.g., cutting the rain forests in Indonesia in response to a demand for lumber in foreign markets, or mining the rutile sands along the coast of eastern Australia near the Great Barrier Reef) BD (GE,221;NI,79-80)
- Understands why policies should be designed to guide the use and management of Earth's resources and to reflect multiple points of view (e.g., the inequities of access to resources, political and economic power in developing countries; the impact of a natural disaster on a developed country vs. a developing country) BD (GE,221;NI,79)
- Understands contemporary issues in terms of Earth's physical and human systems (e.g., the processes of land degradation and desertification; the consequences of population growth or decline in a developed economy; the consequences of a world temperature increase) BD (GE,222;NI,76)

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11. The Arts

The following process was used to identify standards and benchmarks for the arts:

Identification of National Reports

Four reports were identified as important for representing current thinking on knowledge and skills in the arts: *The National Standards for Arts Education* (1994) developed by the Consortium of National Arts Education Associations; the *NAEP Arts Education Assessment Framework* (NAEP, 1994); the *Visual and Performing Arts Framework for California Public Schools: K-12* (California Department of Education, 1989) and *The School Program: Description and Standards* (1986) from the Music Educators National Conference.

Selection of the Reference Document

The *National Standards for Arts Education* was selected as the reference document for constructing standards in the arts. The developers of the document represented a consortium of arts educators in music, theatre, the visual arts and dance. The work provides content standards in each arts area, with "achievement standards" described for three levels: K-4, 5-8 and 9-12.

Identification of Standards and Benchmarks

At the standard level, most statements in the national document were retained with some revision to reflect the more content-oriented focus of this model. Additionally, one standard, Art Connections, was formed by combining very similar ideas from across the arts areas, namely, content that addressed the connections among various art forms and other disciplines.

At the benchmark level, there were some aspects in which the material for the arts standards was consistently revised and adapted to fit the model used in this study. This was the case when "achievement standards" in the national document were rewritten to describe specific knowledge and/or skill. For example, under the visual arts content standard "Using knowledge of structures and functions," one 8th-grade achievement standard is:

- a. [Students] generalize about the effects of visual structures and functions and reflect upon these effects in their own works (p.50)

Because content standards are the focus of this study, material such as the example above was rewritten to describe the knowledge a student should have, rather than to describe an activity that might be used to demonstrate achievement of that knowledge. Additionally, detailed information was added to the benchmark when it was available; primary sources were the NAEP arts framework and a glossary provided in the *National Standards*. Thus, the benchmark was rewritten as:

(AE,50;CI,95-96;NE,101)

- Knows the effects of various visual structures (e.g., design elements such as line, color, shape; principles such as repetition, rhythm, balance) and functions of art

For the example analyzed here, it should be noted that another standard in the visual arts, "Understands the characteristics and merits of one's own artwork and the artwork of others," separately addresses that aspect of the activity that concerns the students' review of their own works.

Integration of Information from Other Documents

As demonstrated above, supplementary documents were used to provide detail (which was the primary use of the NAEP framework) and to provide page references to a well-known curriculum framework, in this case, the California Visual and Performing Arts Framework. Additionally, material from *the School Program*, produced by the Music Educators National Conference, was used to provide benchmarks at K-2 in the section on music. In the other arts areas, no documents were found suitable to address this need; consequently, areas other than music are presented at levels found in the arts standards document: K-4, 5-8 and 9-12.

Summary of Standards for the Arts

Art Connections

1. Understands connections among the various art forms and other disciplines

Dance

1. Identifies and demonstrates movement elements and skills in performing dance
2. Understands choreographic principles, processes and structures
3. Understands dance as a way to create and communicate meaning
4. Applies critical and creative thinking skills in dance
5. Understands dance in various cultures and historical periods
6. Understands connections between dance and healthful living

Music

1. Sings, alone and with others, a varied repertoire of music
2. Performs on instruments, alone and with others, a varied repertoire of music
3. Improvises melodies, variations and accompaniments
4. Composes and arranges music within specified guidelines
5. Reads and notates music
6. Knows and applies appropriate criteria to music and music performances
7. Understands the relationship between music and history and culture

Theatre

1. Demonstrates competence in writing scripts
2. Uses acting skills
3. Designs and produces informal and formal productions
4. Directs scenes and productions
5. Understands how informal and formal theatre, film, television and electronic media productions create and communicate meaning
6. Understands the context in which theatre, film, television and electronic media are performed today as well as in the past

Visual Arts

1. Understands and applies media, techniques and processes related to the visual arts
2. Knows how to use the structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art
3. Knows a range of subject matter, symbols and potential ideas in the visual arts
4. Understands the visual arts in relation to history and cultures
5. Understands the characteristics and merits of one's own artwork and the artwork of others

Art Connections

1. Understands connections among the various art forms and other disciplines ^(AE,25,28,31,35)

Level II (Grades K-4)

- Knows how visual, aural, oral and kinetic elements are used in the various art forms ^{BD (AE,31;NI,93)}
- Knows how ideas (e.g., sibling rivalry, respect) and emotions (e.g., sadness, anger) are expressed in the various art forms ^{BD (AE,31;NE,93)}
- Knows the similarities and differences in the meanings of common terms used in the various arts (e.g., form, line, contrast) ^{BD (AE,28)}
- Knows ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of the arts (e.g., pattern in the arts and in science) ^{BD (AI,25,28,35)}

Level III (Grades 5-8)

- Understands how the characteristic materials of various arts (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) are used to transform similar events, scenes, emotions or ideas into distinct works of art ^{BD (AE,45)}
- Understands characteristics of works in various art forms that share similar subject matter, historical periods or cultural context ^{BD (AE,51;NE,102,103)}
- Understands the characteristics and presentation of characters, environments and actions in the various art forms ^{BD (NE,95;AE,47)}
- Knows how various concepts and principles are used in the arts and disciplines outside the arts (e.g., balance, shape, pattern) ^{BD (AE,41)}
- Knows the aesthetic impact of arts performances seen live versus those recorded on audio or video ^{BD (AE,41)}
- Understands the functions and interaction between performing and visual artists and audience members in theatre, dance, music and visual arts ^{BD (AE,48)}

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THE ARTS: ART CONNECTIONS

Level IV (Grades 9-12)

- Knows ways in which various arts media can be integrated BD (AE,66;CI,51)
- Knows how characteristics of the arts vary within a particular historical period or style and how these characteristics relate to ideas, issues, or themes in other disciplines BD (AE,62,72;NE,106)
- Understands how elements, materials, technologies, artistic processes (e.g., imagination, craftsmanship) and organizational principles (e.g., unity and variety, repetition and contrast) are used in similar and distinctive ways in the various art forms BD (AE,58,62,72;NE,106)

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Dance

(AE,23)

1. Identifies and demonstrates movement elements and skills in performing dance

Level II (Grades K-4)

- Knows basic nonlocomotor/axial movements (e.g., bend, twist, stretch, swing) BD (AE,23;CI,16;NE,75)
- Knows basic locomotor movements (e.g., walk, hop, leap, gallop, slide, skip) and different directions in which they can be performed (e.g., forward, backward, sideward, diagonally, turning) BD (AE,23;CI,16;NE,75)
- Creates shapes (e.g., body shapes, lines, angles, curves) at low, middle and high levels (different heights from the floor) BP (AE,23;CE,17)
- Defines and maintains personal space (e.g., form; distance from others when moving through space as part of a group) BP (AE,23;CE,16;NE,76)
- Uses movements in straight and curved pathways BP (AE,23;CI,17;NE,75)
- Moves to a rhythmic accompaniment (e.g., drumbeat) and responds to changes in tempo BP (AE,23;CI,17;NE,75)
- Uses kinesthetic awareness, concentration and focus in performing movement skills BP (AE,23;CE,22)
- Knows basic actions (e.g., skip, gallop) and movement elements (e.g., height of the dancer in relation to the floor, directions) and how they communicate ideas BD (AE,23;CI,15;NE,76)

Level III (Grades 5-8)

- Understands various movements and their underlying principles (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery) BD (AE,39;CI,17;NE,78)
- Knows basic dance steps, body positions and spatial patterns for dances from various styles or traditions (e.g., ballet, square, Ghanaian, Middle Eastern, modern) BD (AE,39;CE,24;NE,77)
- Transfers a spatial pattern from the visual to the kinesthetic (e.g., reproduces a pattern) BP (AE,39;CI,15;NE,77)

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THE ARTS: DANCE

drawn on paper by traveling through space)

- Transfers a rhythmic pattern from the aural to the kinesthetic (e.g., reproduces a rhythmic pattern beat on a drum by using movement) BP (AE,39;CI,15;NE,77)
- Knows a range of dynamics/movement qualities (e.g., sustained, swing, percussive, collapse; vibratory and effort combinations such as a float, dab, punch and glide) BD (AE,39;CE,17;NE,77)
- Memorizes and reproduces movement sequences BP (AE,39;CE,22;NE,77)
- Understands the action and movement elements observed in dance, and knows appropriate movement/dance vocabulary (e.g., level, direction) BD (AE,39;CI,23;NE,78)

Level IV (Grades 9-12)

- Uses appropriate skeletal alignment (e.g., relationship of the skeleton to the line of gravity and the base of support), body-part articulation, strength, flexibility, agility and coordination in locomotor and nonlocomotor/axial movements BP (AE,55;CI,16;NE,79)
- Knows complex steps and patterns from various dance styles (e.g., dances of a particular performer, choreographer, period) and traditions (e.g., dances of bharata natyam, noh; folk dances of indigenous peoples of Europe or other areas) BD (AE,55;CI,24)
- Understands various complex time elements (e.g., duple and triple meters and tempi varied in relation to a basic pulse) BD (AE,55;CE,17)
- Creates and performs combinations and variations in a broad dynamic range (e.g., sustained, percussive, vibratory, swing) BP (AE,55;CI,17;NI,78)
- Uses projection in dance (e.g., confident presentation of one's body and energy to communicate movement and meaning to an audience; performance quality; positive sense of involvement) BP (AE,55;CI,17)
- Memorizes and reproduces extended movement sequences and rhythmic patterns BP (AE,55;CE,22;NE,79)

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(AE,24)

2. Understands choreographic principles, processes and structures

Level II (Grades K-4)

- Creates a sequence with a beginning, middle and ending BP (AE,24;CE,19;NE,75)
- Improvises, creates and performs dances based on personal ideas and concepts from other sources BP (AE,24;CI,23;NI,75)
- Knows how improvisation is used to discover and invent movement and to solve movement problems BD (AE,24;CI,18)
- Creates a dance phrase (e.g., a brief sequence of related movements that has a sense of rhythmic completion), repeats it and varies it (e.g., makes changes in the time, space, force/energy) BP (AE,24;CE,19;NE,75)
- Uses partner skills such as copying, leading and following and mirroring BP (AE,24;NI,75)

Level III (Grades 5-8)

- Understands the principles of contrast and transition BD (AE,40;CE,19;NE,77)
- Understands the processes of reordering (e.g., elements such as specific movements or movement phrases are separated from their original relationship and restructured in a different pattern) and chance (e.g., elements are specifically chosen and defined but randomly structured to create a dance or movement phrase) BD (AE,40;NI,77)
- Understands structures or forms such as AB, ABA, canon, call and response and narrative BD (AE,40;CE,19;NE,77)
- Uses partner skills such as creating, contrasting and complementary shapes and taking and supporting weight BP (AE,40;NE,77)

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THE ARTS: DANCE

Level IV (Grades 9-12)

- Knows how improvisation is used to generate movement for choreography BD (AE,56;NE,78)
 - Understands structures or forms such as palindrome, theme and variation, rondo, round and contemporary forms BD (AE,56;CE,19;NE,79)
 - Identifies choreographic principles, processes and structures used in dance BP (AI,56;CI,23;NE,79)
- (AE,24)
- 3. Understands dance as a way to create and communicate meaning**

Level II (Grades K-4)

- Knows how dance is different from other forms of human movement (e.g., sports, everyday gestures) BD (AE,24;NE,76)
- Knows how a dance may elicit various interpretations and reactions that differ from the meaning intended by the dancer BD (AE,24;CI,23;NI,76)

Level III (Grades 5-8)

- Understands the difference between pantomiming and abstracting a gesture BD (AE,40;CI,18)
- Understands how different accompaniment (e.g., sound, music, spoken text) can affect the meaning of a dance BD (AE,40)
- Understands how lighting and costuming can contribute to the meaning of a dance BD (AE,40)
- Creates dance that communicates topics/ideas of personal significance BP (AE,40;CE,18;NE,78)

Level IV (Grades 9-12)

- Understands how movement choices are used to communicate abstract ideas and themes in dance (e.g., isolation, relationships, poverty, the environment) BD (AE,56;CI,18;NE,79,80)

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- Understands how interpretation of dance can be influenced by personal experience ^{BD (AE,56)}
4. **Applies critical and creative thinking skills in dance** (AE,24)

Level II (Grades K-4)

- Knows how a variety of solutions can be used to solve a given movement problem ^{BD (AE,24;NE,75)}
- Knows technical and artistic components of various forms of dance (e.g., body shapes, space, levels, pathways) ^{BD (AE,24;NE,76)}

Level III (Grades 5-8)

- Knows appropriate audience response to dance performances ^{BD (AE,40)}
- Knows the critical elements that contribute to a dance in terms of space (e.g., shape, pathways) time (e.g., rhythm, tempo) and force/energy (e.g., movement qualities) ^{BD (AE,40;NE,78)}
- Knows possible aesthetic criteria that could be used to evaluate dance (e.g., skill of performers, originality, visual and/or emotional impact, variety and contrast) ^{BD (AE,40;CI,23;NE,78)}

Level IV (Grades 9-12)

- Establishes a set of aesthetic criteria and applies it in evaluating one's own work and that of others ^{BP (AE,57;CI,19;NE,80)}
- Formulates and answers aesthetic questions (e.g., knows what makes a particular dance unique, how much one can change a dance before it becomes a different dance) ^{BP (AE,57)}

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5. Understands dance in various cultures and historical periods

Level II (Grades K-4)

- Knows folk dances from various cultures BD (AE,24;CI,20,24;NE,76)
- Knows the cultural and/or historical context of various dances (e.g., colonial America, dances within one's community) BD (AE,25;CE,21,24;NE,76)

Level III (Grades 5-8)

- Knows the similarities and differences in steps and movement styles among folk dances and classical dances from various cultures BD (AE,41;CI,20,24;NI,77)
- Knows folk, social and theatrical (e.g., jazz, tap) dances from a broad spectrum of 20th-century America BD (AE,41;CI,21,24)
- Knows the role of dance in various cultures and time periods BD (AE,41;CI,21,24;NE,78)

Level IV (Grades 9-12)

- Knows the similarities and differences among various contemporary theatrical forms of dance (e.g., jazz, tap) BD (AE,57;CI,24;NE,80)
- Knows the traditions and techniques of classical dance forms (e.g., Balinese, ballet) BD (AE,57;CI,24;NE,80)
- Understands how dance and dancers are portrayed in contemporary media BD (AE,57;CI,21;NE,80)

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(AE,25)

6. Understands connections between dance and healthful living

Level II (Grades K-4)

- Knows how healthy practices (e.g., nutrition, safety) enhance the ability to dance BD (AE,25)

Level III (Grades 5-8)

- Knows strategies to prevent dance injuries BD (AE,41;CE,16)
- Creates personal dance warm-up techniques BP (AE,41;CI,16;NE,77)
- Creates goals to improve as a dancer BP (AE,41)

Level IV (Grades 9-12)

- Knows how lifestyle choices affect the dancer as a professional performer BD (AE,58)
- Understands contemporary images of the body in dance and how images of the body vary across cultures and through history BD (AE,58)

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Music

(AE,26)

1. **Sings, alone and with others, a varied repertoire of music**

Level I (Grades K-2)

- Sings ostinatos (repetitions of a short musical pattern), partner songs and rounds BP (AE,26;CE,76;ME,22;NE,82)

Level II (Grades 3-5)

- Sings on pitch and in rhythm, with appropriate timbre, diction and posture, and maintains a steady tempo BP (AE,26;CI,76;MI,23;NE,82)
- Sings expressively, with appropriate dynamics, phrasing and interpretation BP (AE,26;CI,75;MI,23;NE,82)
- Blends vocal timbres, matches dynamic levels and responds to the cues of a conductor when singing as part of a group BP (AE,26;CI,76;ME,24;NE,82)
- Knows songs representing genres (e.g., march, work song, lullaby, Dixieland) and styles (e.g., of various composers, nations) from diverse cultures BD (AE,26;CI,78;MI,23)

Level III (Grades 6-8)

- Sings with good breath control, expression and technical accuracy (e.g., appropriate timbre, intonation and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key and meter BP (AE,42;CI,76;ME,33;NI,85)
- Sings music written in two and three parts BP (AE,42;CE,76;ME,32;NE,85)
- Knows music that represents diverse genres (e.g., sonata, madrigal, jazz, barbershop) and cultures BD (AE,42;CE,78;ME,32)

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Level IV (Grades 9-12)

- **Sings a varied repertoire of vocal literature with expression and technical accuracy at a moderate level of difficulty (e.g., attention to phrasing and interpretation, various meters and rhythms in a variety of keys)** BP (AE,59;CI,76;ME,43;NI,88)
 - **Sings music written in four parts, with and without accompaniment** BP (AE,59;CI,76;ME,43;NE,89)
 - **Uses ensemble skills (e.g., balance, intonation, rhythmic unity)** BP (AE,49;MI,43;NE,89)
- (AE,26)
- 2. Performs on instruments, alone and with others, a varied repertoire of music**

Level I (Grades K-2)

- **Echoes short rhythms (2-4 measure) and melodic patterns** BP (AE,26;CE,74;MI,23;NE,82)

Level II (Grades 3-5)

- **Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo** BP (AE,26;CD,76;MI,23;NE,82)
- **Performs simple rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments, electronic instruments, fretted instruments such as a guitar or ukulele)** BP (AE,26;CE,76;MI,23;NE,82,83)
- **Knows a varied repertoire of music representing diverse genres and styles** BD (AE,26;CI,78;MI,23;NI,82)
- **Performs in groups (e.g., blends instrumental timbres, matches dynamic levels and responds to the cues of a conductor)** BP (AE,26;CI,76;ME,24;NE,82)
- **Performs independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords) while others sing or play contrasting parts** BP (AE,26;CE,76;ME,23;NE,83)

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Level III (Grades 6-8)

- Performs on an instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument such as guitar, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control BP (AE,42;CI,76;MI,33;NE,86)
- Performs with expression and technical accuracy on a string, wind, percussion, or other classroom instrument a repertoire of instrumental literature that may include modest ranges and changes of tempo, key and meter BP (AE,43;MI,33)
- Performs music representing diverse genres and cultures with expression appropriate for the work being performed BD (AE,43;CE,78;MI,33;NE,86)
- Plays by ear simple melodies (e.g., folk songs) on a melodic instrument and simple accompaniments (e.g., strummed, I, IV, V, vi, ii chords) on a harmonic instrument BP (AE,43;CE,76;MI,32;NE,86)

Level IV (Grades 9-12)

- Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys) BP (AE,59;ME,44;NE,89)
- Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group BP (AE,60;MI,44;NE,89)

(AE,27)

3. Improvises melodies, variations and accompaniments

Level I (Grades K-2)

- Improvises "answers" in the same style to given rhythmic and melodic phrases BP (AE,27;ME,22;NE,81)

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Level II (Grades 3-5)

- Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments BP (AE,27;CE,77;ME,23;NE,81)
- Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies BP (AE,27;MI,23;NE,81)
- Improvises short songs and instrumental pieces using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping) and sounds produced by electronic means (e.g., personal computers and basic MIDI devices such as keyboards, sequencers, synthesizers and drum machines) BP (AE,27;CE,77;ME,23;NE,81)

Level III (Grades 6-8)

- Improvises simple harmonic accompaniments BP (AE,43;ME,32;NE,85)
- Improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys BP (AE,43;CI,77;NE,85)
- Improvises short melodies, unaccompanied and over given rhythmic accompaniments, in a consistent style (e.g., classical, blues, folk, gospel), meter (e.g., duple, triple) and tonality (e.g., major, pentatonic) BP (AE,43;MI,32;NE,85)

Level IV (Grades 9-12)

- Improvises stylistically appropriate harmonizing parts BP (AE,60;NI,88)
- Improvises rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys (e.g., folk songs, standard pop songs, hymn tunes) BP (AE,60;NE,88)
- Improvises original melodies over given chord progressions in a consistent style, meter and tonality BP (AE,60;CI,77;NI,88)

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4. Composes and arranges music within specified guidelines*Level I (Grades K-2)*

BP (AE,27;MI,22;NE,81)

- Uses a variety of sound sources when composing (e.g., classroom instruments, electronic sounds, body sounds)

Level II (Grades 3-5)

BP (AE,27;MI,23;NE,81)

- Creates and arranges music to accompany readings or dramatizations (e.g., manipulates dimensions such as the variety of sounds, tempo, loudness, mood)

BP (AE,27;CI,77;MI,22;NE,81)

- Creates and arranges short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)

Level III (Grades 6-8)

BD (AE,43;MI,32;NE,84)

- Knows how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions

BP (AE,43;CI,77;NE,84)

- Composes short pieces within specified guidelines (e.g., ABA form, limited range and simple rhythms)

BP (AE,43;NE,84)

- Arranges simple pieces for voices or instruments other than those for which the pieces originally were written (e.g., a guitar accompaniment for a folk song)

BP (AE,43;MI,32;NE,84)

- Uses a variety of traditional and nontraditional sound sources and electronic media (e.g., synthesizer, sequencer) when composing and arranging

Level IV (Grades 9-12)

BP (AE,60;NE,87)

- Composes music in a variety of distinct styles (e.g., classical, folk, pop, jazz, rock)

BP (AE,60;CI,74-75;MI,44;NE,87)

- Uses the elements of music for expressive effect (e.g., pitch, rhythm, harmony, dynamics,

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timbre, texture, form)

- Arranges pieces for voices or instruments other than those for which the pieces originally were written in ways that preserve or enhance the expressive effect of the music (e.g., piano music, 4-part hymns, duets, trios, quartets) BP (AE,60;NE,88)
- Composes and arranges music for voices and various acoustic and electronic instruments BP (AE,60;CE,77;MI,45;NE,88)
- Understands the ranges and traditional uses of various sound sources (e.g., voices, acoustic instruments, electronic instruments) BD (AE,60;MI,43;NE,88)

(AE,27)

5. Reads and notates music

Level I (Grades K-2)

- Knows standard symbols used to notate meter (e.g., 2/4, 3/4, 4/4 time signatures), rhythm (e.g., whole, half, dotted half, quarter, eighth notes), pitch (e.g., notes in treble clef) and dynamics (e.g., p, f, <, >) in simple patterns BD (AE,27;ME,22;NE,83)
- Uses a system (e.g., syllables, numbers, letters) to read simple pitch notation in the treble clef in major keys BP (AE,27;CE,77;ME,22;NI,82,83)

Level II (Grades 3-5)

- Reads whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures BP (AE,27;ME,23;NE,82,83)
- Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritardando, accelerando) and articulation (e.g., staccato, legato, marcato, accent) BD (AE,27;MI,22;NE,83)

Level III (Grades 6-8)

- Reads sixteenth and dotted notes and rests in 6/8, 3/8 and alla breve (2/2) meter BP (AE,44;NE,85,86,87)

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signatures

- Sight reads simple melodies in both the treble and bass clefs BP (AE,44;ME,32;NE,85,86)
- Knows standard notation symbols for pitch, rhythm, dynamics (e.g., piano, forte, crescendo, diminuendo), tempo, articulation (e.g., accents, legato, staccato, marcato) and expression (e.g., phrasing) BD (AE,44;CI,77;ME,32;NE,87)
- Uses standard notation to record musical ideas BP (AE,44;ME,32;NE,85,87-88)

Level IV (Grades 9-12)

- Reads an instrumental or vocal score of up to four staves BP (AE,61;NE,90)
- Reads music that contains moderate technical demands, expanded ranges and varied interpretive requirements BP (AE,61;CI,77;MI,43-44;NI,89)

(AI,28)

6. Knows and applies appropriate criteria to music and musical performances

Level I (Grades K-2)

- Knows personal preferences for specific musical works and styles BD (AE,28;CE,79;MI,22;NE,81-84)
- Identifies simple musical forms (e.g., AB, ABA, call and response) when presented aurally BD (AE,28;ME,22;NE,83)
- Responds through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) BP (AE,28;CI,77;MI,22;NE,83)

Level II (Grades 3-5)

- Knows music of various styles representing diverse cultures BD (AE,28;CI,79;MI,23;NE,83)

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- Knows appropriate terminology used to explain music, music notation, musical instruments and voices, and musical performances BD (AE,28;ME,23;NE,83)
- Identifies the sounds of a variety of instruments (e.g., orchestral, band, instruments from various cultures) and voices (e.g., male, female, children's voices) BD (AE,28;CI,74;ME,23;NE,83)

Level III (Grades 6-8)

- Identifies specific musical events (e.g., entry of oboe, change of meter, return of refrain) when listening to music BD (AE,44;CI,77;NE,86)
- Understands how the elements of music are used in various genres and cultures BD (AE,44;CI,77;MI,32;NE,86)
- Understands the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions BD (AE,44;CI,74-75;MI,32;NE,86)
- Knows criteria that affect the quality (e.g., use of elements to create unity, variety, tension/release, balance) and effectiveness (e.g., expressive impact) of musical performances and compositions BD (AE,44;CI,79;MI,32;NE,84,86)

Level IV (Grades 9-12)

- Understands how the elements of music and expressive devices are used in music from diverse genres and cultures BD (AE,61;CI,78;NE,90)
- Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings) BD (AE,61;MI,46;NE,90)
- Understands compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (e.g., motives, imitation, retrograde, inversion) BD (AE,61;MI,45;NE,90)
- Knows specific criteria that affect the quality and effectiveness of musical performances, compositions, arrangements and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources) BD (AE,62;CI,79;NE,88-91)

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7. Understands the relationship between music and history and culture

Level I (Grades K-2)

- Knows characteristics that make certain music suitable for specific uses BD (AE,29;CE,78;MI,22;NE,84)
- Knows appropriate audience behavior for the context and style of music performed BD (AE,29;MI,22)

Level II (Grades 3-5)

- Identifies (by genre or style) music from various historical periods and cultures BP (AE,29;MI,23;NE,84)
- Knows how basic elements of music are used in music from various cultures of the world BD (AE,29;MI,24;NE,84)
- Understands the roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures BD (AE,29;MI,24;NE,84)

Level III (Grades 6-8)

- Understands distinguishing characteristics (e.g., relating to instrumentation, texture, rhythmic qualities, melodic lines, form) of representative music genres and styles from a variety of cultures BD (AE,45;CI,78;MI,32;NE,87)
- Understands characteristics that cause various musical works (e.g., from different genres, styles, historical periods, composers) to be considered exemplary BD (AE,45;MI,46;NE,87)
- Understands the functions music serves, the roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera) and conditions under which music is typically performed in various cultures of the world BD (AE,45;CI,78;NE,87)

Level IV (Grades 9-12)

- Classifies unfamiliar but representative aural examples of music (e.g., by genre, style, historical period, culture) BC (AE,63;CI,78,79;MI,46;NE,91)

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- Knows sources of American music genres (e.g., swing, Broadway musical, blues), the evolution of these genres and musicians associated with them BD (AE,63;MI,46;NE,91)
- Knows various roles that musicians perform (e.g., entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles BD (AE,63;NE,91)

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Theatre

(AE,30)

1. Demonstrates competence in writing scripts

Level II (Grades K-4)

- Selects interrelated characters, environments and situations for simple dramatizations BP (AE,30;NE,92)
- Improvises dialogue to tell stories BP (AE,30;NE,92)
- Writes or records dialogue BP (AE,30)
- Plans and records improvisations based on personal experience and heritage, imagination, literature and history BP (AE,30)

Level III (Grades 5-8)

- Creates characters, environments (e.g., place, time, atmosphere/mood) and actions that create tension and suspense BP (AE,46;CI,45;NE,94)
- Refines and records dialogue and action BP (AE,46;NE,94)
- Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature and history BP (AE,46)

Level IV (Grades 9-12)

- Constructs imaginative scripts that convey story and meaning to an audience BP (AE,64;CI,45;NE,95)
- Improvises, writes and refines scripts based on personal experience and heritage, imagination, literature and history BP (AE,64)

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(AE,30)

2. Uses acting skills

Level II (Grades K-4)

- Knows characters in dramatizations, their relationships and their environments BD (AE,30;NE,92)
- Uses variations of locomotor and nonlocomotor movement and vocal pitch, tempo and tone for different characters BP (AE,30;CI,44,47;NE,92)
- Assumes roles that exhibit concentration and contribute to the action of dramatizations based on personal experience and heritage, imagination, literature and history BP (AE,30;NE,92)
- Knows how to interact in improvisations BP (AE,30)

Level III (Grades 5-8)

- Understands how descriptions, dialogue and actions are used to discover, articulate and justify character motivation BD (AE,46;NE,94)
- Uses basic acting skills (e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices BP (AE,46;CE,46;NE,94)
- Invents character behaviors based on observation of the interactions, ethical choices and emotional responses of people BP (AE,46;CI,45;NE,94)
- Interacts as an invented character in improvised and scripted scenes BP (AE,46;CI,45)

Level IV (Grades 9-12)

- Understands the physical, emotional and social dimensions of characters found in dramatic texts from various genres and media BD (AE,64;NE,96)
- Knows various classical and contemporary acting techniques and methods BD (AE,64;CE,53)
- Develops, communicates and sustains characters that communicate with audiences in BP (AE,64;NE,96)

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improvisations and informal or formal productions

(AE,31)

3. Designs and produces informal and formal productions

Level II (Grades K-4)

- Knows how visual elements (e.g., space, color, line, shape, texture) and aural aspects are used to communicate locale and mood BD (AE,31;CI,49;NE,92)
- Selects and organizes available materials that suggest scenery, properties, lighting, sound, costumes and makeup BP (AE,31;CI,50;NE,92)
- Visualizes and arranges environments for classroom dramatizations BP (AE,31)

Level III (Grades 5-8)

- Understands the functions and interrelated nature of scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama BD (AE,47;CI,50;NE,94)
- Understands technical requirements for various improvised and scripted scenes BD (AE,47;NE,94)
- Develops focused ideas for the environment using visual elements (e.g., line, texture, color, space), visual principles (e.g., repetition, balance, emphasis, contrast, unity) and aural qualities (e.g., pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources BP (AE,47)
- Selects and creates elements of scenery, properties, lighting and sound to signify environments, and costumes and makeup to suggest character BP (AE,47;CI,50-51;NE,94)

Level IV (Grades 9-12)

- Understands the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, makeup) BD (AE,65;CI,50)

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- Understands production requirements for a variety of dramatic texts from cultural and historical perspectives BD (AE,65;NI,96)
- Develops designs that use visual and aural elements to convey environments (e.g., place, time, atmosphere/mood) that clearly support the text BP (AE,65;CI,51;NE,96)3
- Creates functional scenery, properties, lighting, sound, costumes and makeup BP (AE,65;NI,96)
- Conceptualizes and realizes artistic interpretations for informal or formal productions BP (AE,65)
- Designs coherent stage management, promotional and business plans BP (AE,65;CE,49;NE,96)

(AE,31)

4. Directs scenes and productions

Level II (Grades K-4)

- Knows various ways of staging classroom dramatizations BD (AE,31;CI,48;NE,92)
- Plans and prepares improvisations BP (AE,31;NI,92)

Level III (Grades 5-8)

- Plans visual and aural elements for improvised and scripted scenes BP (AE,47;NI,92)
- Organizes rehearsals for improvised and scripted scenes BP (AE,47)

Level IV (Grades 9-12)

- Develops multiple interpretations and visual and aural production choices for scripts and production ideas BP (AE,65;CI,48)
- Justifies selections of text, interpretation and visual and aural artistic choices (e.g., situation, action, direction, design) BP (AE,65;CI,48)

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THE ARTS: THEATRE

- Communicates directorial choices for improvised or scripted scenes BP (AE,65;CI,48;NE,96)
 - Organizes and conducts rehearsals for informal or formal productions BP (AE,65)
- (AE,32)
- 5. Understands how informal and formal theatre, film, television and electronic media productions create and communicate meaning**

Level II (Grades K-4)

- Understands the visual, aural, oral and kinetic elements of dramatic performances BD (AE,32;NE,93)
- Understands how the wants and needs of characters are similar to and different from one's own wants and needs BD (AE,32;NI,93)
- Provides rationales for personal preferences about the whole as well as the parts of dramatic performances BP (AE,32;NE,93)
- Knows how alternative ideas can be used to enhance character roles, environments and situations BD (AE,32;NE,93)
- Knows appropriate terminology used in analyzing dramatizations (e.g., intent, structure, effectiveness, worth) BD (AE,32;CE,54)
- Identifies people, events, time and place in classroom dramatizations BP (AE,31)

Level III (Grades 5-8)

- Understands the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances BD (AE,48;NE,95)
- Articulates the meanings constructed from one's own and others' dramatic performances BP (AE,48;NE,95)
- Understands the perceived effectiveness of artistic choices found in dramatic performances BP (AE,48;NE,95)

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- Understands the perceived effectiveness of contributions to the collaborative process of developing improvised and scripted scenes (e.g., as playwrights, actors, designers, directors) BD (AE,48;NE,95)
- Applies research from print and nonprint sources to script writing, acting, design and directing choices BP (AE,47)

Level IV (Grades 9-12)

- Knows how social meanings (aural, oral and visual symbols with personal and/or social significance) communicated in informal productions, formal productions and personal performances of different cultures and historical periods can relate to current personal, national and international issues BD (AE,67)
 - Articulates and justifies personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement BP (AE,67;NE,97)
 - Understands how the context in which a dramatic performance is set can enhance or hinder its effectiveness BD (AE,67;CI,55;NE,97)
 - Knows how varying collaborative efforts and artistic choices can affect the performance of informal and formal productions BD (AE,67;NE,97)
 - Identifies and researches cultural, historical and symbolic clues in dramatic texts BP (AE,66;CE,52)
 - Understands the validity and practicality of cultural, historical and symbolic information used in making artistic choices for informal and formal productions BD (AE,66)
- (AE,32)
6. Understands the context in which theatre, film, television and electronic media are performed today as well as in the past

Level II (Grades K-4)

- Identifies and compares similar characters and situations in stories/dramas from and about various cultures BC (AE,32;NE,93)

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THE ARTS: THEATRE

- Understands the various settings and reasons for creating dramas and attending theatre, film, television and electronic media productions BD (AE,32)
- Knows ways in which theatre reflects life BD (AE,32;NE,93)

Level III (Grades 5-8)

- Understands the similarities and differences among archetypal characters (e.g., the trickster, the villain, the warrior, the superhero) and situations in dramas from and about various cultures and historical periods BC (AE,48;CI,53;NE,95)
- Understands the knowledge, skills and discipline needed to pursue careers and avocational opportunities in theatre, film, television and electronic media BD (AE,48;NE,95)
- Understands the emotional and social impact of dramatic performances in one's own life, in the community and in other cultures BP (AE,48;CE,53;NE,95)
- Knows ways in which theatre reflects a culture BD (AE,48)
- Knows how culture affects the content and production values of dramatic performances BD (AE,48;NE,95)
- Understands how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre BD (AE,48;NE,95)

Level IV (Grades 9-12)

- Understands how similar themes are treated in drama from various cultures and historical periods BD (AE,67;CI,53;NE,97)
- Understands ways in which theatre can reveal universal concepts BD (AE,67;NE,97)
- Understands similarities and differences among the lives, works and influence of representative theatre artists in various cultures and historical periods BD (AE,67;NE,97)
- Knows cultural and historical influences on American theatre and musical theatre BD (AE,67;NE,97)
- Understands ways in which personal and cultural experiences can affect an artist's dramatic work BD (AE,67;NE,97)

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Visual Arts

(AE,33)

1. Understands and applies media, techniques and processes related to the visual arts

Level II (Grades K-4)

- Knows the differences between art materials (e.g., paint, clay, wood, videotape), techniques (e.g., overlapping, shading, varying size or color) and processes (e.g., addition and subtraction in sculpture, casting and constructing in making jewelry) BD (AE,33;CI,98-99;NE,98)
- Knows how different materials, techniques and processes cause different responses from the viewer BD (AE,33;NE,99)
- Knows how different media (e.g., oil, watercolor, stone, metal), techniques and processes are used to communicate ideas, experiences and stories BD (AE,34;CE,98-99;NE,98,99)
- Uses art materials and tools in a safe and responsible manner BP (AE,34;NE,98)

Level III (Grades 5-8)

- Understands what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas BD (AE,50;NE,101,102)
- Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas BD (AE,50)

Level IV (Grades 9-12)

- Applies media, techniques and processes with sufficient skill, confidence and sensitivity that one's intentions are carried out in artworks BP (AE,69;CE,98-99;NE,105)
- Understands how the communication of ideas relates to the media, techniques and processes used BD (AE,69;CI,105;NE,104)

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(AE,34)

2. Knows how to use the structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art

Level II (Grades K-4)

- Knows the differences among the visual characteristics (e.g., color, texture) and purposes of art (e.g., to convey ideas) BD (AE,34;NE,98)
- Understands how different expressive features and compositional and organizational principles (e.g., repetition, balance, emphasis, contrast, unity) cause different responses (e.g., evoking joy, sadness, anger) BD (AE,34;CI,96;NE,99)
- Uses the visual structures and functions of art to communicate ideas BP (AE,34)

Level III (Grades 5-8)

- Knows the effects of various visual structures (e.g., design elements such as line, color, shape; principles such as repetition, rhythm, balance) and functions of art BD (AE,50;CI,95-96;NE,101)
- Understands what makes various organizational structures effective or ineffective in the communication of ideas BD (AE,50;NE,102)
- Knows how the qualities of the structures and functions of art are used to improve communication of ideas BD (AE,50;CI,96)

Level IV (Grades 9-12)

- Understands how the characteristics and structures of art are used to accomplish commercial, personal, communal or other artistic intentions BD (AE,70;NE,104)
- Understands the effectiveness of various artworks in terms of organizational structures and functions BD (AE,70)
- Knows how organizational principles and functions can be used to solve specific visual arts problems BD (AE,70;NE,104)

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3. Knows a range of subject matter, symbols and potential ideas in the visual arts (AE,34)

Level II (Grades K-4)

- Selects prospective ideas (e.g., formulated thoughts, opinions, concepts) for works of art BP (AE,34;CI,98;NE,99)
- Knows how subject matter, symbols and ideas are used to communicate meaning BD (AE,34)

Level III (Grades 5-8)

- Knows how visual, spatial and temporal concepts integrate with content to communicate intended meaning in one's artworks BP (AE,50;NE,102)
- Knows different subjects, themes and symbols (through context, value and aesthetics) that convey intended meaning in artworks BD (AE,50;CI,105;NE,102)

Level IV (Grades 9-12)

- Understands how visual, spatial, temporal and functional values of artworks are tempered by culture and history BD (AE,70;CI,103)
- Applies various subjects, symbols and ideas in one's artworks BP (AE,70)

4. Understands the visual arts in relation to history and cultures (AE,34)

Level II (Grades K-4)

- Knows that the visual arts have a history and a specific relationship to various cultures BD (AE,34;NE,98)
- Identifies specific works of art as belonging to particular cultures, times and places BC (AE,34;CE,103,103;NE,99)

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THE ARTS: VISUAL ARTS

- Knows how history, culture and the visual arts can influence each other BD (AE,34;NE,98)

Level III (Grades 5-8)

- Understands the similarities and differences among the characteristics of artworks from various eras and cultures (e.g., materials; visual, spatial and temporal structures) BD (AE,50;CI,106;NE,102,103)
- Understands the historical and cultural contexts of a variety of art objects BD (AE,50;NE,102,103)
- Understands how factors of time and place (e.g., climate, resources, ideas, technology) influence the visual, spatial or temporal characteristics that give meaning or function to a work of art BD (AE,50;CI,102;NE,101,103)

Level IV (Grades 9-12)

- Knows a variety of historical and cultural contexts regarding the characteristics and purposes of works of art BP (AE,71;NE,106)
- Knows the function and meaning of specific art objects within varied cultures, times and places BD (AE,71;CI,101;NE,106)
- Understands relationships among works of art in terms of history, aesthetics and culture BD (AE,71;NE,106)

(AE,34)

- 5. Understands the characteristics and merits of one's own artwork and the artwork of others

Level II (Grades K-4)

- Knows various purposes for creating works of visual art BD (AE,34;CI,102;NE,99,100)
- Knows how people's experiences (e.g., cultural background, human needs) can influence the development of specific artworks BD (AE,34;NE,99,100)
- Understands that specific artworks can elicit different responses BD (AE,34)

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Level III (Grades 5-8)

- Distinguishes among multiple purposes for creating works of art BC (AE,51;CI,102;NE,102)
- Understands the possible contemporary and historic meanings in specific artworks BD (AE,51;CI,101;NE,103)
- Understands how one's own artworks, as well as artworks from various eras and cultures, may elicit a variety of responses BD (AE,51;NE,103)

Level IV (Grades 9-12)

- Identifies the intentions of those creating artworks BD (AE,71;CI,102;NE,105,107)
- Understands some of the implications of intention and purpose in particular works of art BD (AE,71;NE,105,107)
- Knows how specific works are created and how they relate to historical and cultural contexts BD (AE,71;CI,103;NE,105)
- Understands how various interpretations can be used to understand and evaluate works of visual art BD (AE,71;NE,106,107)

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12. Language Arts

The following process was used to identify standards and benchmarks for the language arts:

Identification of National Reports

This category deals with basic knowledge and skill in reading, writing and language.

Unfortunately, as described in Chapter 2, the federally funded efforts to develop language arts standards have come to a stop. Specifically, federal funding halted for the Standards Projects for the English Language Arts (SPELA) as of March of 1994. One complete draft document has survived from that effort, the *Incomplete Work of the Task Forces of the Standards Project for English Language Arts* (1992). It identifies standards in five broad areas referred to as strands. The five strands are (1) Reading/Literature, (2) Writing, (3) Language, (4) Real World Literacy and (5) Interconnections. The document was the product of a joint effort of the Center for the Study of Reading (CSR) at the University of Illinois, the International Reading Association (IRA) and the National Council of Teachers of English (NCTE). Although NCTE and IRA have made plans to complete their efforts even without federal funding, no complete drafts have been developed to date.

Fortunately, a number of other documents contain explicit and implicit descriptions of language arts standards; they provided a rather comprehensive source of information for identifying standards in the English language arts. The most explicit of these are documents produced by the National Assessment of Educational Progress (NAEP) as a part of its 1992 assessment efforts. In the area of writing, NAEP has produced the *Description of Writing Achievement Levels-Setting Process and Proposed Achievement Level Definitions* (1992). This document provides descriptions of basic, proficient and advanced levels of performance at three levels: grade 4, grade 8 and grade 12. The performance levels represent fairly straightforward descriptions of what students should know and be able to do in writing. In reading, NAEP has produced the *Assessment and Exercise Specifications: NAEP Reading Consensus Project: 1992 NAEP Reading Assessment* (1990). This document provides explicit statements of what students should know and be able to do relative to the process of reading and identifies the types of materials students should be able to read at various levels. At a more implicit level, *The English Coalition Conference: Democracy through Language* (NCTE, 1989) provides very general descriptions of the knowledge and skills important to the language arts at the elementary and secondary levels.

In addition to documents that have a specific focus on the language arts, there are a number of reports from other content areas that have explicit and implicit standards that deal with reading and writing. Among these are *Expectations of Excellence: Curriculum Standards for Social Studies* (NCSS, 1994); *National Standards for World History, National Standards for U.S. History and National Standards for History for Grades K-4* (NCHS, 1994); *Geography for Life: National Geography Standards* (Geography Education Standards Project, 1994); and *Curriculum and Evaluation Standards for School Mathematics* (National Council of Teachers of Mathematics, 1989).

Finally, what might be termed "the world of work" has produced documents that contain both implicit and explicit statements of what students should know and be able to do in reading and writing. These include *What Work Requires of Schools: A SCANS Report for America 2000* (The Secretary's Commission on Achieving Necessary Skills, 1991) and *Workplace Basics: The Essential Skills Employers Want* (Carnevale, Gainer & Meltzer, 1990).

Selection of Reference Documents and Identification of Standards

If the federally funded effort to identify English language arts standards had not ceased, the latest draft document of the SPELA effort would have been the most logical choice as the reference report. However, as described here and in Chapter 2, the funding for that effort has not only ceased, but the subsequent "unfunded" effort of NCTE and IRA has not produced a completed draft. Consequently, two NAEP documents were identified as reference documents since they contained the most explicit statements of standards. Specifically, the reference document selected for the general area of writing was the *Description of Writing Achievement Levels-Setting Process and Proposed Achievement Level Definitions*. The reference document selected for the general area of reading was *Assessment and Exercise Specifications: NAEP Reading Consensus Project: 1992 NAEP Reading Assessment*. Both of these documents contain a level of detail sufficient to provide a strong basis for identifying standards in the areas of writing and reading. However, neither addresses the general area of language, its nature and functions. Yet this area has traditionally been considered important to English language arts teachers as evidenced by its inclusion in the five strands identified in the SPELA effort. Consequently, the *Incomplete Work of the Task Forces of the Standards Project for English Language Arts* was considered the reference document for this area.

Analysis of the SPELA document, however, proved problematic because of its format. Rather than identifying what students should know and be able to do within each strand, the document authors chose to provide vignettes at one or more of three levels: early school, middle school and high school. In simple terms, a vignette is a description of what might occur in a classroom that exemplifies a specific standard. At the end of each vignette is a list of student "accomplishments" exemplified in the vignette. Some of the accomplishments listed after vignettes approached explicit statements of knowledge and skill. For example, the following are the accomplishments listed for the early-school vignette for the Reading/Literature Standard "Students will read, discuss and write about literature so that they can learn about themselves and their values, assumptions and beliefs":

- * see their lives reflected in literature
- * clarify assumptions about others as they read
- * respect the uniqueness and diversity of individuals
- * relate literature to their own lives

Given the very specific nature of standards and their related benchmarks as defined in this study, we analyzed the vignettes and the list of accomplishments following each vignette for implied

and (occasionally) explicit statements of declarative, procedural and contextual knowledge. In effect, we were obliged to extract implied statements of declarative, procedural and contextual knowledge based on a close reading of the activities and dialogues described in the vignettes.

In keeping with the fact that three reference documents were identified for the English language arts, the standards in this section are organized into three categories: writing, reading and language. Four standards are identified in writing; six standards are identified in reading; and one standard is identified in language.

Integration of Information from Other Documents

The implicit and explicit information found in the other documents identified as pertinent to this area were integrated into the standards extracted from the reference documents. For the three history documents—*National Standards for History for Grades K-4*, *National Standards for U.S. History*, and *National Standards for World History* (NCHS, 1994)—this information came from the sections of those documents entitled Standards in Historical Thinking. These sections deal with thinking about and communicating about history. In the social studies document, *Expectations of Excellence: Curriculum Standards for Social Studies* (NCSS, 1994), the information used to supplement the language arts standards was taken from the sections entitled Reading and Reference and Information-Search Skills. In the geography document, *Geography for Life: National Geography Standards* (GESP, 1994), the information was taken from the chapter entitled Geographic Skills and Perspectives, which deals with analyzing geographic issues and communicating about those issues. In the mathematics document, *Curriculum and Evaluation Standards for School Mathematics* (NCTM, 1989), the information was taken primarily from the standard that deals with communicating mathematically.

Finally, within the *SCANS Report* and *Workplace Basics*, reading and writing skills are addressed explicitly. This information was used to supplement the standards within those areas.

Summary of Standards for Language Arts

Writing

1. Demonstrates competence in the general skills and strategies of the writing process
2. Demonstrates competence in the stylistic and rhetorical aspects of writing
3. Writes with a command of the grammatical and mechanical conventions of composition
4. Effectively gathers and uses information for research purposes

Reading

5. Demonstrates competence in the general skills and strategies of the reading process
6. Demonstrates competence in general skills and strategies for reading literature
7. Demonstrates competence in the general skills and strategies for reading information
8. Demonstrates competence in applying the reading process to specific types of literary texts
9. Demonstrates competence in applying the reading process to specific types of informational texts
10. Demonstrates competence in using different information sources, including those of a technical nature, to accomplish specific tasks

Language

11. Demonstrates an understanding of the nature and function of the English language

LANGUAGE ARTS

(EE,3,19;SE,xviii;WI,90)

1. **Demonstrates competence in the general skills and strategies of the writing process**

Level I (Grades K-2)

- Dictates or writes stories or essays, based on one's own experience, with a sequence of events that make sense BP (HI,19;NWI,23)
- Dictates or writes stories or essays that have some evidence of a beginning, middle and ending BP (NWI,23)

Level II (Grades 3-5)

- Makes some attempt to identify strengths and weaknesses in own writing BP (LI,33;EI,4)
- Seeks help from others to improve writing BP (LE,67)
- Writes stories that show a clear beginning (introduction), middle (body) and end (conclusion) BP (NWE,23,25)
- Writes essays that clearly state or imply a central idea with some supporting detail BP (NWE,23)
- Writes stories or essays that show an awareness of an intended audience BP (EE,4;NWE,23)
- Writes stories or essays that show an awareness of an intended purpose BP (EE,4;NWE,23)

Level III (Grades 6-8)

- Uses direct feedback from peers to revise content of a composition BP (LI,39)
- Writes stories that have a clear organizational structure with an effective beginning, middle and end and some supporting detail BP (NWE,25;SSI,149)
- Writes essays with a majority of sentences that support an explicit generalization and BP (NWE,25)

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H = NCHS: History for Grades K-4

M = NCTM: Curric. & Eval. Standards for Math.

NR = NAEP: 1992 Reading Assessment

NW = NAEP: Writing Achieve. Levels-Setting Proc.

S = SCANS: Report for America 2000

SS = NCSS: Curric. Standards for Social Studies

US = NCHS: National Standards for U.S. History

W = Carnevale: Workplace Basics

WH: NCHS: National Standards for World History

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identify a clear topic

- Writes for public and private audiences BP (LI,32;EE,20;NWE,25)
- Writes to inform and to narrate BP (LI,32;EE,20;NWE,25,26)
- Identifies specific strengths and weaknesses in writing BP (EE,20)
- Writes stories that pay some attention to developing a setting, major events, problems and solutions BP (NWI,23)

Level IV (Grades 9-12)

- Uses personal response to text as a basis for writing BP (LE,32)
- Writes compositions that have clear, illustrative and supporting details BP (NWE,26)
- Writes compositions that are clearly focused for different audiences including those informed about the topic, those uninformed about the topic, those that are highly public and those that are not BP (LI,32;EE,20;NWI,26)
- Writes compositions that clearly fulfill different purposes including to inform, to persuade, to narrate, to entertain and to stimulate emotion BP (LI,32;EE,20;NWE,26)
- Writes compositions that have a strong overall sense of cohesion BP (EE,20;NWI,26,27)
- Writes compositions that exhibit a clear personal style and voice BP (EE,20;NWI,25-27)
- Writes essays that have an explicit generalization and sentences that clearly support the generalization or add detail to the generalization BP (NWI,25)
- Writes stories that have well-developed elements including setting, major events, problems and resolutions BP (NWI,25)

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LANGUAGE ARTS

- Understands personal writing strengths and weaknesses and uses strategies to enhance strengths and overcome weaknesses BP (EI,20)

2. Demonstrates competence in the stylistic and rhetorical aspects of writing (EI,21;SE,xviii;WI,90)

Level I (Grades K-2)

- Writes compositions that make effective use of very general, frequently used words to convey basic ideas BP (NWI,23)

Level II (Grades 3-5)

- Writes compositions that show some attempt to use descriptive language that clarifies and enhances ideas BP (NWE,23)

Level III (Grades 6-8)

- Writes compositions that show clear evidence of descriptive language that clarifies and enhances ideas BP (NWI,25)
- Writes compositions that have some explicit transitional devices BP (NWE,25)
- Writes compositions that use a variety of sentence structures BP (NWE,25)
- Makes limited but appropriate use of technical terms and notations in writing BP (MI,78,140,150;WI,106-107)

Level IV (Grades 9-12)

- Writes compositions that demonstrate effective use of descriptive language that clarifies and enhances ideas BP (NWI,26)

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- Writes compositions that use a variety of transitional devices (i.e., phrases, sentences, paragraphs) BP (NWI,26)
- Writes compositions with a variety of sentence structures and lengths BP (NWI,26,27)
- Makes effective use of a variety of techniques for providing supportive detail (i.e., analogies, anecdotes, restatements, paraphrases, examples, comparisons) BP (NWI,26)
- Uses vocabulary that stimulates the imagination of the reader BP (NWI, 26,27)
- Makes effective use of technical terms and notations in writing BP (MI,78,140,150;WI,106-107)

3. Writes with a command of the grammatical and mechanical conventions of composition (EE,21;SE,xviii;WI,90)

Level I (Grades K-2)

- Writes compositions that contain complete sentences BP (NWI,23)
- Writes compositions that show some attention to the proper use of pronouns BP (NWI,23)
- Writes compositions that show some attention to the proper use of adjectives BP (NWI,23)
- Writes compositions that show some attention to the proper use of adverbial forms BP (NWI,23)
- Writes compositions that show some attention to the proper use of coordinating conjunctions BP (NWI,23)
- Writes compositions that show some evidence of correctly spelling the common, frequently used words BP (NWI,23)
- Writes compositions that have few significant errors in the capitalization of words that BP (NWI,23)

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begin sentences and shows some attention to the capitalization of proper nouns

- Writes compositions that have few significant errors in the use of a period as the end punctuation mark and shows some attention to the use of the question mark BP (NWI,23)

Level II (Grades 3-5)

- Writes legibly BP (LE,67)
- Writes compositions that have few significant errors in the use of personal, relative and demonstrative pronouns BP (NWI,24)
- Writes compositions that have few significant errors in the use of indefinite, numerical and pronominal adjectives BP (NWI,24)
- Writes compositions that have few significant errors in the use of adverbial forms BP (NWI,24)
- Writes compositions that have few significant errors in the use of coordinating conjunctions and shows some attention to the proper use of subordinating conjunctions BP (NWI,24)
- Writes compositions that have few significant errors in the spelling of common, frequently used words BP (NWI,24)
- Writes compositions that have no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles BP (NWI,24)
- Writes compositions that have no significant errors in the use of ending punctuation marks (i.e., periods and quotation marks) and shows some attention to the common uses of commas BP (NWI,24)
- Writes compositions that show some attention to the proper use of commonly confused terms (e.g., affect and effect) BP (NWI,24)

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Level III (Grades 6-8)

- Writes compositions that have no significant errors in the use of personal, relative and demonstrative pronouns, and few significant errors in the use of reflexive pronouns, indefinite pronouns and collective nouns BP (NW1,25)
- Writes compositions that have no significant errors in the use of indefinite, numerical and pronominal adjectives, and few significant errors in the use of descriptive adjective forms (e.g., comparative, superlative) BP (NW1,25)
- Writes compositions that have no significant errors in the use of adverbial forms BP (NW1,25)
- Writes compositions that have no significant errors in the use of coordinating conjunctions and few significant errors in the use of subordinating conjunctions BP (NW1,25)
- Writes compositions that have no significant errors in the spelling of frequently used words and shows some attention to the correct spelling of commonly misspelled words and less common words BP (NW1,25)
- Writes compositions that have no significant errors in the common conventions of capitalization (i.e., words that begin sentences; proper nouns; names; titles) and shows some attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities) BP (NW1,25)
- Writes compositions that have no significant errors in the use of ending punctuation marks (i.e., periods and quotation marks), few significant errors in the common uses of commas, and shows some attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe and quotation marks BP (NW1,25)
- Writes compositions that have few significant errors in the proper use of commonly confused terms (e.g., affect and effect) and shows some attention to the proper use of clichés BP (NW1,25)
- Writes compositions that show some attention to the proper use of italics, marginal notes BP (SSI,148)

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and footnotes

Level IV (Grades 9-12)

- Writes compositions that have no significant errors in the use of personal, relative, demonstrative, reflexive and indefinite pronouns and collective nouns BP (NWI,26)
- Writes compositions that have no significant errors in the use of indefinite, pronominal, descriptive and other adjectival forms BP (NWI,26)
- Writes compositions that have no significant errors in the use of adverbial forms BP (NWI,26)
- Writes compositions that have no significant errors in the use of coordinating and subordinating conjunctions BP (NWI,26)
- Writes compositions that have no significant errors in the spelling of frequently used words and few significant errors in the spelling of commonly misspelled words and rare words BP (NWI,26)
- Writes compositions that have no significant errors in the common conventions of capitalization (i.e., words that begin sentences; proper nouns; names; titles) and few significant errors in the less common capitalization conventions (e.g., capitalizing the names of nationalities) BP (NWI,26)
- Writes compositions that have no significant errors in the use of ending punctuation marks (i.e., periods and quotation marks) and common uses of commas and few significant errors in the common use of the colon, semicolon, hyphen, dash, apostrophe and quotation marks BP (NWI,26)
- Writes compositions that have no significant errors in the proper use of commonly confused terms (e.g., (affect and effect)) and few significant errors in the proper use of clichés BP (NWI,26)

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- Writes compositions that have few significant errors in the use of italics, marginal notes and footnotes BP (SSI,148)
 - Understands that language usage may be correct or incorrect, depending on the situation in which it is used BD (EE,20)
- 4. Effectively gathers and uses information for research purposes** (SSE,149;WE,106)

Level I (Grades K-2)

- Formulates questions about family or background that would require consulting family artifacts and other family records of the past BC (GE,46;HE,23,25)

Level II (Grades 3-5)

- Asks and seeks to answer questions regarding the characteristics of various places outside the local community and the people who live in those places BC (GE,46)
- Asks and seeks to answer questions about people and places in one's local community (e.g., school, neighborhood) BC (GI,46;HE,25)
- Uses encyclopedias to gather information for research topics BP (SSE,148)
- Uses dictionaries to gather information for research topics BP (SSE,148)
- Uses indexes to gather information for research topics BP (SSE,148)
- Uses key words, indexes, cross references and letters on volumes to find information for research topics BP (SSE,148)
- Presents information obtained from research in a wall display that integrates multiple representations of information (e.g., maps, charts, photos) BP (GE,48)

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- Has a basic understanding of the concept of a primary source BD (GE,48)
- Distinguishes between historical facts presented in historical documents and narratives and the generalizations or interpretations an author draws concerning those facts BP (HE,24)

Level III (Grades 6-8)

- Gathers and synthesizes data for research topics from interviews and field surveys BP (LI,45;GE,49,50)
- Gathers information for research topics using note taking BP (LI,32,45;GE,49,50)
- Separates information gathered for a research topic into major components based on appropriate criteria BP (GI,49;SSE,149)
- Examines critical relationships between and among elements of a research topic BP (GI,49;SSE,149)
- Uses the card catalogue to locate books for research reports BP (GI,49;SSE,148)
- Uses the *Reader's Guide to Periodical Literature* and other indexes to gather information for research topics BP (GI,49;SSE,148)
- Uses a computer catalog to gather information for research topics BP (SSE,148)
- Uses magazines, newspapers, dictionaries, schedules and journals to gather information for research topics BP (GE,49;SSE,148)
- Makes limited but effective use of primary sources when researching topics BP (GI,49;USI,25;WHI,25)
- Considers the importance of primary sources from the perspective of the validity and reliability of the information BP (USE,25;WHE,27)
- Understands the concept of a "likely informant" for obtaining information about a specific topic BC (GE,49)

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- Takes photographs or makes short videos or sketches as a way of collecting field data for a research project BP (GE,50)

Level IV (Grades 9-12)

- Creates bibliographies for research topics BP (GI,53;SSE,148)
- Uses cross referencing while gathering information for a research topic BP (GI,53,54;WE,64,90)
- Writes basic descriptions of events to record information for research purposes BP (GI,53,54;WE,106)
- Summarizes dialogues for the purpose of collecting information for research purposes BP (GI,53,54;WE,106)
- Uses almanacs to gather information for research purposes BP (GI,53,54;SSE,148)
- Uses government publications to gather information for research purposes BP (GI,53,54;SSE,148)
- Uses microfiche to gather information for research purposes BP (GI,53,54;SSE,148)
- Uses a variety of news sources to gather information for research purposes (e.g., newspapers, news magazines, TV, radio, videotapes, artifacts) BP (GI,53,54;SSE,148)
- Uses public library telephone information services to gather information for research purposes BP (GI,53,54;SSI,148)
- Synthesizes a variety of types of visual information including pictures and symbols when researching a topic BP (GI,53,54;SE,xviii;WI,90)
- Makes extensive use of primary sources when researching a topic and makes careful consideration of the motives and perspectives of the authors of those sources BP (GI,53,54;USI,27,28;WHI,27,28)
- Makes in-depth analyses of the validity and reliability of primary source information and uses information accordingly in reporting on a research topic BP (GI,53,54;USE,27;WHE,27)

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- Identifies and uses "likely informants" to gather information for a research topic BP (GI,54)
- Conducts research using data from in-depth field studies BP (GI,54)
- Synthesizes information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies BP (GE,55)
- Identifies and defends research questions and topics that will be important in the future BP (GI,56)

5. Demonstrates competence in the general skills and strategies of the reading process (EE,3,20;SE,xviii;SSE,148;WI,90)

Level I (Grades K-2)

- Understands that reading is a way of gaining information about the world BD (LI,62)
- Creates mental pictures for concrete information one has read BP (SI,xviii;WI,90)
- Uses picture clues and picture captions as an aid to comprehension BP (SSE,148)
- Decodes unknown words using basic elements of phonetic analysis (e.g., common letter/sound relationships) and structural analysis (e.g., syllables, basic prefixes and suffixes) BP (SSE,148)

Level II (Grades 3-5)

- Makes and confirms simple predictions about what will be found in a text BP (LI,54;HE,23;SSI,148)
- Effectively decodes unknown words using a variety of context clues BP (EE,4;SSE,148;WI,90-91)
- Determines the meaning of unknown words using a glossary and dictionary BP (EE,19;SSE,148)
- Adjusts speed of reading to suit purpose and difficulty of the material BP (SSE,148)

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- Recognizes when a text is primarily intended to persuade BP (NRI,17)
- Decodes words not recognized immediately by using phonetic and structural analysis techniques, the syntactic structure in which the word appears and the semantic context surrounding the word BP (NRI,39)
- Recognizes when she or he is confused by a section of text BP (NRI,32,33)
- Represents concrete information (e.g., persons, places, things, events) as explicit mental pictures BP (MI,81;NRI,4;SI,xvii;WI,90)
- Understands that the attitudes and values that exist in a time period affect the works that are written during that time period BD (HI,23)

Level III (Grades 6-8)

- Generates interesting questions to be answered while reading BP (LI,54)
- Reflects on what has been learned after reading BP (LI,54)
- Identifies specific devices an author is using to persuade readers BP (NRI,17,18)
- Uses specific strategies to clear up confusing parts of a text (e.g., rereads the text, consults another source, asks for help) BP (NRI,32,33)
- Represents abstract information (e.g., concepts, generalizations) as explicit mental pictures BP (NRI,4,16)
- Understands stories and expository texts from the perspective of the attitudes and values of the time period in which they were written BP (USI,25)
- Accurately identifies author's purpose BP (NRI,17;USI,21,27,28;WHI,21,27,28)

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BP (NRI,17;USI,21,27,28;WHI,21,27,28)

- Accurately identifies author's point of view

Level IV (Grades 9-12)

- Determines figurative, idiomatic and technical meanings of terms through context BP (WE,90)
- Determines the meaning of abbreviations and acronyms from context BP (WE,90)
- Understands that reading is a gradual process of constructing meaning and making revisions of initial understandings BD (LI,31)
- Represents key ideas and supporting details in outline or graph form BC (LI,53;WE,106-17)
- Recognizes when and why one is responding to the text BP (LI,30)
- Understands that reactions to a text will change throughout the course of reading the text BD (LI,30)
- Accurately identifies author's purpose and analyzes the effects of that purpose on the text BP (NRI,17,18;USI,21,27,28;WHI,21,27,28)
- Accurately identifies the author's point of view and analyzes the effects of that point of view on the text BP (NRI,17,18;USI,21,27,28;WHI,21,27,28)
- Understands that a single text will elicit a wide variety of responses, each of which is valid from a personal, subjective perspective BD (LE,32)
- Understands that readers have the right and even the responsibility to bring their own values to bear as they respond to a text BD (LE,32)
- Identifies the devices an author is using to persuade readers and critiques the effectiveness of the use of those devices BP (NRI,17,19)
- Understands relatively uncommon technical terms used in informational texts BD (NRI,5)

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- Analyzes the overall effectiveness of one's reading BP (NRI,32,33)
- Identifies and analyzes the philosophical assumptions and basic beliefs underlying an author's work BP (NRI,4,16)
- Analyzes the effects on the text of the attitudes and values of the time period in which a text was written BP (USI,25)
- Determines the meaning of codes and symbols from context BP (WE,90)

6. Demonstrates competence in general skills and strategies for reading literature (EE,3,20;SE,xviii;SSE,148;WI,90)

Level I (Grades K-2)

- Comprehends the basic plot of simple stories BP (LI,34-37,54;EE,4)
- Makes simple inferences regarding "what will happen next" or "how things could have turned out differently" BP (HE,21)

Level II (Grades 3-5)

- Is aware of the geographic information important to the stories one reads BP (GE,46)
- Uses specific aspects of a piece of literature to better understand the actions of others in one's life BP (LI,14-17)
- Shares responses to literature with peers BC (LI,26)
- Identifies the main characters in works containing only a few basic characters BP (NRI,4,14)
- Explains how characters or simple events in a work are like people or events in one's own life BC (LI,14-17;NRI,15)

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- Understands simple dialogues and how they relate to a story BP (NRI,4)
- Recognizes basic elements of a plot BP (LI,34-37,54;NRI,4)
- Makes inferences regarding the motives of characters and the consequences of their actions BP (HI,23)

Level III (Grades 6-8)

- Understands that people respond differently to literature BD (LE,17-21)
- Identifies specific questions of personal importance and seeks to answer them through literature BP (LI,24)
- Identifies specific interests and the literature that will satisfy those interests BP (LE,26)
- Identifies the main and subordinate characters in works containing complex character structures BP (NRI,4,14)
- Explains how the motives of characters or the causes for complex events in texts are similar to and different from those in one's own life BC (NRI,15)
- Understands complex, extended dialogues and how they relate to a story BP (NRI,4)
- Recognizes the use of specific literary devices (e.g., foreshadowing, flashback, progressive time, digressive time) BP (NRI,4)
- Recognizes complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions) BP (NRI,24)

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Level IV (Grades 9-12)

- Relates personal response to the text with that intended by the author BP (LI,27)
 - Identifies the simple and complex actions (e.g., internal/external conflicts) between main and subordinate characters in texts containing complex character structures BP (NRI,4,14,24)
 - Makes abstract connections between one's own life and the characters, events, motives and causes of conflict in texts BC (NRI,15)
 - Understands complex dialogues and analyzes the stylistic effect of those dialogues on a story BP (NRI,4,16)
 - Analyzes the effects of complex literary devices on the overall quality of a work (e.g., foreshadowing, flashbacks, progressive time, digressive time) BP (NRI,4,16,19)
 - Analyzes the effectiveness of complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions) BP (NRI,16,29,24)
- 7. Demonstrates competence in the general skills and strategies for reading information** (NRI,4)

Level I (Grades K-2)

- Comprehends the main idea of simple expository information BC (LI,34-37,54;EE,3;HE,21)

Level II (Grades 3-5)

- Uses chapter and section headings, topic sentences and summary sentences to construct the main ideas BP (SSE,148)

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- Understands the uses of the various parts of a book (index, table of contents, glossary, appendices) BD (SSE,148)
- Attempts to identify the author's purpose when reading expository information BP (HE,24;NRI,5)
- Attempts to identify the author's point of view when reading expository information BP (HE,24;NRI,5)
- Identifies simple hierarchic structures in informational texts (e.g., one main idea or concept with supporting or illustrative detail) BP (LI,34-37,54;EE,4;HE,24;NRI,5,18;SSE,148)
- Recognizes when a text is primarily intended to persuade BP (NRI,17)
- Understands commonly used technical terms used in informational texts BD (NRI,5)
- Recognizes when information presented in a text is new knowledge BP (NRI,18)

Level III (Grades 6-8)

- Seeks peer help to understand information BC (LI,58)
- Identifies information-organizing strategies that are personally most useful BD (LE,56)
- Reads for a variety of purposes including to answer a specific question, to form an opinion, to skim for facts BP (LE,56;SSE,148)
- Identifies complex, explicit hierarchic structures in informational texts (e.g., two or more explicit main ideas or concepts with supporting or illustrative detail) BP (NRI,5,18,19)
- Generates implied generalizations from informational texts along with the specific information that supports these generalizations BP (NRI,18)
- Recognizes when information presented in a text is new knowledge and describes how it can be used BP (NRI,18,19)

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- Understands somewhat common technical terms used in informational texts BD (NRI,5)
- Uses the various parts of a text (index, table of contents, glossary) to locate specific information BP (SSE,148)

Level IV (Grades 9-12)

- Scans a passage to determine whether a text contains relevant information BP (WE,90-91)
 - Uses discussions with peers as a way of understanding information BP (LI,32)
 - Identifies complex, implicit hierarchic structures in informational texts and the relationships between the concepts and details in those structures BP (NRI,5,18,19)
 - Reorganizes the concepts and details in informational texts in new ways and describes the advantages and disadvantages of the new organization BC (NRI,18,19)
 - Recognizes how the new information gleaned from a text has changed one's personal knowledge base BP (NRI,18,19)
 - Effectively uses indexes, appendixes, glossaries and tables of contents BP (SSE,148;WE,90)
 - Understands mathematical notations presented in writing BD (MI,140)
- 8. Demonstrates competence in applying the reading process to specific types of literary texts** (SE,xviii;WE,90)

Level I (Grades K-2)

- Not appropriate at this level BP (NRE,3)

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LANGUAGE ARTS

Level II (Grades 3-5)

- Independently applies the reading process and strategies to passages from fantasies, fables and fairy tales that are relatively short (i.e., 400 to 800 words in length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style BP (NRE,3)
- Understands the defining features and structure of fantasies, fables and fairy tales at this developmental level BD (NRE,3)
- Independently applies the reading process and strategies to passages from mysteries, realistic fiction, adventure stories and humorous stories that are relatively short (i.e., 400 to 800 words in length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style BP (HE,24;NRE,3)
- Understands the defining features and structure of mysteries, realistic fiction, adventure stories and humorous stories at this developmental level BD (HE,24;NRE,3)
- Independently applies the reading process and strategies to passages from myths and historical fiction that are relatively short (i.e., 400 to 800 words in length), developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style BP (HE,24;NRE,3;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of myths and historical fiction at this developmental level BD (HE,24;NRE,3;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to biographic and autobiographic passages that are relatively short (i.e., 400 to 800 words in length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style BP (HE,24;NRE,3;USI,21,27,28,30;WHI,21,27,28,30)

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- Understands the defining features and structure of biographies and autobiographies at this developmental level BD (HE,24;NRE,3;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to letters and diary passages that are relatively short (i.e., 250 to 800 words in length); developmentally appropriate with regard to number and complexity of character and theme(s); and appropriately sophisticated with regard to literary devices, point of view and style BP (HE,24;NRE,4;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of biographies and autobiographies at this developmental level BD (HE,24;NRE,4;USI,21,27,28,30;WHI,21,27,28,30)

Level III (Grades 6-8)

- Independently applies the reading process and strategies to passages about myths that are of moderate length (i.e., at least 1000 words in length), developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style BP (NRE,3;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of myths at this developmental level BD (NRE,3;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to passages about mysteries, realistic fiction, adventure stories and humorous passages that are of moderate length (i.e., at least 1000 words in length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style BP (NRE,3)
- Understands the defining features and structure of mysteries, realistic fiction, adventure stories and humorous pieces at this developmental level BD (NRE,3)
- Independently applies the reading process and strategies to biographical and autobiographical passages that are of moderate length (i.e., at least 1000 words in length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view BP (NRE,3;USI,21,27,28,30;WHI,21,27,28,30)

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and style

- Understands the defining features and structure of biographies and autobiographies at this developmental level BD (NRE,3;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to passages about science fiction, fantasies, tall tales and supernatural tales that are of moderate length (i.e., at least 1000 words in length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style BP (NRE,3)
- Understands the defining features and structure of science fiction, fantasies, tall tales and supernatural tales at this developmental level BD (NRE,3)
- Independently applies the reading process and strategies to poems that are about 1000 words in length; developmentally appropriate with regard to complexity of theme(s); and appropriately sophisticated with regard to literary devices, point of view and style BP (NRE,3)
- Understands the defining features and structure of poems at this developmental level BD (NRE,3)
- Independently applies the reading process and strategies to letters and diaries that are about 1000 words in length; developmentally appropriate with regard to number and complexity of character and theme(s); and appropriately sophisticated with regard to literary devices, point of view and style BP (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of letters and diaries at this developmental level BD (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)

Level IV (Grades 9-12)

- Independently applies the reading process and strategies to myths that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with BP (NRE,4;USI,21,27,28,30;WHI,21,27,28,30)

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regard to literary devices, point of view and style

- Understands the defining features and structure of myths at this developmental level BD (NRE,4;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to fiction (mysteries, fantasies, humorous passages) that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style BP (NRE,4)
- Understands the defining features and structure of fiction (mysteries, fantasies, humorous pieces) at this developmental level BP (NRE,4)
- Independently applies the reading process and strategies to biographies and autobiographies that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style BP (NRE,4;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of biographies and autobiographies at this developmental level BD (NRE,4;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to science fiction and supernatural tales that are substantial in length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style BP (NRE,4)
- Understands the defining features and structure of science fiction and supernatural tales at this developmental level BD (NRE,4)
- Independently applies the reading process and strategies to poems that are about 1500 words in length; developmentally appropriate with regard to complexity of theme(s); and appropriately sophisticated with regard to literary devices, point of view and style BP (NRE,4)

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BP (NRE,4)

- Understands the defining features and structure of poems at this developmental level

BP (NRE,4)

- Independently applies the reading process and strategies to satires and parodies that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style

BD (NRE,4)

- Understands the defining features and structure of satires and parodies at this developmental level

BP (NRE,4)

- Independently applies the reading process and strategies to one-act plays that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of character, plot, theme and dialogue; and appropriately sophisticated with regard to literary devices, point of view and style

BD (NRE,4)

- Understands the defining features and structure of one-act plays at this developmental level

BP (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)

- Independently applies the reading process and strategies to letters and diaries that are about 1500 words in length; developmentally appropriate with regard to number and complexity of character and theme(s); and appropriately sophisticated with regard to literary devices, point of view and style

BD (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)

- Understands the defining features and structure of letters and diaries at this developmental level

(SE,xviii;WE,90)

9. Demonstrates competence in applying the reading process to specific types of informational texts

Level I (Grades K-2)

BP (NRE,4)

- Not available at this level

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Level II (Grades 3-5)

- Independently applies the reading process and strategies to passages about social studies that are relatively short (i.e., 250 to 800 words in length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,4;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of social studies texts at this developmental level BD (NRE,4;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to passages about general science that are relatively short (i.e., 250 to 800 words in length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,4)
- Understands the defining features and structure of general science texts at this developmental level BD (NRE,4)
- Independently applies the reading process and strategies to passages about sports that are relatively short (i.e., 250 to 800 words in length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,4)
- Understands the defining features and structure of sports texts at this developmental level BD (NRE,4)

Level III (Grades 6-8)

- Independently applies the reading process and strategies to passages about social studies that are of moderate length (i.e., at least 1000 words in length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., BP (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)

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chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction)

- Understands the defining features and structure of social studies texts at this developmental level BD (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to passages about history that are of moderate length (i.e., at least 1000 words in length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of history texts at this developmental level BD (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to passages about geography that are of moderate length (i.e., at least 1000 words in length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5)
- Understands the defining features and structure of geography texts at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to passages about the sciences (general, earth, physical and life sciences) that are of moderate length (i.e., at least 1000 words in length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5)
- Understands the defining features and structure of science texts (general, earth, physical, life) at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to passages about nutrition that BP (NRE,5)

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are of moderate length (i.e., at least 1000 words in length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction)

- Understands the defining features and structure of nutrition texts at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to essays that are of moderate length (i.e., at least 1000 words in length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5)
- Understands the defining features and structure of essays at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to primary source historical documents that are of moderate length (i.e., at least 1000 words in length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of primary source historical documents at this developmental level BD (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to editorials that are about 1000 words in length; developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5)
- Understands the defining features and structure of editorials at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to news stories that are about 1000 words in length; developmentally appropriate with regard to complexity of topic(s) BP (NRE,5)

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and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (number of concepts, familiarity, level of abstraction)

- Understands the defining features and structure of news stories at this developmental level BD (NRE,5)

Level IV (Grades 9-12)

- Independently applies the reading process and strategies to essays that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,4)
- Understands the defining features and structure of essays at this developmental level BD (NRE,4)
- Independently applies the reading process and strategies to social studies texts that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of social studies texts at this developmental level BD (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to passages about history texts that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of history texts at this developmental level BD (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)

BP (NRE,5)

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- Independently applies the reading process and strategies to economics texts that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction)
- Understands the defining features and structure of economics texts at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to science texts (biology texts, general science, earth science, physical science, environmental science) that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5)
- Understands the defining features and structure of science texts (biology, general science, earth science, environmental science) at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to texts about nutrition and fitness that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5)
- Understands the defining features and structure of nutrition and fitness texts at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to consumer economics texts that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5)

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- Understands the defining features and structure of consumer economics texts at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to primary source historical documents that are of substantial length (i.e., about 1500 words to book length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Understands the defining features and structure of primary source historical documents at this developmental level BD (NRE,5;USI,21,27,28,30;WHI,21,27,28,30)
- Independently applies the reading process and strategies to essays that are of substantial length (i.e., 1500 words to book length); developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5)
- Understands the defining features and structure of essays at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to editorials that are at least 1500 words in length; developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5)
- Understands the defining features and structure of editorials at this developmental level BD (NRE,5)
- Independently applies the reading process and strategies to news stories that are at least 1500 words in length; developmentally appropriate with regard to complexity of topic(s) and hierarchical structure (e.g., chronology, problem/solution); and conceptually appropriate (in terms of number of concepts, familiarity, level of abstraction) BP (NRE,5)
- Understands the defining features and structure of news stories at this developmental level BD (NRE,5)

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10. Demonstrates competence in using different information sources, including those of a technical nature, to accomplish specific tasks (SI,xviii;WI,90)

Level I (Grades K-2)

- Not appropriate at this level

BP (NRE,6)

Level II (Grades 3-5)

- Applies the reading process and strategies to directions or procedures (e.g., for school activities, camping or scouting procedures, recipes, games, hobbies) that are relatively short (i.e., about one page in length) and developmentally appropriate with regard to the number of categories of information or directions and the familiarity of concepts and vocabulary

BP (NRE,6)

Level III (Grades 6-8)

- Interprets political and social messages of political cartoons
- Applies the reading process and strategies to directions or procedures (e.g., for school activities, camping or scouting procedures, recipes, games or hobbies) that are of medium length (i.e., about 1000 words in length) and developmentally appropriate with regard to the number of categories of information or directions and the familiarity of concepts and vocabulary
- Applies the reading process and strategies to bus routes and catalogues that are of medium length (i.e., about three pages in length)

BP (EI,3;SSE,148)

BP (NRE,5)

BP (NRE,6)

Level IV (Grades 9-12)

- Accurately interprets information from and detects inconsistencies in a data matrix

BP (WE,90)

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- Follows basic linear paths in organizational charts BP (WE,90-91)
- Identifies major sections in schematic diagrams BP (WE,90)
- Uses the linear path of a flowchart to provide visual and textual directions to a procedure BP (WE,90-91)
- Isolates a problem component in a schematic diagram and traces it to the cause of the problem BP (WE,90-91)
- Interprets symbols in a flowchart to indicate flow of direction, test points, components and diagrammatic decision points BP (WE,90-91)
- Interprets a drawing of a cross section for assembly or disassembly BP (WE,90-91)
- Obtains a factor specification from a two-column chart to find information BP (WE,90-91)
- Obtains a factor specification from an intersection of row by column in a table or chart BP (WE,90-91)
- Uses a table or chart to identify a malfunction in a mechanism BP (WE,90-91)
- Applies the reading process and strategies to catalogue or catalogue sections that are of substantial length (i.e., at least 1500 words in length) and developmentally appropriate with regard to the number of categories of information and the familiarity of concepts and vocabulary BP (NRE,5)
- Applies the reading process and strategies to directions and procedures (e.g., for school activities, camping or scouting procedures, recipes, games or hobbies) that are of substantial length (i.e., at least 5 pages in length) and developmentally appropriate with regard to the number of directions and the familiarity of concepts and vocabulary BP (NRE,6)
- Applies the reading process and strategies to directions for home or auto repairs that are of substantial length (i.e., at least 5 pages in length) and developmentally appropriate with regard to the number of directions and the familiarity of concepts and vocabulary BP (NRE,6)

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- Applies the reading process and strategies to schedules (e.g., of classes, for buses, trains or planes) that are of substantial length (i.e., at least 5 pages in length) and developmentally appropriate with regard to the number of categories of information or directions, and the familiarity of concepts and vocabulary BP (NRE,6)
- Correctly enters information into basic forms BP (WE,106)
- Interprets a drawing for assembly or disassembly BP (WE,90)

11. Demonstrates an understanding of the nature and function of the English language (LI,42)

Level I (Grades K-2)

- Recognizes characteristic sounds and rhythms of language BD (LI,58;EE,4)
- Makes valid observations about the use of words BC (LI,58;EI,4)
- Makes valid observations about the use of language at home as opposed to the use of language in school BC (LI,60;EI,4)

Level II (Grades 3-5)

- Identifies specific ways in which language varies across situations in one's personal life BD (LI,42;EI,4)
- Identifies the social context of conversations and its effect on the language used in conversations BD (LI,43;EI,4)
- Identifies the use of nonverbal cues used in conversation BD (LI,43;EI,4)
- Makes observations about language in real-life situations BC (LI,43;EI,4)
- Identifies appropriate and inappropriate uses of language in different settings including BD (LI,44;EI,4)

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school and home

- Compares the ways in which language is used in a variety of contexts BC (LI,44;EI,4)
- Makes observations about specific uses of own language BC (LI,45;EI,4)
- Compares the uses of language in the home, community and school BC (LI,45;EI,4)

Level III (Grades 6-8)

- Forms explicit conclusions regarding language use based on observation BP (LI,49;EE,19)
- Understands those factors that commonly affect the use of language BD (LE,49;EI,19)
- Communicates effectively in more than one language or dialect BP (LI,49)

Level IV (Grades 9-12)

- Understands the influence of gender on language use BD (LI,50;EI,20)
- Carries out investigations of unanswered questions regarding language BP (LI,50;EI,20)
- Engages in public speaking around issues of personal concern BP (LI,64;EI,20)
- Has a general understanding of the history of the English language BD (EE,20)
- Compares form, meaning and value of different kinds of language BC (LE,51;EI,20)
- Understands the political implications of using different forms of language BD (LI,52;EI,20)

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13. Health

The following describes the process used to identify standards for health:

Identification of National Reports

Six reports were identified as providing useful information on health education standards in the schools: *National Health Education Standards* (draft 1994) from the Joint Health Education Standards Committee; *Benchmarks for Science Literacy* (1993) from Project 2061, American Association for the Advancement of Science; *Health Framework for California Public Schools* from the California Department of Education (1994); the *Report of the 1990 Joint Committee on Health Education Terminology*, from JCHET (1990); the *Michigan Essential Goals/Objectives for Health Education* (1988) from the Michigan State Board of Education; and the *National Science Education Standards* (draft 1994) from the National Committee on Science Education Standards and Assessment.

Selection of the Reference Document

A draft of *National Health Education Standards* was used as a reference document. However, because the document was still at a development stage, some basic content information was drawn from the Michigan and California documents identified above, and supporting material (as well as some primary material) came from the two science documents, *National Science Education Standards* and Project 2061's *Benchmarks*.

Identification of Standards and Benchmarks

At the benchmark level, information was derived from *National Health Education Standards* and from all other reports cited above. These reports, except for the California framework, which was more curricular in scope, provided relatively straightforward descriptions of knowledge and skills recommended for health education. Consequently, most of the effort in the identification of standards for health education centered on the synthesis and citation of information from multiple sources.

After the content review, those benchmark items that arose in all the reports were analyzed and grouped. Thus, the standards were developed working up from the benchmark level. However, for the most part, it was found that the resulting standards were similar to the topic level recommendations found in the *Report of the 1990 Joint Committee on Health Education Terminology*. In addition to these topic areas, a standard on Growth and Development was added, derived largely from information in the two science documents, *Science Standards* and Project 2061's *Benchmarks*.

Integration of Information from Other Documents

As mentioned above, material from the other documents was not only integrated with the reference material, but new material was added from them as well. This was done when information was found to be present in more than one of the selected reports. It should be noted,

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however, that all benchmark information from the reference document, the *National Health Education Standards*, will be found in this report.

Summary of Standards for Health

1. Knows the availability and effective use of health services, products and information
2. Knows environmental and external factors that affect individual and community health
3. Understands the relationship of family health to individual health
4. Knows how to maintain mental and emotional health
5. Knows essential concepts and practices concerning injury prevention and safety
6. Understands essential concepts about nutrition and diet
7. Knows how to maintain and promote personal health
8. Knows essential concepts about the prevention and control of disease
9. Understands aspects of substance use and abuse
10. Understands the fundamental concepts of growth and development

1. **Knows the availability and effective use of health services, products and information** (JE,106)

Level I (Grades K-2)

- Knows community health service providers and their roles (e.g., paramedics, dentists, nurses, physicians, sanitarians, dietitians) BP (HE,2;CE,89;ME,29)

Level II (Grades 3-5)

- Knows various community agencies that provide health services to individuals and families (e.g., HMOs, public health clinics, mental health clinics, substance abuse treatment centers) BD (HE,2,7;CE,85,89;ME,25,29)
- Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products and services (e.g., advertising, information from school and family, peer pressure) BD (HE,2,4;CE,89;ME,25)

Level III (Grades 6-8)

- Knows the costs of various health products and services and how they vary BD (HE,2;CE,148-149)
- Knows the types and locations of community health information, products and services that are available to help adolescents and their families BD (HE,2;CI,111)
- Knows ways to influence the consumer health service system (e.g., assertive consumerism, selecting providers, communicating complaints) BD (CE,110;ME,25)
- Knows community health consumer organizations and the advocacy services they provide (e.g., American Heart Association, American Lung Association, Diabetes Association) BD (CI,110;ME,25)

Level IV (Grades 9-12)

- Knows factors that influence personal selection of health care resources, products and services (e.g., cost, benefits) BD (HE,2;CE,149)
- Knows how data from various sources present health information, products and services BD (HE,2;CI,148-149;ME,26)

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2 = Project 2061: Benchmarks for Science Literacy

C = CDE: Health Framework for Calif. Public Schools

J = Joint Committee on Health Ed. Terminology

M = MSBE: Michigan Essential Goals/Obj. for Health

S = NCSESA: National Science Education Standards

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(e.g., whether the data are reliable or unreliable)

- Knows local, state, federal and private agencies that protect and/or inform the consumer (e.g., FDA, EPA, OSHA, local prosecutor's office) BD (HI,4;CI,148-149;ME,25)
 - Understands the extent of coverage offered by available health insurance for the prevention and treatment of health problems BD (HE,2;CE,148-149)
 - Understands situations that require professional health services in the areas of prevention, treatment and rehabilitation (e.g., persistent depression, prenatal and perinatal care, treatment or management of disease, alcohol- or drug-related problems, neglect and child abuse) BD (HE,2;CI,125-127,131;ME,11)
2. **Knows environmental and external factors that affect individual and community health** (JE,106)

Level I (Grades K-2)

- Knows sources and causes of pollution (e.g., air, ground, noise, water, food) in the community BD (CI,68;ME,29)

Level II (Grades 3-5)

- Knows how the environment can impact personal health (e.g., the effects of exposure to pollutants) BD (HE,1;ME,29)
- Knows how individuals, communities and states cooperate to control environmental problems and maintain a healthy environment BD (CI,85;ME,29)

Level III (Grades 6-8)

- Knows cultural and socioeconomic factors within a community that influence the health of its members (e.g., relationship of values, socioeconomic status and cultural experiences to the selection of health care services) BD (HE,4;CE,117;ME,29)

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- Understands how various messages from the media, from technology and from other factors impact health practices (e.g., health fads, advertising, misconceptions about treatment and prevention options) BD (HE,4;CE,116-117)
- Knows local, state, federal and international efforts to contain an environmental crisis and prevent a recurrence (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion) BD (CE,110-111;ME,30;SI,V99)
- Understands how peer relationships affect health (e.g., name calling, exclusiveness, discrimination, risk-taking behaviors) BD (HE,1,4;CE,108-109)

Level IV (Grades 9-12)

- Knows how the health of individuals can be influenced by the community (e.g., information offered through community organizations; volunteer work at hospitals, food banks, child care centers) BD (HE,1,4;CE,138)
- Knows how individuals can improve or maintain community health (e.g., becoming active in environmental and economic issues that affect health, assisting in the development of public health policies and laws; exercising voting privileges) BD (HE,3;CE,138-139)
- Understands the interrelationship between the environment and community health (e.g., environmental issues that affect the food supply and the nutritional quality of food) BD (HE,1;CE,139)
- Understands how the prevention and control of health problems has been altered by research and medical advances BD (HE,1,4;CI,138-139)
- Knows how local, state and federal regulations (MIOSHA regulations, Right to Know laws, DSS regulations, licensing laws) impact health-related issues (e.g., safe food handling, food production controls, household waste disposal controls, clean air, disposal of nuclear waste) BD (HE,1;CE,138;ME,25,30)

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(JE,106)

3. Understands the relationship of family health to individual health

Level I (Grades K-2)

- Knows the roles of parents and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs taught, behaviors and values modeled) BD (CE,65;ME,18)
- Knows effective strategies to cope with change that may occur in families (e.g., pregnancy, birth, marriage, divorce, relocation, unemployment) BD (CE,66;ME,18)

Level II (Grades 3-5)

- Knows how the family influences the health of individuals (e.g., physical, psychological, social) BD (HE,1;CI,82;ME,18)
- Knows characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks) BD (HE,5;CE,82,83)
- Knows how health-related problems impact the whole family BD (CE,83;ME,18)

Level III (Grades 6-8)

- Knows strategies that improve or maintain family health (e.g., how one's personal behavior can affect the behavior and feelings of other family members) BD (HE,3;CE,105;ME,18)
- Understands how the behavior of family and peers contributes to a person's physical, mental, emotional and social health BD (HE,5;MI,18)
- Understands the development of adolescent independence BD (CE,106;ME,18)
- Knows how communication techniques can improve family life (e.g., talking openly and honestly with parents when problems arise) BD (HE,7;CE,105;DI,4.4.2)

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Level IV (Grades 9-12)

- Understands methods to facilitate the transition from the role of a child to the role of an independent adult in the family BD (CE,135;MI,18)
 - Knows the effects of teenage pregnancy on teenagers, their children, their parents and society BD (CE,146;ME,17,18;SI,V161)
 - Understands the responsibilities inherent in dating relationships, marriage and parenthood BD (CE,137-138;ME,18)
- 4. Knows how to maintain mental and emotional health** (JE,106)

Level I (Grades K-2)

- Identifies and shares feelings in appropriate ways BP (2E,148;CE,59,67;ME,19)

Level II (Grades 3-5)

- Knows the relationships between physical health and mental health BD (2E,148;CE,75;ME,19)
- Knows common sources of stress for children and ways to manage stress BD (HE,3;CE,76;ME,19)
- Knows how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully BD (HI,5;2E,148;CE,86;ME,19,20)
- Knows behaviors that communicate care, consideration and respect of self and others (including those with disabilities or handicapping conditions) BP (HE,5;CE,59,84;ME,20)
- Understands how one responds to the behavior of others and how one's behavior may evoke responses in others BD (2I,148;CI,84;ME,20)
- Knows strategies for resisting negative peer pressure BD (CE,76,84;ME,20)

Level III (Grades 6-8)

- Knows strategies to manage stress and feelings caused by disappointment, separation or loss (e.g., talking over problems with others, understanding that feelings of isolation and BD (HE,3,5;2E,149;CE,96,112)

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HEALTH

depression will pass, examining the situation leading to the feelings)

- Knows characteristics and conditions associated with positive self-esteem BD (CE,95;ME,19)
- Knows appropriate ways to build and maintain positive relationships with peers, parents and other adults BD (HE,5;CE,96,108;MI,20)
- Knows techniques for seeking help and support through appropriate resources BD (21,149;CE,96;ME,21)

Level IV (Grades 9-12)

- Understands how appropriate and inappropriate behavior in relationships affects health BD (HE,3)
 - Knows skills used to communicate effectively with family, friends and others and the effects of open and honest communication BD (HE,5;CE,125;DI,3.3.4)
 - Knows strategies for coping with and overcoming feelings of rejection or social isolation BD (CE,124-125;MI,20-21)
 - Understands the role of denial as a negative influence on mental and emotional health and ways to overcome denial and seek assistance when needed BD (CE,125;MI,20-21)
- 5. Knows essential concepts and practices concerning injury prevention and safety** (JE,106)

Level I (Grades K-2)

- Knows basic fire, traffic, water and recreation safety practices BD (CE,62;ME,27)
- Knows precautions that should be taken in special conditions (e.g., bad weather, Halloween, darkness, staying home alone, being approached by strangers, avoiding conflicts) BD (CE,62;ME,27)
- Recognizes emergencies and responds appropriately (e.g., uses a telephone appropriately to obtain help; identifies and obtains help from police officers, fire fighters and medical personnel; treats simple injuries such as scratches, cuts, bruises and first-degree burns) BP (CE,62,64;ME,28)
- Knows ways to seek assistance if worried, abused or threatened (e.g., physically, BD (HE,3;CE,63;ME,27;SE,V42)

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emotionally, sexually), including how to tell a trusted adult if uncomfortable touching occurs

Level II (Grades 3-5)

- Knows safety rules and practices to be used in home, school and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight) BD (CE,57;ME,27;SE,V42)
- Knows methods used to recognize and avoid threatening situations (e.g., not leaning into a car when giving directions to a stranger) and ways to get assistance BD (HE,3;CE,79,81)
- Knows basic first aid procedures appropriate to common emergencies in home, school and community (e.g., proper responses to breathing and choking problems, bleeding, shock, poisonings, minor burns; universal precautions to be taken when dealing with other people's blood) BD (CE,81;ME,28)

Level III (Grades 6-8)

- Knows injury prevention strategies for family health (e.g., having a personal and family emergency plan, including maintaining supplies in readiness for emergencies; identifying and removing safety hazards in the home) BD (HE,3;CE,104;SI,V98)
- Knows strategies for managing a range of situations involving injury (e.g., first aid procedures, abdominal thrust maneuver, cardiopulmonary resuscitation) BP (HE,3;CE,104;ME,28)
- Knows potential signs of self- and other-directed violence BD (HI,3;ME,20)
- Knows the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict BD (HE,5;CE,109)
- Knows how refusal and negotiation skills can be used to avoid potentially harmful or exploitative situations BD (HE,5;CE,96;ME,17,20)

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HEALTH

Level IV (Grades 9-12)

- Knows injury prevention strategies for community health (e.g., neighborhood safety, traffic safety and safe driving) BD (HE,3;SI,V160)
 - Knows actions that can be used to deal with individuals exhibiting dangerous behaviors BD (HE,3)
 - Knows strategies for solving interpersonal conflicts without harming self or others BD (HE,5;CE,129)
 - Knows strategies to reduce conflict among young adults in schools and communities BD (HE,5)
6. Understands essential concepts about nutrition and diet (JE,106)

Level I (Grades K-2)

- Classifies foods and food combinations according to the food groups BC (CE,58;ME,14)

Level II (Grades 3-5)

- Knows the nutritional value of different foods BD (CE,75,90;ME,14;SI,V42)
- Knows healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs) BD (CE,75;ME,14;SE,V42)
- Knows factors that influence food choices (e.g., activity level, peers, culture, religion, advertising, time, age, health, money/economics, convenience, environment, status, personal experience) BD (CE,75;ME,14)
- Knows how food-preparation methods and food-handling practices affect the safety and nutrient quality of foods BD (CE,75;MI,15)

Level III (Grades 6-8)

- Understands how eating properly can help to reduce health risks (in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition) BD (CE,94;ME,14,15)

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- Knows appropriate methods to maintain, lose or gain weight according to individual needs and scientific research BD (CE,94,119;MI,15;SI,V98)
- Knows eating disorders that affect health adversely (e.g., anorexia, overeating, bulimia) BD (CI,118;ME,15)
- Knows the principles of food safety involved with food storage and preparation (e.g., proper refrigeration, hand washing, proper cooking and storage temperatures) BD (CE,94;ME,15)

Level IV (Grades 9-12)

- Understands how nutrient and energy needs vary in relation to gender, activity level and stage of life cycle BD (CE,122;ME,14;SI,V160-V161)
- Understands the reliability and validity of various sources of food and nutrition information (e.g., dietary supplements, diet aids, fad diets, food labels) BP (CE,149-150;ME,15;SI,V160-V161)
- Understands the role of food additives and their relationship to health BD (CI,150;ME,15)

(JE,106)

7. Knows how to maintain and promote personal health

Level I (Grades K-2)

- Knows basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails) BD (CE,58;ME,13;SE,V42)

Level II (Grades 3-5)

- Understands the influence of rest, food choices, exercise, sleep and recreation on a person's well-being BD (HE,3;CE,75,86;ME,13;SI,V42)
- Knows common health problems and why these problems should be detected and treated early BD (HE,1)
- Knows behaviors that are safe, risky or harmful to self and others BD (HE,1,3;MI,13)

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- Sets a personal health goal and makes progress toward its achievement BP (HE,6)
- Knows that making health-related decisions and setting health goals sometimes requires asking for assistance BD (HE,6)

Level III (Grades 6-8)

- Knows how positive health practices and appropriate health care can help to reduce health risks (e.g., good personal hygiene, health screenings, self-examinations) BD (HE,1,3;CE,93,97,98;ME,13)
- Knows strategies and skills that are used to attain personal health goals (e.g., maintaining an exercise program, making healthy food choices) BD (HE,6;CE,94,95;MI,13;SE,V98)
- Understands the short-term and long-term consequences of safe, risky and harmful behaviors BD (HE,3;CI,100-101)
- Understands how changing abilities, priorities and responsibilities influence personal health goals BD (HE,6)

Level IV (Grades 9-12)

- Knows how personal behaviors relate to health and well-being and how these behaviors can be modified if necessary to promote achievement of health goals (e.g., following a personal nutrition plan to reduce the risk of disease, periodically self-assessing physical fitness) BP (HE,1,3,6;CE,122-123;MI,13;SI,V160)
 - Understands how personal health needs change during the life cycle BD (HI,1;CE,121)
- 8. Knows essential concepts about the prevention and control of disease** (JE,106)

Level I (Grades K-2)

- Knows the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing) BD (CE,61;ME,11;SI,V42)

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Level II (Grades 3-5)

- Knows ways in which a person can prevent or reduce the risk of disease and disability (e.g., practicing good personal hygiene, making healthy food choices, acknowledging the importance of immunizations, cooperating in regular health screenings) BD (2E,144;CE,60,77;ME,11,12;SE,V42)
- Knows the benefits of early detection and treatment of disease BD (CI,77;ME,11)
- Knows ways to maintain a functional level of health in the presence of disease or disability (e.g., cooperating with parents and health care providers, taking prescription or over-the-counter medicines properly, correctly interpreting instructions for taking medicine) BD (CE,78,89;ME,12)

Level III (Grades 6-8)

- Understands how factors such as heredity, environment and lifestyle are related to causes of disease and other health problems BD (HE,1;CE,97;ME,11)
- Knows communicable, chronic and degenerative disease processes and the differences between them BD (CE,97-98;ME,11;SI,V98)
- Understands personal rights and responsibilities involved in the treatment of disease (e.g., proper use of medication; the influence of family and culture on the treatment of disease) BD (HI,1;CE,99)

Level IV (Grades 9-12)

- Understands how the immune system functions to prevent or combat disease BD (2E,145;CE,125-126;MI,11;SI,V160)
- Understands the importance of regular examinations (including self-examination of the breasts or testicles) in detecting and treating diseases early BD (HE,1;CE,126;MI,12)
- Understands the importance of prenatal and perinatal care to both the mother and the child BD (CE,126;ME,17;DI,10.4.2)
- Understands the social, economic and political effects of disease on individuals, families and communities BD (CE,125;ME,11)

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HEALTH

(JE,106)

9. Understands aspects of substance use and abuse

Level I (Grades K-2)

- Distinguishes between helpful and harmful substances

BC (CE,63;MI,22;SI,V42)

Level II (Grades 3-5)

- Differentiates between the use and misuse of prescription and nonprescription drugs
BC (CE,80;MI,22;SI,V42)
- Knows influences that promote alcohol, tobacco and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost)
BD (CE,80;ME,23)
- Recognizes high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family (e.g., drunk and drugged driving, violent arguments) as well as how and where to obtain help
BP (CE,80;ME,23)
- Knows ways to avoid, recognize and respond to negative social influences and pressure to use alcohol, tobacco or other drugs (e.g., refusal skills, self-control)
BD (HI,5;CE,80;ME,24)

Level III (Grades 6-8)

- Knows conditions that may put people at higher risk for substance abuse problems (e.g., genetic inheritability, substance abuse in family, low frustration tolerance)
BD (CE,102;ME,22;SI,V98)
- Knows factors involved in the development of a drug dependency and the early, observable signs and symptoms (e.g., tolerance level, drug-seeking behavior, loss of control, denial)
BD (CI,102;ME,23;SE,V98)
- Knows the short-term and long-term consequences of the use of tobacco, alcohol and other drugs (e.g., physical consequences such as shortness of breath, cirrhosis, lung cancer, emphysema; psychological consequences such as low self-esteem, paranoia, depression, apathy; social consequences such as crime, domestic violence, loss of friends)
BD (CE,101-102;ME,22,23;SE,V98)
- Knows public policy approaches to substance abuse control and prevention (e.g., pricing and taxation, warning labels, regulation of advertising, restriction of alcohol consumption at sporting events)
BD (CE,102;ME,24)

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- Knows community resources that are available to assist people with alcohol, tobacco and other drug problems BD (CE,102;ME,24)

Level IV (Grades 9-12)

- Knows the short-term and long-term effects associated with the use of alcohol, tobacco and other drugs on reproduction, pregnancy and the health of children BD (CE,129-130;MI,23;SI,V160)
- Knows how the abuse of alcohol, tobacco and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community (e.g., house fires, motor vehicle crashes, domestic violence, date rape, transmission of diseases through needle sharing or sexual activity) BD (CE,130;ME,22;SE,V160)
- Understands that alcohol, tobacco and other drug dependencies are treatable diseases/conditions BD (CE,131;ME,24)

10. Understands the fundamental concepts of growth and development (2E,131;CE,52;ME,16)

Level I (Grades K-2)

- Understands individual differences (in terms of appearance, behavior) BD (CE,70;MI,16)
- Knows the cycle of growth and development in humans from infancy to old age BD (2E,132;CE,69;ME,16)

Level II (Grades 3-5)

- Knows the changes that occur during puberty (e.g., physical changes such as sexual maturation, changes in voice, acne; emotional and social changes such as a growing sensitivity to peer influence, family tensions, mood swings; cognitive and intellectual development) BD (2E,132;CE,86-87;ME,17)
- Knows that the rate of change during puberty varies with each individual and that people vary widely in size, height, shape and rate of maturation BD (2I,132;CE,87-88;ME,16)

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Level III (Grades 6-8)

- Understands how the human body changes as people age (e.g., muscles and joints become less flexible, bones and muscles lose mass, energy levels diminish, senses become less acute) BD (2E,133;CI,140)
- Knows the similarities and differences between male and female sexuality BD (CE,114;MI,16,17)
- Understands the processes of conception, prenatal development and birth BD (2E,133;CE,141;ME,17)
- Knows strategies for coping with concerns and stress related to the changes that occur during adolescence BD (CE,112;MI,16)

Level IV (Grades 9-12)

- Understands a variety of physical, mental, emotional and social changes that occur throughout life and how these changes differ among individuals (e.g., young adulthood, pregnancy, middle age, old age) BD (CE,140-141;MI,16-17)
- Knows sound health practices in the prenatal period that are important to the health of the fetus and young child (e.g., diet, refraining from cigarette smoking or use of alcohol or other drugs) BD (2I,133;CE,141-142;ME,17;DI,8.4.3)
- Understands how physical, mental, social and cultural factors influence attitudes and behaviors regarding sexuality BD (2I,134;CE,147;MI,16-17;SE,V161)

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14. Thinking and Reasoning

The following process was used to identify standards and benchmarks in the thinking and reasoning category:

Identification of Target Reports

No single document was used as the reference report for standards and benchmarks in the thinking and reasoning category. Rather, those statements that were judged to articulate thinking and reasoning processes that can be applied across content areas were extracted from the various documents reviewed. Ultimately, the standards and benchmarks in this category will be drawn from all documents used in this study. However, to date, only the following documents have been used to construct standards and benchmarks in the thinking and reasoning category:

- * *Incomplete Work of the Task Force of the Standards Project for English Language Arts* (Standards Project for the English Language Arts, 1992).
- * *Benchmarks for Science Literacy* (Project 2061, 1993, & 1992 draft).
- * *What Work Requires of Schools: A SCANS Report for America 2000* (The Secretary's Commission on Achieving Necessary Skills, 1991).
- * *Workplace Basics: The Essential Skills Employers Want* (Carnevale, Gainer & Meltzer, 1990).
- * *Curriculum and Evaluation Standards for School Mathematics* (NCTM, 1989).
- * *Mathematics Assessment Framework for the 1994 National Assessment of Educational Progress* (NAEP, 1992).
- * *Building a history curriculum: Guidelines for teaching history in the schools* (Bradley Commission on History in the Schools, 1988).
- * *Democracy through Language* (NCTE, 1989).
- * *Geography for Life: National Geography Standards* (Geography Education Standards Project, 1994).
- * *National Standards for History for Grades K-4: Expanding Children's World in Time and Space* (NCHS, 1994).
- * *National Standards for United States History: Exploring the American Experience* (NCHS, 1994).
- * *National Standards for World History: Exploring Paths to the Present* (NCHS, 1994).
- * *Expectations of Excellence: Curriculum Standards for Social Studies* (NCSS, 1994).

Identification of Standards and Benchmarks from Target Reports

Explicit statements of thinking and reasoning were identified in all target reports. To illustrate, consider the following statements from NCTM's *Curriculum and Evaluation Standards for School Mathematics* (1989):

- make and test conjectures
- formulate counter examples
- follow logical arguments

- judge the validity of arguments
- construct simple valid arguments

Each of these statements represents a reasoning process or subprocess that could be used in a variety of subject areas. For example, one could judge the validity of arguments or construct simple valid arguments in mathematics, in science or in history. Statements such as these found in any document were extracted and used as the statement base from which the thinking and reasoning standards were constructed.

In addition to explicit statements of general reasoning processes like those above, implicit statements of general thinking and reasoning processes were also identified. For example, the NCTM document contains the following statement:

- formulate problems from everyday and mathematical situations (p.23)

In this case, the thinking and reasoning process was made explicit:

- formulate problems within a variety of situations

In summary, both implicit and explicit statements of general thinking and reasoning processes were used to construct the standards and benchmarks in the thinking and reasoning category. It is again important to emphasize that our listing of these processes is not meant to imply that thinking and reasoning can or should be addressed in isolation of domain-specific content. However, providing a listing of generalized processes allows a school or district to distribute thinking and reasoning processes systematically throughout the various content domains. Additionally, it is our hope that a listing such as ours will help schools and districts break the perceptual set regarding many thinking and reasoning processes. For example, it is usually assumed that problem solving should be assigned exclusively to the domain of mathematics and hypothesis testing exclusively to the domain of science. However, careful examination of the standard in this section entitled "applies basic trouble-shooting and problem-solving techniques" will show that it is applicable to many domains as is the standard "understands and applies basic principles of hypothesis testing and scientific inquiry."

Summary of Standards for Thinking and Reasoning

1. Understands and applies basic principles of presenting an argument
2. Understands and applies basic principles of logic and reasoning
3. Effectively uses mental processes that are based on identifying similarities and dissimilarities (compares, contrasts, classifies)
4. Understands and applies basic principles of hypothesis testing and scientific inquiry
5. Applies basic trouble-shooting and problem-solving techniques
6. Applies decision-making techniques

1. Understands and applies the basic principles of presenting an argument

Level I (Grades K-2)

- Understands that people are more likely to believe a person's ideas if that person can give good reasons for them BD (2E,232)
- Provides coherent (though not necessarily valid or convincing) answers when asked why one believes something to be true or how one knows something BP (2I,298;WI,64)
- Asks "how do you know" in appropriate situations BP (2I,298)

Level II (Grades 3-5)

- Uses facts from books, articles and databases to support an argument BC (2I,299)
- Identifies basic informal fallacies including appeals to authority, the use of statements such as "everybody knows" and vague references such as "leading doctors say" BP (2I,299;WI,64)
- Understands that reasoning can be distorted by strong feelings BD (2E,232)
- Analyzes arguments to determine if they are supported by facts from books, articles and databases BP (2I,299)
- Raises questions about arguments that are based on the assertion that "everybody knows" or "I just know" BP (2E,299)
- Seeks reasons for believing things other than the assertion that "everybody agrees" BP (2I,299)
- Recognizes when a comparison is not fair because important characteristics are not the same BP (2I,299)

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Level III (Grades 6-8)

- Evaluates arguments that are based on quantitative data and mathematical concepts BP (MI,78;ME,105)
- Questions claims that use vague references such as "leading experts say..." or are based on the statements of people speaking outside of their expertise (e.g., celebrities) BP (2E,299;SSE,148)
- Questions conclusions based on very small samples of data, biased samples, or samples for which there is no central sample BP (2E,299)
- Makes basic distinctions between information that is based on fact and information that is based on opinion BP (2E,299;SSE,148)
- Identifies and questions false analogies BP (2E,299;SSE,148)
- Identifies and questions arguments in which all members of a group are implied to possess nearly identical characteristics that are considered to be different from those of another group BP (2E,299;SSE,148)
- Compares and contrasts the credibility of differing accounts of the same event BC (SSE,148)

Level IV (Grades 9-12)

- Understands that when people try to prove a point, they at times select only the information that supports it and ignore the information that contradicts it BD (2I,300;SSE,148;WI,64)
- Identifies techniques used to slant information in subtle ways BP (SSE,148;WI,64)
- Identifies the logic of arguments that are based on quantitative data BC (MI,143)
- Identifies or seeks out the critical assumptions behind a line of reasoning and uses that to judge the validity of an argument BP (2I,300;SSE,148)
- Understands that to be convincing, an argument must have both true statements and valid BD (2E,234)

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connections among them

- Uses tables, charts and graphs in constructing arguments BP (2E,297)
- Analyzes the effectiveness of arguments based on the extent to which they rely on facts versus opinions BP (2E,299;SSE,148)

2. Understands and applies basic principles of logic and reasoning

(EE,22;SI,xviii;WI,64)

Level III (Grades 6-8)

- Uses formal deductive connectors ("if...then," "not," "and," "or") in the construction of deductive arguments BD (MI,81;NI,34)
- Understands that some aspects of reasoning have very rigid rules, but other aspects do not BD (2E,233)
- Understands that when people have rules that always hold for a given situation and have good information about the situation, then logic can help them figure out what is true about the situation BD (2E,233)
- Understands that reasoning by similarities can suggest ideas but cannot be used to prove things BD (2E,233)
- Understands that people are using incorrect logic when they make a statement such as "if x is true, then y is true; but x isn't true, therefore, y isn't true" BD (2E,233)
- Understands that a single example can never prove that something is true, but a single example can prove that something is not true BD (2E,233)
- Understands that some people invent a general rule to explain how something works by summarizing observations BD (2E,233)
- Understands that people overgeneralize by making up rules on the basis of only a few BD (2E,233)

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THINKING AND REASONING

observations

- Understands that personal values influence the types of conclusions people make BD (SSI,149)
- Recognizes situations in which a variety of conclusions can be drawn from the same information BP (SSE,149)

Level IV (Grades 9-12)

- Understands the differences between the formal and informal uses (e.g., in everyday situations) of the logical connectors: "if...then," "not," "and," "or" BD (2I,297)
- Analyzes the deductive validity of arguments based on implicit or explicit assumptions BP (2I,300)
- Understands the difference between formal and informal uses (e.g., in everyday situations) of the terms "sufficient" and "necessary" BD (2I,297)
- Understands the formal meaning of the logical quantifiers: "some," "no" and "all" BD (2I,297)
- Understands that formal logic is mostly about connections between statements and that these connections can be considered without attention to whether the statements themselves are true or not BD (2E,234)
- Understands that people may reach false conclusions either by applying faulty logic to true statements or by applying valid logic to false statements BD (2E,234)
- Understands that a reason may be *sufficient* to get a result but may not be the only way to get the result (i.e., may not be *necessary*), or a reason may be *necessary* to obtain a result but not *sufficient* (i.e., other things are also required; some reasons may be both *necessary* and *sufficient*) BD (2E,234,297)
- Understands that logic can be used to test how well any general rule works BD (2E,234)

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- Understands that proving a general rule to be false can be done by finding just one exception; this is much easier than proving a general rule to be true for all possible cases BD (2E,234)
 - Understands that logic may be of limited help in finding solutions to problems if the general rules upon which conclusions are based do not always hold true; most often, we have to deal with probabilities rather than certainties BD (2E,234)
 - Understands that once a person believes a general rule, he or she may be more likely to notice things that agree with that rule and not notice things that do not; to avoid this "confirmatory bias," scientific studies sometimes use observers who do not know what the results are supposed to be BD (2E,234)
 - Understands that very complex logical arguments can be formulated from a number of simpler logical arguments BD (2E,234)
 - Identifies alternative examples to conclusions that have been developed BP (ME,143)
- (WI,90,202)
3. **Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies)**

Level I (Grades K-2)

- Classifies objects by size, color or other significant characteristics BC (WE,90)
- Identifies the similarities and differences between persons, places, things and events using concrete criteria BC (MI,32,60)
- Describes and compares things in terms of number, shape, texture, size, weight, color and motion BC (2E,296)

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THINKING AND REASONING

BC (2I,217)

- Recognizes simple patterns in the surrounding events and objects

Level II (Grades 3-5)

- Understands that one way to make sense of something is to think how it is like something more familiar BD (2E,232)
- Understands and creates simple analogies to clarify new information BP (2dE,194)
- Recognizes when comparisons might not be fair because some characteristics are not the same BP (2E,299)
- Compares people in terms of important ethnic, religious and cultural characteristics BC (HE,23;MI,32,60)
- Makes comparisons between countries in terms of relatively concrete characteristics (e.g., size, population, products) BC (GI,48;MI,32,60)

Level III (Grades 6-8)

- Compares consumer products on the basis of features, performance, durability and cost, and considers personal tradeoffs BC (2E,299)
- Understands that an analogy not only contains some likenesses but also some differences BD (2E,233)
- When asked to form categories, selects criteria or rules for category membership that are relevant and important BP (SSI,149)
- Orders information or events based on frequency of occurrence BC (SSI,149)
- Orders information based on importance to a given criterion BC (SSE,149)
- Articulates abstract relationships between existing categories of information BD (SSE,149)

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- Creates a table to compare two items in terms of specific abstract and concrete features BP (GE,50)
- Compares different sources of information for the same topic in terms of basic similarities and differences BC (HE,24;SSI,149;USI,21,27,28;WHI,21,27,28)
- Identifies the abstract relationships that form the basis for analogies BP (HI,23;SSI,149;USI,21,27,28;WHI,21,27,28)

Level IV (Grades 9-12)

- Uses a comparison table to compare multiple items on multiple abstract characteristics BP (GI,54)
- Identifies abstract patterns of similarities and differences between information on the same topic but from different sources BC (GE,55;SSI,149;USI,21,27,28;WHI,21,27,28)
- Identifies abstract relationships between seemingly unrelated items BP (ME,146;SSI,149;USI,21,27,28;WHI,21,27,28)
- Identifies the qualitative and quantitative traits (other than frequency and obvious importance) that can be used to order and classify items BP (SSE,149)

4. Understands and applies basic principles of hypothesis testing and scientific inquiry (WI,64)

Level I (Grades K-2)

- Asks "how do you know" in appropriate situations and attempts to provide reasonable answers when others ask the same question BP (2E,298)
- Understands that changing one thing sometimes causes changes in something else and that changing the same thing in the same way usually has the same result BD (2I,217)

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THINKING AND REASONING

Level II (Grades 3-5)

- Keeps a notebook that describes observations made BP (21,293)
- Attempts to verify the results of experiments done by others BP (MI,23,36,75;NI,27)
- Carefully distinguishes between actual observations and ideas and conclusions about what was observed BP (2E,293)
- Makes records of observations regarding time and place to formulate hypotheses BC (GE,46)
- Keeps systematic records of temperature, precipitation, cloud cover and other weather information to formulate hypotheses BC (GE,47)

Level III (Grades 6-8)

- Understands that there are a variety of ways people can form hypotheses including basing them on many observations, basing them on very few observations and constructing them on only one or two observations BD (21,233)
- Accurately and effectively verifies results of experiments BP (MI,75;NI,27)
- Understands that there may be more than one valid way to interpret a set of findings BD (2E,299)
- Questions findings for which no mention is made of whether the control group is very similar to the experimental group BP (2E,299)
- Reformulates a new hypothesis for study after an old hypothesis has been eliminated BP (SSE,149)
- Makes and validates conjectures about outcomes of specific alternatives or events regarding an experiment BP (MI,78,81,143;NI,34)

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Level IV (Grades 9-12)

- Identifies and critiques studies in which data, explanations or conclusions are presented as the only ones worth considering BP (2E,300)
 - Tests hypotheses statistically BP (ME,167)
 - Presents alternative explanations and conclusions to one's own experiments BP (2E,300)
 - Understands that a discrepancy between theory and observation may result from inadequate theories or inaccurate observations BD (2dE,241)
 - Gathers and analyzes field data using spatial sampling (e.g., placing a transparent grid of squares on maps to count whether two characteristics — such as corn production and hogs — that are hypothesized to be spatially related coexist within the grid cells) BP (GE,53)
- 5. Applies basic trouble-shooting and problem-solving techniques** (SI,xviii;WE,182;WI,64)

Level I (Grades K-2)

- Not appropriate at this level BP (HI,27)

Level II (Grades 3-5)

- Identifies issues and problems in the school or community that he or she might help solve BP (HI,27)
- Studies problems in the community and how they were solved BP (HI,27)
- Analyzes the problems that have confronted people in the past in terms of the major goals and obstacles to those goals BP (HE,27)

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THINKING AND REASONING

Level III (Grades 6-8)

- Identifies alternative courses of action and predicts the likely consequences of each BP (SSI,148)
- Selects the most appropriate strategy or alternative for solving a problem BP (SSE,148)
- Examines different alternatives for solving local problems and compares the possible consequences of each alternative BC (USE,32;WHE,33)

Level IV (Grades 9-12)

- Applies trouble-shooting strategies to complex real-world situations BP (SI,xvii)
- Understands that trouble-shooting almost anything may require many-step branching logic BD (2E,233)
- Trouble-shoots common mechanical and electrical systems, checking for possible causes of malfunction and decides on that basis whether to make a change or get advice from an expert before proceeding BP (2E,234)
- Engages in problem finding and framing for personal situations and situations in the community BP (SI,xviii;WI,64)
- Represents a problem accurately in terms of resources, constraints and objectives BP (MI,23;WE,182;WE,329)
- Provides summation of the effectiveness of problem-solving techniques BP (WE,182)
- Reframes problems when alternative solutions are exhausted BP (WE,182,202)
- Examines different options for solving problems of historical importance and determines why specific courses of action were taken BC (USI,33;WHE,34)
- Evaluates the feasibility of various solutions to problems and recommends and defends a solution BP (GE,55)

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6. Applies decision-making techniques (SSE,149)

Level I (Grades K-2)

- Not appropriate at this level BP (HI,27)

Level II (Grades 3-5)

- Studies decisions that were made in the community in terms of the alternatives that were considered BP (HI,27)
- Analyzes important decisions made by people in the past in terms of possible alternatives that were considered BP (HE,27)

Level III (Grades 6-8)

- Identifies situations in the community and in one's personal life in which a decision is required BP (SSE,149)
- Secures factual information needed to evaluate alternatives BP (SSE,149)
- Identifies the values underlying the alternatives that are considered and the criteria that will be used to make a selection among the alternatives BP (SSI,149)
- Predicts the consequences of selecting each alternative BP (SSI,148)
- Makes decisions based on the data obtained and the criteria identified BP (SSE,148)
- When appropriate, takes action to implement the decision BP (SSE,148)
- Makes effective decisions about consumer products based on important criteria including external features, performance, durability, cost and personal tradeoffs BP (2E,299)

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THINKING AND REASONING

- Analyzes personal decisions in terms of the options that were considered BP (USI,33;WHI,34)
- Uses a decision-making grid or matrix to make or study decisions involving a relatively limited number of alternatives and criteria BP (GI,51;SSI,149)
- Selects appropriate locations for specific service industries within the community BC (GE,52)

Level IV (Grades 9-12)

- Analyzes decisions that were major turning points in history and describes how things would have been different if other alternatives had been selected BP (USI,33;WHI,34)
- Analyzes current or pending decisions that can affect national or international policy and identifies the consequences of each alternative BP (USI,33;WHI,34)
- Uses a decision-making grid or matrix to make or study decisions involving a relatively large number of alternatives and criteria BP (GI,54;SSI,149)
- Uses a balance sheet to evaluate the costs and benefits of various alternatives within a decision BP (GE,55)

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15. Working with Others

The following process was used to identify standards and benchmarks in the category of working with others:

Identification of National Reports and Reference Documents

The category of standards entitled "working with others" deals with skills and abilities that are associated within groups and with those skills and abilities associated with effective interpersonal communications. Even though many of the national reports mentioned the need for students to work in cooperative environments and use interpersonal communication skills, it was primarily those reports from the domain of workplace literacy that identified specific skills and abilities that should be demonstrated by students. Two documents from this domain were selected as the reference reports for this category: *What Work Requires of Schools: A SCANS Report for America 2000* (The Secretary's Commission on Achieving Necessary Skills, 1991) and *Workplace Basics: The Essential Skills Employers Want* (Carnevale, Gainer & Meltzer, 1990). These documents were selected as co-reference documents because of their similar purpose and format. *Workplace Basics* places heavy emphasis on this category of standards, although it does not explicitly identify a category referred to as "working with others." Rather, it articulates related categories such as interpersonal skills, negotiation skills, teamwork, and listening and oral communication skills. The SCANS report identifies working with others as one of the five general competencies important in the workplace. Within this category it lists such areas as: participates as a team member, teaches others new skills and exercises leadership.

Additionally, one content-area document contained explicit statements of what students should know and be able to do while working with others: *Expectations of Excellence: Curriculum Standards for Social Studies* (NCSS, 1994). Also, the document from NCTE entitled *Democracy through Language* (1989) contained general references to the skills students should exhibit while working with others.

Identification of Standards and Benchmarks and the Integration of Information from Other Documents

Both the SCANS report and *Workplace Basics* articulate skills and abilities at a level of generality highly compatible with the specific declarative, procedural and contextualized structures that serve as the foundation for the standards and benchmarks identified in this report. However, one convention adopted by both reports was not compatible with this study. Specifically, neither report identifies the levels at which articulated skills and abilities should be emphasized. The SCANS report simply notes that all identified skills and abilities should be reinforced at kindergarten through 12th-grade levels; *Workplace Basics* lists the skills and abilities it identifies as important for graduation. Rather than arbitrarily identify the levels at which the various skills and abilities should be emphasized, we adopted the convention of placing them all at level IV (Grades K-12). Thus, a school or district wishing to adopt the skills and abilities in this section would need to devise a system to determine appropriate benchmark levels.

Summary of Standards for Working with Others

1. Contributes to the overall effort of a group
2. Uses conflict-resolution techniques
3. Works well with diverse individuals and in diverse situations
4. Displays effective interpersonal communication skills
5. Demonstrates leadership skills

WORKING WITH OTHERS

(EI,3;WI,64;WE,307)

1. **Contributes to the overall effort of a group**

Level IV (K-12)

- Responsibly challenges practices in a group that are not working BP (SE,xvii)
- Demonstrates respect for others in the group BP (SI,xviii)
- Identifies and uses the strengths of others BP (WE,307)
- Takes initiative when needed BP (WE,307)
- Identifies and deals with causes of conflict in a group BP (WE,307)
- Helps the group establish goals BP (WE,397)
- Engages in active listening BP (WE,307-308)
- Takes the initiative in interacting with others BP (WE,307-308)
- Evaluates the overall progress of a group toward a goal BP (WE,329)
- Keeps requests simple BP (WE,231)
- Contributes to the development of a supportive climate in groups BP (SSE,149)

(WI,349)

2. **Uses conflict-resolution techniques**

Level IV (K-12)

- Communicates ideas in a manner that does not irritate others BP (SE,xvii)
- Effectively resolves conflicts of interest BP (SE,xvii)
- Identifies goals and values important to opponents BD (WE,349)
- Understands the impact of criticism on psychological state, emotional state, habitual behavior and beliefs BD (WE,231)

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- Understands that three ineffective responses to criticism are (1) being aggressive (2) being passive and (3) being both BD (WE,231)
- Understands that three effective responses to criticism are (1) acknowledgement (2) agreement with a critic and (3) probing clarifications BD (WE,231)
- Determines the causes of conflicts BP (WE,329)
- Does not blame BP (WE,231)
- Identifies an explicit strategy to deal with conflict BP (WE,329)
- Determines the seriousness of conflicts BP (WE,349)
- Identifies mutually agreeable times for important conversations with opponents BP (WE,231)
- Identifies individual vs. group or organizational interests in conflicts BP (WE,349)
- Establishes guidelines and rules for negotiating BP (WE,349)
- Determines the mini-max position of those in a conflict BP (WE,349)

3. Works well with diverse individuals and in diverse situations (EI,3)

Level IV (K-12)

- Works well with the opposite gender BP (SE,xvii)
- Works well with different ethnic groups BP (SI,xvii)
- Works well with those of different religious orientations BP (SI,xvii)
- Works to satisfy the needs of customers BP (SE,xvii)

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WORKING WITH OTHERS

(WI,134-136,307-308)

4. **Displays effective interpersonal communication skills**

Level IV (K-12)

- Displays empathy with others BP (SI,xviii;WE,307-308)
- Displays friendliness with others BP (SI,xviii)
- Displays politeness with others BC (SI,xviii)
- Seeks information nondefensively BP (WI,64,151-154)
- Provides feedback in a constructive manner BP (WE,64;151-154)
- Uses nonverbal communication effectively such as eye contact, body position, voice tone BP (WI,151)
- Does not react to a speaker's inflammatory deliverance BP (WI,151)
- Identifies with speaker while maintaining objectivity BP (WE,151)
- Uses emotions appropriately in personal dialogues BP (WE,307)
- Makes use of confrontation when appropriate BP (WE,307)
- Makes eye contact when speaking BP (WE,134-136)
- Reacts to ideas rather than to the person presenting the ideas BP (WE,151-154)
- Adjusts tone and content of information to accommodate the likes of others BP (WE,134-136)
- Communicates in a clear manner during conversations BP (WI,307-308)
- Acknowledges the strengths of others BP (WE,307-308)

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5. Demonstrates leadership skills (SSE,149)

Level IV (K-12)

- Occasionally serves as a leader in groups BP (SSE,149)
- Occasionally serves as a follower in groups BP (SSE,149)
- Enlists others in working toward a shared vision BP (WE,397)
- Plans small wins BP (WE,397)
- Celebrates accomplishments BP (WE,397)
- Recognizes the contributions of others BP (WE,397)
- Passes on authority when appropriate BP (WE,397)

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16. Self-Regulation

The following process was used to identify standards and benchmarks in the category of self-regulation:

Identification of National Reports and Reference Documents

Self-regulation standards include skills and abilities that address executive and metacognitive functions such as setting and monitoring goals and maintaining a healthy sense of self. Because of their similar purpose and format, two documents were identified as co-reference reports for this category of standards: *What Work Requires of Schools: A SCANS Report of America 2000* (The Secretary's Commission on Achieving Necessary Skills, 1991) and *Workplace Basics: The Essential Skills Employers Want* (Carnevale, Gainer & Meltzer, 1990). Although neither document contains a category referred to as self-regulation per se, both contain categories that are strongly related. For example, the SCANS report lists skills and abilities in the general areas of setting goals, managing resources, self-esteem and self-management. *Workplace Basics* describes skills and abilities in categories such as self-esteem, goal setting, motivation and learning to learn.

Identification of Standards and Benchmarks

Both documents report their skills and abilities at levels highly compatible with the format for benchmarks adopted in this study. That is, both documents present statements that are easily translated into specific elements of declarative, procedural and contextual knowledge. Neither document, however, describes the levels at which their identified skills and abilities should be emphasized. Rather, both allude to the fact that all skills and abilities should be acquired by students by the time they graduate. The declarative, procedural and contextual elements in this category were assigned to level IV (Grades K-12). The knowledge and skills were identified as important across all grade levels. For a discussion of grades and the levels to which they are assigned, see Section 6.

Summary of Standards for Self-Regulation

1. Sets and manages goals
2. Performs self-appraisal
3. Considers risks
4. Demonstrates perseverance
5. Maintains a healthy self-concept
6. Restrains impulsivity

SELF-REGULATION

1. **Sets and manages goals** (WE,284-285)
- Level IV (Grades K-12)*
- Sets explicit long-term goals BP (SI,xviii)
 - Identifies and ranks relevant options in terms of accomplishing a goal BP (SE,xvii;WI,284-285)
 - Prepares and follows a schedule for carrying out options BP (SE,xvii;WI,284-285)
 - Understands personal wants versus needs BD (WE,231)
 - Establishes personal milestones BP (WI,231)
 - Identifies resources necessary to complete a goal BP (WI,231,241)
 - Displays a sense of personal direction and purpose BP (WI,64)
 - Maintains an awareness as to proximity to goal BP (WI,241;WE,64)
 - Makes cumulative evaluation of goal BP (WE,182-184)
 - Understands the differences between various types of goals BD (WE,241)
 - Sets routine goals for improving daily life BP (WE,241)
 - Identifies explicit criteria for evaluating goals BP (WE,241)
 - Makes contingency plans BP (WE,284-285)

2. **Performs self-appraisal** (WI,231;SE,xviii)

- Level IV (Grades K-12)*
- Distributes work according to perceived strengths BP (SE,xvii)
 - Identifies personal styles BD (WI,64)

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- Identifies personal strengths and weaknesses BD (WE,231)
- Uses techniques for overcoming weaknesses BP (WE,231)
- Identifies basic values BD (WE,231)
- Performs analysis of employability BP (WE,284-285)
- Understands preferred working environments BD (WE,284)
- Understands career goals BD (WE,284)
- Identifies a compensating strength for each weakness BP (WE,231)
- Develops an inventory of wants versus needs BP (WI,231)
- Determines explicit behaviors that are used and should be adopted to obtain wants and/or needs BD (WE,231)
- Identifies personal motivational patterns BD (WE,284-285)
- Keeps a log documenting personal improvement BP (WE,231)
- Summarizes personal educational background BP (WE,284-285)
- Summarizes personal work experience BP (WE,284-285)
- Identifies key accomplishments and successes in life BD (WE,284-285)
- Identifies peak experiences and significant life experiences BD (WE,284-285)
- Identifies desired future accomplishments BD (WE,284-285)
- Identifies preferred lifestyle BD (WE,284-285)

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SELF-REGULATION

(SI,xviii;WI,90-91)

3. **Considers risks**

Level IV (Grades K-12)

- Weighs risks in making decisions and solving problems BP (SI,xviii)
- Uses common knowledge to avoid hazard or injury BP (WE,90-91)
- Applies preventative measures prior to a task to minimize security or safety problems BP (WE,90-91)
- Selects an appropriate course of action in an emergency BP (WE,90-91)
- Identifies emergency and safety procedures before undertaking hazardous procedures BP (WE,281-283)
- Thinks clearly under stress BP (WE,349)

(SE,xviii;WE,202)

4. **Demonstrates perseverance**

Level IV (Grades K-12)

- Demonstrates perseverance relative to personal goals BP (SE,xviii)
- Demonstrates a sense of purpose BP (WI,64)
- Maintains a high level of energy over a prolonged period of time when engaged in tasks BP (WE,202)
- Persists in the face of difficulty BP (WE,202)
- Concentrates mental and physical energies BP (WE,151-154)

(WE,231)

5. **Maintains a healthy self-concept**

Level IV (Grades K-12)

- Has a basic belief in ability to succeed BD (SI,xviii)
- Uses techniques to remind self of strengths BP (WE,231)

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- Uses techniques to offset the negative effects of mistakes BP (WE,231)
- Avoids overreacting to criticism BP (WE,231)
- Uses affirmations to improve sense of self BP (WE,231)
- Analyzes self-statements for their positive and negative effects BP (WE,231)
- Examines "shoulds" to determine their negative and positive effects BP (WE,231)
- Revises "shoulds" to reflect the reality of personal needs BP (WE,231)
- Understands that everyone makes mistakes BD (WE,231)
- Understands that mistakes are a natural consequence of living and of limited resources BD (WE,231)
- Takes criticism in a dispassionate manner BP (WE,231)
- Analyzes criticisms to determine their accuracy and identifies useful lessons learned BP (WE,231)
- Uses high self-esteem body language BP (WE,231)

6. Restrains impulsivity (WI,202)

Level IV (Grades K-12)

- Keeps responses open as long as possible BP (WE,202)
- Remains passive while assessing situation BP (WE,151-154)
- Suspends judgment BP (WE,202)

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17. Life Work

The following process was used to identify standards and benchmarks in the category of life work:

Identification of National Reports and Reference Documents

Standards in the life work category encompass those skills and abilities commonly considered necessary to secure and maintain employment. Two co-reference documents were selected for this category of standards because of their similar purpose and format: *What Work Requires of Schools: A SCANS Report for America 2000* (The Secretary's Commission on Achieving Necessary Skills, 1991) and *Workplace Basics: The Essential Skills Employers Want* (Carnevale, Gainer & Meltzer, 1990). As their titles indicate, both documents are explicitly designed to provide students with guidance in terms of those skills that are valued and expected in the marketplace. In fact, *Workplace Basics* lists as one of its sixteen categories of skills, Employability — Career Development. In addition to these reports, *Benchmarks for Science Literacy* (Project 2061, draft, 1993) was identified as relevant to this category.

Identification of Standards and Benchmarks and Integration of Information from Other Documents

Although both reference documents list skills and abilities at a high level of specificity that renders them quite compatible with the structure of standards used in this study, neither identifies the level at which these skills and abilities should be addressed. Consequently, with one exception, the elements listed under the standards in this section are all assigned to level IV (grades 9-12). The one exception is the standard entitled "Makes effective use of basic tools." All components for this standard were drawn from the document *Benchmarks for Science Literacy* (draft, 1993), which lists skills and abilities by grade level.

Summary of Standards for Life Work

1. Makes effective use of basic tools
2. Manages money effectively
3. Pursues specific jobs
4. Makes general preparation for entering the work force
5. Makes effective use of basic life skills
6. Displays reliability and a basic work ethic
7. Operates effectively within organizations

LIFE WORK

(2I,292)

1. Makes effective use of basic tools

Level I (Grades K-2)

BP (2E,293)

- Uses hammers, screwdrivers, clamps, rulers, scissors and hand lenses and operates ordinary audio equipment
- Assembles, describes, takes apart and reassembles constructions using interlocking blocks, erector sets and the like
- Makes something out of paper, cardboard, wood, plastic, metal or existing objects that can be used to perform a task

Level II (Grades 3-5)

BP (2E,293)

- Chooses appropriate common materials for making simple mechanical constructions and controlling things
- Measures and mixes dry and liquid materials in prescribed amounts, exercising reasonable safety

Level III (Grades 6-8)

BP (SI,xvii)

- Uses hand and power tools to shape, fasten and unfasten such materials as wood, plastic and soft metal, exercising reasonable safety
- Inspects, disassembles and reassembles simple mechanical devices and describes what the various parts are

Level IV (Grades 9-12)

BP (SE,xvii)

- Uses work space effectively
- Quickly learns the proper use of new instruments by following instructions in a manual or by taking instructions from an experienced user
- Uses power tools safely to shape, smooth and join wood, plastic and soft metal

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2. Manages money effectively (SI,xvii;WE,281)

Level IV (Grades 9-12)

- Prepares and follows a budget BP (SE,xvii;WE,281-283)
- Makes forecasts regarding future income and expenses BP (SE,xvii)
- Uses sound buying principles for purchasing goods and services BP (WE,281-283)
- Understands credit and uses it effectively BP (WE,281-283)

3. Pursues specific jobs (WI,281)

Level IV (Grades 9-12)

- Determines key contacts within a prospective employer's organization BP (WE,281)
- Determines specific procedures for applying for a specific job BP (WE,281)
- Identifies important benefits and procedures of prospective employers (salary, deductions, vacation) BD (WE,281)
- Identifies a prospective employer's products and services BD (WE,281-283)
- Identifies the procedures involved in applying for a job at a company's personnel office BD (WE,281-283)
- Accurately fills out a job application BP (WE,281-283)
- Prepares letters of inquiry or application BP (WE,281-283)
- Identifies and engages in necessary steps to prepare for a job interview BP (WE,281-283)

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LIFE WORK

(WI,281)

4. Makes general preparation for entering the work force

Level IV (Grades 9-12)

BD (WE,281)

- Understands basic market trends
- Determines the types of preparation and training needed for entry-level jobs
- Understands occupational apprenticeships and other training opportunities
- Understands available educational opportunities (e.g., college, junior college)
- Understands availability of child care
- Understands significant life decisions and their effect on the present
- Analyzes a current job and its future possibilities
- Develops an employment profile
- Uses multiple resources to obtain information about prospective jobs (e.g., classified, word of mouth, free services provided by state)
- Determines how private employment agencies operate on a fee basis to help people find jobs
- Prepares for common types of employment tests
- Applies for a social security card, work permit, license
- Prepares a resume summarizing experience, education and job training
- Establishes an explicit career action plan
- Makes an accurate appraisal of prior work experience, career goals and personal character, job references and personal aptitudes
- Understands the nature and function of worker's compensation and unemployment insurance

BP (WE,281)

BD (WE,281)

BD (WE,281)

BD (WE,281)

BD (WE,284)

BP (WE,284)

BP (WE,284)

BP (WE,281)

BP (WE,281-283)

BP (WE,281-283)

BP (WE,281-283)

BP (WE,281-283)

BP (WE,284-285)

BP (WE,281-283)

BD (WE,281-283)

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- Evaluates the chances of getting a job now and in the future in fields of work that are of interest BP (WE,281-283)
- Makes an accurate appraisal of available work options BP (WE,284-285)
- Makes an accurate appraisal of basic insurance needs BP (WE,281-283)

5. Makes effective use of basic life skills (WE,281)

Level IV (Grades 9-12)

- Uses a telephone effectively BP (WE,281)
- Uses public transportation effectively BP (WE,281)
- Understands the rules and regulations of the Internal Revenue Service BD (WE,281)
- Understands the availability of health care and child care services BD (WE,281)
- Understands the basic nature of contracts BD (WE,281)
- Understands the basic process of renting an apartment BD (WE,281)
- Understands basic banking services (e.g., checking accounts, savings accounts) BD (WE,281)
- Understands the basic process of buying and maintaining a car BD (WE,281-283)

6. Displays reliability and a basic work ethic (WI,281)

Level IV (Grades 9-12)

- Completes tasks on time BP (WE,281)
- Chooses ethical courses of action BP (SI,xviii)
- Establishes an acceptable attendance record BP (WE,281)

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LIFE WORK

- Uses appropriate language in work situations BP (WE,281)
- Maintains a sense of congeniality at work BP (WE,281)
- Maintains an effective work station BP (WE,281)
- Is attentive to requests and preferences of supervisors BP (WE,281)
- Requests clarification when needed BP (WE,281)
- Accurately identifies important goals and priorities of employer BP (WE,375)
- Practices appropriate hygiene and dress at work BP (WE,281-283)
- Carries out assigned tasks BP (WE,281-283)
- Does not bring personal problems into work BP (WE,281-283)
- Prepares, plans and organizes job responsibilities BP (WE,281-283)
- Recognizes and respects authority BP (WE,281-283)
- Accepts guidance and constructive criticism BP (WE,281-283)
- Demonstrates loyalty to the organization BP (WE,281-283)

(WE,375)

7. Operates effectively within organizations

Level IV (Grades 9-12)

- Understands the organization's basic goals and values BD (WE,375)
- Understands the extent to which organizational values are compatible with personal values BD (WE,375)
- Develops an action plan that identifies how personal skills can be used to increase organizational effectiveness BP (WE,375)

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- Develops and carries out strategies to make personal skills and abilities more visible to an organization BP (WE,375)

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