



Charter Schools Institute  
State University of New York

# OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

**FINAL CHARTERED AGREEMENT**

Sec. 2852(5) Submission to the Board of Regents

VOLUME 4 OF 9

**REDACTED COPY**

7. Amendment to Item 22 (limited English proficiency) - December 14, 2000

- a. *Please provide assurances that national origin minority students will not assigned to classes for the disabled because of their lack of English skills.*

Students who lack English skills will not be assigned to classes for the disabled due to their LEP status regardless of their national origin or status as a member of any minority group. As described below, OWN Charter School will seek to identify these students as soon as possible so they receive special language instruction. OWN will be working to include these students in the regular classroom environment so that they are immersed in the English language. There is one scheduled change that all LEP students will receive while they have this designation. That is, to avoid any unnecessary language confusion, these student will not be involved in the Spanish language classes until they have exited from this program.

7. *Amendment to Item 22 (limited English proficiency)*
  - b. *Please provide assurances that LEP students will not be excluded from curricular and extra-curricular activities in the School because of an inability to speak and/or understand the language of instruction.*

With the exception of Spanish language classes as noted above, LEP students will not be excluded from curricular or extra-curricular activities at OWN Charter School because of their inability to speak and/or understand English.

7. *Amendment to Item 22 (limited English proficiency)*

- c. *Please provide assurances that parents/guardians whose English is limited receive notices and other information from the School in their dominant language.*

OWN Charter School will work to ensure that written communications to parents and/or guardians will be sent in their dominant language. The student database will capture the dominant language of the child's family to facilitate the translation and communication process.

7. *Amendment to Item 22 (limited English proficiency)*

- d. *Please provide greater detail on the process for identifying students whose first language is not English*

To identify potential LEP students at the time of enrollment, all parents or guardians will be required to complete a home language questionnaire. The purpose of this questionnaire will be to determine whether the dominant language used at home is a language other than English and to gather information from the parents or guardians about the child's skills in understanding, speaking, reading, and writing English. For continuing and transfer students, a determination will be made as to whether the student shows limited English proficiency, as defined by a score at or below the 40th percentile, or its equivalent, on an English Language assessment instrument approved by the New York State commissioner. In addition, a New York State credentialed TESOL teacher will conduct interviews with students whose home language is not English to identify students with limited English proficiency (LEP), to make recommendations for placement in the Portal Program as needed, and to gather information for the preparation of each student's personalized learning plan.

Entering students who speak no English will qualify for placement in the Portal Program. Entering students who demonstrate some English-speaking ability during the informal interview will be tested with an approved oral English language assessment instrument. Entering students who score at or below the "cut-off point" on the oral English language assessment will also qualify for Portal Program placement. Entering students who score above the "cut-off point" on the approved oral English language assessment instrument, and are not of pre-reading age, will then have their English reading skills assessed with an approved English Language reading skills assessment instrument. Those entering students who score at or below the 40th percentile will also qualify for Portal Program placement. Those entering students who score above the 40th percentile will be assigned to mainstream classes.

Instructional time:

- 450 minutes combined ESL and ESL math/science per week (during the 90 minutes of Language Arts time each morning.)
- 120 minutes Compass Learning per week
- 80 minutes ESL social studies/accluturation curriculum (during Spanish time)

Total ESL time for OWN Portal Program: 650 minutes per week

Additionally, all OWN students performing below grade level in Language Arts and Mathematics will be eligible for tuition-free tutorial assistance in Compass Learning to accelerate them up to grade level at their individualized rate of instruction.

Transitional services will be provided for former LEP students during their first year in the mainstream program. These may include counseling groups, cultural awareness activities, specific interest groups, additional Compass Learning tutorial work if needed, enhancement of public speaking skills, and other guidance and assistance as needed.

To identify potential LEP students, at the time of enrollment, parents will be asked whether the dominant language at home is a language other than English and whether the child is bilingual. A Language Assessment Battery will then be given to all students who are not native English language speakers. Bilingual New York State certified school psychologists would conduct further evaluations and then work with the school's professional staff to personalize the programs for the students

The overriding philosophical approach to OWN's educational program, both the core curriculum (morning program) and Paragon (afternoon program), revolve around individual student needs, as assessed by the educational team, to determine appropriate educational strategies and personalized learning plans.

7. *Amendment to Item 22 (limited English proficiency)*

e. *Please describe the "Portal Program."*

The "Portal Program" is a focused first-year program consisting of ESL instruction, core content instruction in English supported by ESL methodologies, and English language immersion. During the morning Language Arts time, Portal Program students will be pulled out to receive intensive ESL instruction from a New York State credentialed TESOL instructor and be introduced to core content in Math and Science through an ESL approach. Portal Program students will further build their language arts and math skills during two sessions each week with Compass, a software tutorial that emphasizes mastery. Compass is individualized to the needs of each student and also provides tools for ongoing evaluation, so that each individual student's progress can be monitored (see 7F).

During the morning Math and Science times, Portal Program students will take part in hands-on activities with mainstream students in an English immersion environment. To provide support for LEP students in the immersion environment, all classroom teachers at OWN will receive specialized pre-service training conducted by New York state credentialed TESOL instructors. The immersion experience gets students speaking English in a meaningful, communicative way quickly, and makes use of the younger child's greater natural facility for foreign language acquisition. Using English for real communication as soon as possible in their educational experience increases student chances for long-term success in mastering in written and spoken English. Portal Program students will develop skills in understanding, speaking, reading, and writing English and will immediately begin using these skills to communicate as they explore core content in language arts, mathematics and science.

The immersion environment will continue each afternoon, as Portal Program students work together with mainstream students to learn social studies content during the hands-on, interdisciplinary Paragon Curriculum sessions. During the two afternoon sessions of Spanish instruction for mainstream students, Portal Program students will be pulled out to receive instruction in core social studies content through an ESL approach, and a specialized acculturation curriculum featuring US customs, cultures, and related language. These social studies topics will draw from and extend the afternoon Paragon Curriculum, building LEP students' vocabulary and conversation practice, and providing them with the linguistic tools with which to take full advantage of the learning opportunities afforded by Paragon. Additionally, because Paragon is a multicultural, hands-on

journey through time and place, OWN teachers will solicit parent and student support to enrich the study of the countries of origin represented by the charter school's culturally diverse community of learners.

In keeping with the philosophy of OWN, linguistic and cultural diversity will be celebrated as a true asset throughout the educational program. OWN will create a school environment in which all students and their families can feel free to take part in curricular and extra-curricular activities regardless of English language proficiency. When possible, OWN will make native language versions of the language arts curriculum and other materials available to parents for supplementary work at home and for use in after-school tutorial programs. As needed, OWN will make translations of school notices available to families of LEP students in their home language.

7. *Amendment to Item 22 (limited English proficiency)*
- f. *Please provide appropriate evaluative standards for measuring progress of LEP students including exit criteria.*

Each LEP student will have a personalized learning plan developed by the educational team, including the TESOL teacher, grade level teacher, and other staff, in accordance with OWN's overriding educational philosophy, which revolves around meeting individual student needs. Ongoing informal evaluation of LEP student progress will take place during the school year through class work and their individualized work with the Compass program as described in 7E above. Student portfolios will be evaluated and Report Cards issued, at least three times per year. In addition, each LEP student will be assessed each year with a commissioner-approved English language assessment instrument to determine whether or not he/she continues to be limited English proficient, as defined by a score of at or below the 40th percentile on the approved assessment instrument.

Students will exit the Portal program at such time that they achieve a level of English language skills that enable them to perform successfully in the mainstream program. LEP students scoring above the 40th percentile on the annual English language assessment will be eligible to transition out of the Portal Program into the mainstream program of instruction, subject to instructor recommendation. If a student does not reach this level of achievement at the end of the first year, he/she may continue in the Portal program for one additional year, subject to instructor recommendation and parental approval. It is expected that after no more than two years of instruction in the Portal Program, students will meet the exit criteria and be able to make the transition to full-time mainstream instruction.

7. *Amendment to Item 22 (limited English proficiency)*
- g. *Please provide a process for continued program assessment and modification where needed.*

The CAO/Principal will have a master list of all students identified as LEP. The CAO/Principal and teaching staff will monitor the progress of all LEP students on an ongoing basis over the course of the school year, both through their class work and through their work on their individualized Compass tutorials and will determine appropriate modifications to the "Portal Program" and individual children's personalized learning plans, as needed on an ongoing basis. Annually, LEP student scores on the New York State approved English language assessment instrument will provide additional data which will be used by the CAO/principal and school staff to assess and modify the overall program.

The plan for school-wide evaluation of pupil performance, for both LEP and mainstream students, will include the following:

- the required state assessment for the implementation of the grade 4 New York State English and Language Arts, Mathematics, and Science Assessments; and grade 5 New York State Social Studies. When OWN eventually expands to K-8, it will also participate in the required New York state assessments for grade 8.
- Norm-referenced achievement tests: OWN will use the Iowa Test of Basic Skills (ITBS) and administer it to each student within 45 days of entry into the school and within 30 days of the end of each school year.
- Compass Learning reports of student learning path, time on task, quiz scores, and grade level and month status in language arts and mathematics
- English Language assessment instrument approved by the New York commissioner.
- Criterion-referenced tests in reading/language arts, mathematics and science.
- Student portfolios
- Paragon Performance Assessments
- Student report cards at least three times per year.

The results of the above assessments will be reviewed by teachers and administrative staff to determine the effectiveness of instruction with concurrent suggestions for modifications and improvement in methodology or curricular

strategies. The implementation of program modifications will be facilitated through weekly grade group meetings while school is in session, and through pre-service meetings each year.

As children come to school with widely varying backgrounds and abilities, the program at OWN will accommodate individual differences through personalized learning plans, use of tutorials, adaptive curriculum-based software, and constructivist teaching practices. To help student meet their performance goals, their learning plans may include, if necessary, before school or after school tutorials and/or summer school. Specific performance goals will be established once baseline data is available

8. Amendment to Item 28 (board of trustees) - December 14, 2000

- a. *Please indicate whether any member of the proposed Board of Trustees (or any member of such member's family) holds any ownership interest, directly or indirectly, in any entity with which the School intends to contract for services. If any such relationship exists, please state the precise nature of the member's ownership interest in the relevant entity.*

No member of the proposed Board of Trustees (or any member of such member's family) holds any ownership interest, directly or indirectly, in any entity with which the School intends to contract for services.

9. Amendment to Item 32 (reporting structure) - December 14, 2000

- a. *Please clarify the reporting relationship of the CAO to the Board, and the role of the management company in this reporting relationship.*

The reporting relationship of the CAO to the Board, and the role of the management company in this reporting relationship are as follows.

The CAO will be an employee of OWN Charter School and will report to the OWN Board of Trustees. MEI has the right to approve the hiring of the CAO. If the Board or MEI, as outlined in the Management Agreement, determines that the CAO is not complying with the Educational Program, the Charter or the Management Agreement, the Board agrees to take such action as may be necessary to terminate the employment of such employee.

The Board will delegate to the CAO the responsibility for the School's day-to-day management, implementation of program design and realization of the School's mission, and will hold the CAO accountable for the School's overall success. The CAO will provide the Board of Trustees and MEI with the administrative and educational information it needs to effectively carry out their respective obligations and responsibilities.

The CAO will be charged with implementing the MEI school design and will work in close collaboration with MEI. The CAO will be held accountable for the effective implementation of the school design by both MEI and the Board of Trustees.

10. Amendment to Item 33 (code of ethics) - December 14, 2000

- a. *The Code of Ethics contained in the application appears to state that any portion thereof can be overridden by a simply majority of the members of the Board of Trustees. Is this what is intended? If not, please delete the first sentence. If it is, please explain why the applicant has elected to adopt such a lenient code of ethics.*

We do not believe that our amended Code is lenient. On the contrary, it allows that no rule is so hard and fast that it relieves the Board of its responsibility to maintain high ethical standards. The amended code reads:

1. School trustees, officers and employees owe their loyalty to the School.
2. School trustees, officers and employees may not accept a gift worth over \$40 from someone doing business with the School, unless the gift is for the use of the School.
3. A trustee may not participate in Board deliberations regarding matters in which he or she has a direct or indirect financial interest. Participation includes discussion or review of a proposed contract or project. This Code defines a financial interest to include any circumstance where the trustee or any member of his or her family is an employee, owner, partner, stockholder, director, or trustee of any company with business before the Board.
4. School trustees, officers and employees may not communicate with the School on behalf of a person or a firm unless such communication is part of their official duties for the School.
5. School trustees, officers and employees may not use confidential School information for non-School purposes or disclose it to a private person or a firm for non-School purposes.
6. School trustees, officers and employees may not accept anything from anyone other than the School for fulfilling their School obligations.
7. School trustees, officers and employees may work on political campaigns on non-School time. They may not ask a subordinate to work on any political campaign or to make a political contribution.

8. School trustees, officers and employees must disclose financial relationships with any supervisor or subordinate outside their employment relationship with the School and its Board of Trustees.
9. School trustees, officers and employees may not act in connection with any lawsuit or administrative hearing as a lawyer or an expert for a private interest if the School's interests are involved.
10. School trustees, officers and employees will treat one another, students, parents and community members respectfully.
11. All Board members, officers and employees are expected to behave at the highest level of professional standards and ethics.

To the extent which a question arises, the OWN Charter School Board may, by a two thirds majority, deem some circumstances as not raising ethical issues and therefore as not violating the intent of the Code.

Any Trustee, officer or employee who knowingly and intentionally violates any of the provisions of this Code may be suspended or removed from office or terminated.

11. Amendment to Item 34 (admissions policy) - December 14, 2000

- a. *Please indicate in your admission's policy the minimum age of a child who will be eligible for admission to the School. In no event can the minimum age be such that a child who turns five on or before December 1<sup>st</sup> immediately succeeding the date that he or she would be scheduled to begin instruction would be excluded.*

A child must turn five on or before December 31st of the year he/she enters kindergarten in order to be eligible for admission.

11. *Amendment to Item 34 (admissions policy)*

673

- b. *Please indicate who will conduct the lottery and the precise manner in which the lottery will be conducted.*

If, at the end of the enrollment period, the number of applications exceeds the number of available seats, a lottery will be held at a public meeting according to the following guidelines:

- 1) OWN Charter school will include the date, time, and place for the lottery meeting in the school application. It is not mandatory to be present at the lottery to be included in it. In the event a lottery is unnecessary, the scheduled lottery will become a meeting to inform applicants of acceptance to the school and to discuss registration.
- 2) The location of the public meeting/lottery will be as close to the site of the school as possible for its opening year. Thereafter, the public meeting/lottery will be held on site.
- 3) OWN Charter School will engage a third party, either to conduct the lottery, or to serve as an independent observer as the OWN Charter School Board (or staff) conducts the lottery. This independent observer will most likely be a certified public accountant.
- 4) OWN Charter School will post at the lottery the list of applicants.
- 5) Each applicant's lottery ticket will contain the following information: application reference number, name, grade, sibling names and siblings' grades. All lottery tickets will be placed in one pool.
- 6) The lottery staff will consist of at least three persons: P1, P2 and P3. P1 will draw names from the pool, announcing to the audience the information on the ticket. P2 will verify the information, record the reference number in sequential order, and mark the lottery ticket with its sequential rank. P2 will then pass the ticket to P3. P3 will list on grade-specific rosters the applicant and his/her siblings. The names on these grade rosters will be in sequence. All applicant lottery tickets will be drawn in the lottery and assigned a sequential number.

- 7) Letters will be mailed within three business days of the lottery informing applicants of their status: either accepted or placed on the waiting list.

674

11. *Amendment to Item 34 (admissions policy)*

- c. *Please specify an enrollment period. The enrollment period must begin after the School has received a charter and must continue for a sufficient amount of time to ensure that parents have a reasonable opportunity to become aware of the School and complete the application process.*

The enrollment period for OWN Charter School will begin immediately after the School receives a charter and will continue for five weeks, or until the end of April, whichever is longer.

11. *Amendment to Item 34 (admissions policy)*

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- d. *Please provide assurances that no prospective Board member or member of the Astoria Parents Network shall have any advantage or preference in the student enrollment process, including any lottery drawing.*

No prospective Board member or member of the Astoria Parents Network shall have any advantage or preference in the student enrollment process, including any lottery drawing.

12. Amendment to Item 35 (discipline code) – December 14, 2000

- a. *Please set forth in detail how alternative instruction will be provided to suspended or expelled students, to the extent required by law.*

The school will observe state guidelines in the provision of alternative instruction due to suspension or expulsion of a student.

In most situations, the CAO and teaching staff will make provisions for suspended students or expelled students to receive assignments and/or assistance from a home tutor depending on the specific situation.

Notwithstanding the above, the CAO/Principal will explore with the Board of Trustees and the parents/guardians of the student involved whether or not there is another educational setting that might be more appropriate for this student, whether this setting is within the District or elsewhere.

**13. Amendment to Item 39 (Freedom of Information Law) - December 14, 2000**

- a. Please provide a detailed Freedom of Information Law policy for the School, in accordance with Article 6 of the New York Public Officers Law. An outline of such a policy is not sufficient. Please include in this policy which job title will be responsible for implementing the policy.***

Students and their legal guardians have the right to accurate and complete school records, maintained in accordance with applicable federal and state law. Accurate and complete individual records shall be maintained for each student enrolled in OWN. Such records will be kept in a safe and secure manner to ensure student confidentiality.

Guardians have the right to inspect any and all records relating to their dependent. Students with written permission of a guardian may inspect their own records.

OWN Charter School will ensure compliance with the Freedom of Information Law (FOIL) as well as the confidentiality provisions of the Family Education Rights and Privacy Act (FERPA) through the following policy:

- Records will be available during school hours--Monday through Friday from 9:30AM to 3:30PM.
- The records may be obtained from the School Administrative Assistant, who will be trained in the School's FOIL policy.
- The records may be copied for a nominal fee, but may not be removed from the school.
- Information may be released to others only with written consent from the child's guardian.
- All inspections shall be conducted in the presence of a school representative.
- Upon receipt of a written request of information under FOIL, OWN Charter School will:

Within five days of receipt of the written request, make the information available, deny the request in writing, or provide a written acknowledgement of the receipt of the request and note the approximate period of time in which the request will be denied or

granted. The school will deny a FOIL request only on legally proper grounds as outlined in Article 6 Section 87.2.(a-h) and summarized below:

- a. because the information is specifically exempted from disclosure
  - b. to reasonably protect an individual against unwarranted invasion of personal privacy
  - c. disclosure would interfere with law enforcement investigations and procedures
  - d. disclosure would endanger a life
- If the Administrative Assistant believes, or is uncertain, whether a request should be denied, he or she will inform the CAO. If the CAO is likewise uncertain, he or she will inform the Board. If the Board is uncertain, it will make its decision after seeking legal counsel.
  - If a person appeals the denial of a FOIL request, the School will (within ten business days of the receipt of the notice of the appeal), fully explain the reasons for further denial or make the information available. The School will forward a copy of the appeal and previous determination to the Grievance Committee.

14. Amendment to Item 41 (complaints) - December 14, 2000

680

- a. *Under the Charter Schools Act, a complainant who does not receive a satisfactory response from the Board of Trustees of the State University of New York he or she may take the complaint to the Board of Regents. Please revise your policy accordingly.*

The board will act in accordance with local and State Law, and in accordance with the Bylaws of the OWN Charter School Board. If a complainant is not satisfied with the response of the OWN Charter School Board, he or she may take the complaint to the Board of Trustees of the State University of New York. If he or she remains dissatisfied with the response, he or she may take the complaint to the New York State Board of Regents.

14. *Amendment to Item 41 (complaints)*

681

- b. *Please provide assurances and procedures for dealing with potential conflicts of interest that a member of the Grievance committee may have in regards to a particular complaint.*

Any member of the Grievance Committee with a potential conflict of interest with respect to a matter appearing before the Committee will disclose its circumstances to the OWN Board of Trustees before hearing the grievance. The Board will determine, by a majority vote, if a conflict of interest exists. If the Board determines that a conflict exists, such member shall not participate in the resolution of this grievance. The Board of Trustees may temporarily assign an unconflicted trustee to sit on the Grievance Committee to hear the grievance.

15. Amendment to Item 42 (dissolution) - December 14, 2000

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- a. *Please explain how the School will handle disposition of student records and any liabilities of the School in the event of dissolution.*

In the event of dissolution of OWN Charter School:

- student records will be transferred to the student's future school, or, if this is not yet determined, to the student's home school district
- all assets will be used to satisfy any outstanding debts
- any assets remaining after the satisfaction of such liabilities will be distributed to District 30 or otherwise in accordance with the New York Charter School Act.

16. Amendment to Item 43 (personnel policies) - December 14, 2000

- a. *Please provide job descriptions for the counselor, doctor and dentist and each position's role in the School.*

No Doctor or Dentist will be employed by OWN Charter School.

The job description for the school's Social Worker/Counselor follows:

**Job Title:** SCHOOL COUNSELOR

**Qualifications:** Social Worker's Certificate. Experience working with children in an urban school setting. Master's degree in Social Work is a plus. Demonstrated leadership skills with a strong community orientation.

**Position's Role:** To serve as a link between home, school and community by promoting and supporting students' academic and social success.

To server as a member of the Child Study Team assisting in the identification, diagnosis, classification and development of appropriate programs for all special needs students.

**Reports To:** CAO/Principal

**Performance Responsibilities:**

1. Shares with the Leadership Team a commitment to the success of the mission, goals and objectives of OWN Charter School.
2. Provides professional case management including monitoring and evaluating the education program for assigned students.
3. Prepares social and developmental histories on students with special needs for initial referrals and re-evaluations.
4. Provides documentation for IEPs.
5. Provides group and individual counseling for students and their families.

6. Provides intervention-counseling services to students experiencing difficulties affecting their school progress.
7. Mobilizes school and community resources to optimize students' potential to learn in their academic programs.
8. Participates in educational planning and scheduling.
9. Provides opportunities, skills and resources for students to:
  - Increase academic success
  - Improve interpersonal relationships
  - Cope with crisis situations
  - Resolve conflicts without violence
10. Provides support to parents and families by:
  - Developing supportive relationships with parents
  - Helping parents obtain medical, neurological, psychiatric and other specialized evaluations as needed
  - Introducing parents to different program options
  - Making home visits
  - Using mediation skills to reduce disputes between parent and the school
  - Teaching parents effective ways to communicate their child's needs to school staff
11. Assists educators by:
  - Collaborating with other staff members
  - Conducting staff training/development
  - Helping develop and implement discipline and attendance policies
  - Collaborating the community agencies and organizations to meet students' needs
  - Helping teachers develop communication skills with parents
12. Serves as a consultant to the CAO and instructional staff in matters concerning the identification of social and emotional needs and core curriculum development.
13. Assumes other responsibilities as assigned by the CAO.

16. *Amendment to Item 43 (personnel policies)*

685

- b. *Please clarify the reporting relationship of the School's paraprofessionals*

The Instructional Aides/Paraprofessionals will receive day-to-day direction and support from the classroom teachers with whom they are aligned. In addition, the two Program Facilitators will provide guidance and direction within their role as curriculum coordinators. The CAO/Principal, however, is the individual who will evaluate the performance of these Instructional Aides and make any final decisions on termination of employment. In making these assessments, the CAO will obtain input from both the classroom teacher and the Program Facilitators.

17. Amendment to Item 45 (number of instructors) - December 14, 2000

- a. Please clarify the number of teachers and the grade levels for year two.

As demonstrated below, our plan involves having 30 teachers and nine paraprofessionals, two Program Facilitators, one Social Worker and 1 CAO/Principal to meet the needs of the 475 students in Kindergarten through Grade 6.

Year 2 — Staffing and Enrollment			
"Homeroom" teachers	19	Kindergarten	75
Spanish/ESL teachers	2	Grade 1	75
Physical Education teachers	2	Grade 2	75
Music/drama teachers	2	Grade 3	75
Special Education teachers	3	Grade 4	75
LEP/English Skills teachers	2	Grade 5	75
		Grade 6	25
<b>Total Teachers</b>	<b>30</b>	<b>Total Students</b>	<b>475</b>
Paraprofessionals	9		
<b>Total Instructors</b>	<b>39</b>	<b>Students per Homeroom teacher</b>	<b>25</b>
Program Facilitators	2	<b>Students per Teacher</b>	<b>16</b>
Social Worker	1		
CAO/Principal	1	<b>Students per Instructor</b>	<b>12</b>
<b>Total Faculty</b>	<b>43</b>	<b>Students per Faculty member</b>	<b>11</b>

17. *Amendment to Item 45 (number of instructors)*

- b. *Please provide the expected number of instructors for years three through five.*

The expected number of instructors is noted below:

	Year 1	Year 2	Year 3	Year 4	Year 5
"Homeroom" teachers	10	19	22	25	27
Spanish/ESL teachers	1	2	2	2	3
Physical Education teachers	1	2	3	3	3
Music/Drama teachers	1	2	2	2	2
Special Education teachers	1	3	3	4	4
LEP/English Skills teachers	2	2	2	3	3
<b>Total Teachers</b>	<b>16</b>	<b>30</b>	<b>34</b>	<b>39</b>	<b>42</b>
Paraprofessionals	6	9	9	10	10
<b>Total Instructors</b>	<b>22</b>	<b>39</b>	<b>43</b>	<b>49</b>	<b>52</b>
Program Facilitators	1	2	2	2	2
Social Worker	1	1	1	1	1
CAO/Principal	1	1	1	1	1
<b>Total Faculty</b>	<b>25</b>	<b>43</b>	<b>47</b>	<b>53</b>	<b>56</b>

**18. Amendment to Item 49 (start-up budget) – December 14, 2000**

- a. *Please discuss the size of the start-up budget as it appears insufficient to cover expected costs. This response requires additional detail on the costs involved, source of revenue, how the figures were derived, and the anticipated timeframe these costs would be incurred.*

Assuming that the charter is granted in late March, the costs noted below would be incurred between that date and June 30<sup>th</sup>. The start-up budget for this first fiscal year has been modified with the new estimate and detail shown below. We have assumed that the start up grant available through SUNY will be a grant for \$150,000. In addition, in the second fiscal year, our plan includes obtaining one of the New York City Charter School grants for \$250,000 announced by Mayor Giuliani on October 31, 2000. The specific start up expenses in the first fiscal year:

**Start Up Budget**

Salaries for Professional Staff		\$19,500
- CAO/Principal begins on May 1	13,000	
- Program Facilitator begins on May 1	6,500	
Salaries for Support Staff		7,750
- Administrative Assistant begins May 1	4,000	
- Aide/ESL teacher to assist with enrollment/students	3,750	
Purchased Services		81,500
- Architectural services	15,000	
- Advertising expense for faculty recruiting	5,000	
- Telephone installation	500	
- Expeditor/Permits/Initial site work	61,000	
Supplies and Materials		1,750
- Printing flyers/enrollment forms	525	
- Letters to parents/applicants (postage, stationery)	375	
- Brochure describing OWN	850	
Travel for Professional Development within the region		2,500
Employee benefits for all faculty/staff in May and June		4,994
Equipment		13,250
- Three laptops, two PCs and one file cabinet	13,250	
Contingency		10,000
<b>TOTAL</b>		<b>\$141,244</b>

- a. *Please explain how the School would be able to pay teachers only \$29,000, when the starting salaries of teachers in New York City are apparently higher, and such teachers will have responsibilities to implement world class education, Paragon curriculum, Core Knowledge, multiple intelligences, etc.*

As shown in the revised budget (page 344; Attachment 19A), the teacher salary in Year 1 has been increased to \$31,000. In addition, a maximum merit pay of \$2,000 per teacher (\$5,000 for the CAO) is included in the revised budget. The maximum payout for this incentive compensation would be received if all of the following were achieved:

- More than a 10% increase above one year's growth in the ITBS over the school year
- An average score of 9 out of 10 on the Parent Satisfaction Survey
- A Paragon Portfolio that demonstrates teacher success in each unit.

These increases in instructional expenses were possible due to the benefit provided by the newly-announced New York City Charter School fund. We have assumed that the maximum amount -- \$250,000 -- would be available to OWN Charter School.

MEI has successfully attracted and retained teachers *because of* the opportunity to work with the stimulating Paragon curriculum. Teachers who are life-long learners view this education model, and the professional development that it provides, as reasons for wanting to join the team at a charter school.

**Our World Neighborhood Charter School  
Charter School Application Budget Summary**

		Planning Year FY '01	Year 1 FY '02	Year 2 FY '03	Year 3 FY '04	Year 4 FY '05	Year 5 FY '06
<b>Revenue</b>							
Funding per Student		\$6,630	\$6,862	\$7,102	\$7,351	\$7,608	\$7,874
Students Enrolled			249	475	550	625	675
Subtotal of Student Revenues			\$1,708,650	\$3,373,555	\$4,042,940	\$4,755,048	\$5,315,193
Additional funding for Students with Special Needs			52,821	104,290	124,984	146,998	164,314
Federal Funds and Grants			65,000	100,000	120,000	130,000	140,000
State Planning Grant/Federal/NYC Start Up Grant		150,000	250,000				
Special Grants for At Risk Students			60,000	63,000			
Food Services			59,760	119,700	145,530	173,644	196,912
<b>Total Revenues &amp; Available Resources</b>		<b>\$150,000</b>	<b>\$2,196,232</b>	<b>\$3,760,546</b>	<b>\$4,433,453</b>	<b>\$5,205,690</b>	<b>\$5,816,419</b>
<b>Expenditures</b>							
Salaries for Professional Staff	Code 15	\$19,500	\$682,800	\$1,240,640	\$1,447,188	\$1,709,098	\$1,914,129
Salaries for Support Staff	Code 16	7,750	190,320	294,504	320,254	357,938	375,835
Purchased Services	Code 40	81,500	652,622	1,470,307	1,605,697	1,993,341	2,153,636
Supplies & Materials	Code 45	1,750	95,375	171,539	203,954	238,160	264,592
Travel Expenses	Code 46	2,500	15,200	28,996	34,582	40,476	45,026
Employee Benefits	Code 80	4,994	147,749	259,776	299,085	349,782	387,506
Indirect Costs	Code 90	0	0	0	0	0	0
Renovation/remodeling	Code 30	0	178,500	0	137,500	141,625	240,000
Equipment	Code 20	13,250	72,500	170,943	203,872	238,623	265,444
Contingency		10,000	81,403	145,468	170,085	152,071	169,385
<b>Total Expenditures</b>		<b>\$141,244</b>	<b>\$2,116,468</b>	<b>\$3,782,172</b>	<b>\$4,422,217</b>	<b>\$5,221,114</b>	<b>\$5,815,552</b>
<b>Year-End Balance</b>		<b>\$8,756</b>	<b>\$88,520</b>	<b>\$66,893</b>	<b>\$78,129</b>	<b>\$62,705</b>	<b>\$63,572</b>
<b>Commulative Balance</b>			<b>\$97,276</b>	<b>\$164,168</b>	<b>\$242,297</b>	<b>\$305,002</b>	<b>\$368,575</b>
Assumptions:							
per student funding increases 3.5% per year. Funding for Special Education is an incremental \$2562 currently							
contingency of \$10,000 in start up, 4% of expenses in the first three years, 5% thereafter							
federal funds/grants reflect anticipated Title I, II and VI monies							

12/14/00

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ATTACHMENT 141

Specific Position Title	Initial FTE's	Initial Annualized Rate of Pay	Projected Salaries Year 1	Year 2	Year 3	Year 4	Year 5
Principal / CAO	1	\$80,000	\$80,000	\$84,000	\$88,200	\$92,610	\$97,241
Curriculum Implementation Facilitator	1	40,000	40,000	42,000	44,100	46,305	48,620
Information Technology Coordinator	0	0	0	42,000	44,100	46,305	48,620
Teachers	13	31,000	403,000	813,750	991,148	1,148,364	1,318,824
Special Education, Basic Skills, ESL and Social Worker	4	31,500	126,000	198,450	208,373	291,722	306,308
Merit Pay for:							
Principal/CAO			5,000	5,000	6,000	6,000	7,000
Teachers/Facilitators/Specialists			28,800	55,440	65,268	77,792	87,516
<b>Subtotal Code 15</b>			<b>\$682,800</b>	<b>\$1,240,640</b>	<b>\$1,447,188</b>	<b>\$1,709,098</b>	<b>\$1,914,129</b>
<b>Assumptions:</b>							
- Initial number of Teachers is calculated at one for every 25 students. Teachers includes Specialists such as Music, Spanish and Physical Education.							
- Numbers of Teachers and Special Ed Teachers will increase in proportion to the growth of the student body							
- Salaries will increase annually by an average of 5.0%. Estimate that 80% of teachers qualify for the \$2000 merit bonus							
- Number of Special Ed Teachers is estimated based upon experience in District 30 schools, and revenue is budgeted to cover these services based upon this estimate. Actual revenues and expenditures will be adjusted as necessary with a net effect of zero on the bottom line.							

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Specific Position Title	Initial FTE's	Initial Annualized Rate of Pay	Projected Salaries				
			Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Aides	6	\$18,720	\$112,320	\$176,904	\$185,749	\$216,707	\$227,543
Administrative Assistant	1	22,000	24,000	50,400	52,920	55,566	58,344
Custodian	1	20,000	20,000	31,500	44,100	46,305	48,620
School Nurse	1	34,000	34,000	35,700	37,485	39,359	41,327
<b>Subtotal Code 16</b>			<b>\$190,320</b>	<b>\$294,504</b>	<b>\$320,254</b>	<b>\$357,938</b>	<b>\$375,835</b>

**Assumptions:**

- Salaries will increase annually by an average of 5.0%
- Number of Teacher Aides is calculated at one per class for grades K to 2
- An additional Administrative Assistant and part-time Custodian are added in Year 2 as school enrollment increases

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Description of Item	Provider of Services	Calculation of Cost	Proposed Expense Year 1	Year 2	Year 3	Year 4	Year 5
Legal Fees			\$10,000	19,649	23,434	27,428	30,511
Audit Fees			10,000	10,300	10,609	10,927	11,255
Property & Liability Insurance	Heritage Insurance		10,000	19,649	23,434	27,428	30,511
Modular Classroom Units	GE Capital	\$10,000 / mo.	100,000				
Land Rent	Variety B&G		83,333	200,000	210,000	220,500	231,525
Facility Rent / Debt Service				518,692	518,692	754,461	754,461
Utilities	Con Ed, etc.		60,000	61,800	63,654	65,564	101,296
Paragon Curriculum and training; accounting; administration & other business services	Mosaica Education, Inc.	12.5% of total Revenues	274,529	470,068	554,182	650,711	727,052
Food Service			59,760	119,700	145,530	173,644	196,912
Transportation for 20 additional days			15,000	15,450	15,914	16,391	16,883
Technology Maintenance/Install.			30,000	35,000	40,250	46,288	53,231
<b>Subtotal Code 40</b>			<b>\$652,622</b>	<b>\$1,470,307</b>	<b>\$1,605,697</b>	<b>\$1,993,341</b>	<b>\$2,153,636</b>
<b>Assumptions:</b>							
- Legal Fees and Insurance will increase with the growth of the student body as well as with an annual 3% inflation factor							
- Audit Fees will increase at an annual average 3% inflationary rate							
- Modular Classrooms and a temporary site (Land Rent) are anticipated to be contracted for one year while the permanent facility is renovated or built							
- Debt Service is based upon a total Permanent Facility cost of \$5.5 million expended in Year 1 and on an additional \$2.5 million expended in Year 4 to expand to accommodate growing enrollment. An 8.0% cost of capital and a 20 year amortization are used in all calculations.							
- Utilities increase at an annual 3% inflation rate and also increase by 50% with the expansion							
- Food Service cost estimate is based upon a cost of \$1.20 per meal per student per school day. This model assumes food service at break-even.							

Description of Item	Initial Quantity	Unit Cost	Proposed Expense				
			Year 1	Year 2	Year 3	Year 4	Year 5
Testing Materials	250	37.50	\$9,375	\$18,347	\$21,881	\$25,611	\$28,489
Library Books	600	25.00	15,000	29,473	35,150	41,142	45,766
Computer Software	100	100.00	10,000	19,649	23,434	27,428	30,511
Curriculum Books	300	120.00	36,000	70,735	84,361	98,740	109,839
Misc. Office Equipment			10,000	3,863	3,978	4,098	4,221
Office Supplies	250	60.00	15,000	29,473	35,150	41,142	45,766
<b>Subtotal Code 45</b>			<b>\$95,375</b>	<b>\$171,539</b>	<b>\$203,954</b>	<b>\$238,160</b>	<b>\$264,592</b>

**Assumptions:**

- Cost of Testing Materials, Library Books, Computer Software, Curriculum Books and Office Supplies are budgeted on a per student basis and will grow with the size of the student body and also at an annual inflationary rate of 3%
- Office Equipment is budgeted with an average four year life cycle and an inflationary factor of 3% per year.

Position of Person Traveling	Destination and Purpose	Calculation of Cost	Proposed Expense				
			Year 1	Year 2	Year 3	Year 4	Year 5
Teacher	Professional Development	19 @ 800	\$15,200	\$28,996	\$34,582	\$40,476	\$45,026
<b>Subtotal Code 46</b>			<b>\$15,200</b>	<b>\$28,996</b>	<b>\$34,582</b>	<b>\$40,476</b>	<b>\$45,026</b>
<b>Assumptions:</b>							
- Professional Development costs will increase with the size of the faculty and at an annual inflationary rate of 3%							

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Benefit	Rate	Initial Base	Proposed Expense				
			Year 1	Year 2	Year 3	Year 4	Year 5
Social Security Retirement	7.65%	873,120	\$66,794	\$117,439	\$135,209	\$158,128	\$175,182
NY State Teachers							
NY State Employees							
Other - 401(k)	1.00%	873,120	\$8,731	\$15,351	\$17,674	\$20,670	\$22,900
Health Insurance	6.87%	873,120	60,000	105,494	121,457	142,045	157,364
Unemployment Insurance	1.00%	873,120	8,731	15,351	17,674	20,670	22,900
Worker's Compensation Insurance	0.40%	873,120	3,492	6,141	7,070	8,268	9,160
Other (Specify)							
<b>Subtotal Code 80</b>	<b>16.92%</b>		<b>\$147,749</b>	<b>\$259,776</b>	<b>\$299,085</b>	<b>\$349,782</b>	<b>\$387,506</b>

**Assumptions:**

- All benefits increase in proportion to direct payroll costs

		Proposed Expense				
		Year 1	Year 2	Year 3	Year 4	Year 5
A. Direct Cost Base - Sum all preceding subtotals (codes 15, 16, 40, 45, 46 and 80).		\$1,784,066	\$3,465,762	\$3,910,760	\$4,688,795	\$5,140,723
B. Approved Restricted Indirect Cost Rate		0.00%	0.00%	0.00%	0.00%	0.00%
C. (A) * (B) = Total Indirect Cost		0	0	0	0	0
<b>Subtotal Code 90</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Assumptions:</b>						
- All Indirect Costs are covered under the Management Services contract listed under Purchased Services - Code 40						

Description of Work to be Performed	Calculation of Cost	Proposed Expense				
		Year 1	Year 2	Year 3	Year 4	Year 5
Modular Classroom Units						
Unit Delivery Cost		60,000	0	0	0	0
Refurbishment		57,750	0	0	0	0
Installation		60,750	0	0	0	0
Minor Capital Expenses				137,500	141,625	240,000
<b>Subtotal Code 30</b>		<b>\$178,500</b>	<b>\$0</b>	<b>\$137,500</b>	<b>\$141,625</b>	<b>\$240,000</b>
<b>Assumptions:</b>						
- Modular Classrooms will be used as a temporary facility for one year while permanent facility is constructed						
- Minor Capital Expenses are budgeted at 2.5% of Facility cost beginning in Year 3 (one full year after the facility has been completed and occupied)						
- Minor Capital Expenses increase in Year 5 after expansion is complete						

Description of Item	Quantity	Unit Cost	Proposed Expense				
			Year 1	Year 2	Year 3	Year 4	Year 5
Lease of Desks, Furniture and Computers - 4 Yr. Lease with \$1 option to purchase at Lease End			\$72,500	\$170,943	\$203,872	\$238,623	\$265,444
<b>Subtotal Code 20</b>			<b>\$72,500</b>	<b>\$170,943</b>	<b>\$203,872</b>	<b>\$238,623</b>	<b>\$265,444</b>
<b>Assumptions:</b>							
- Lease costs will increase based on student body growth and inflation at 3% as additional FF&E is purchased throughout growth cycle of school.							

19. *Amendment to Item 50 (annual budget)*

700

- b. Please detail the respective responsibilities of the School and management company to cover annual financial shortfalls.*

As described in the management agreement, OWN Charter School will reimburse MEI for expenses that MEI has incurred in the operation of the school that cannot be covered directly by the school due to cash flow constraints. Such costs include, but are not limited to, rent and/or lease payments, instructional materials, computers, software and special education services. In addition, MEI will work with the OWN Charter School to act as lessor for computer hardware or furniture and to assist during the start up phase to help finance the cost of the facility until other financial arrangements can be made. No MEI-managed school has had to close or reduce enrollment or facility size as the result of financial shortfalls at the school.

19. *Amendment to Item 50 (annual budget)*

- c. *Please clarify the Board's expenditures in the budget, and those of counsel to the Board.*

We do not anticipate Board expenditures. We have not assigned a budget line to counsel to the Board, or counsel's expenditures, because the proposed Board has been receiving *pro bono* legal counsel from the firm of Fried, Frank, Harris, Shriver and Jacobson.

19. *Amendment to Item 50 (annual budget)*

702

d. *Please explain the level of fringe benefits provided to School staff.*

As described in Attachment 19A, the fringe benefits include:

- Social security at 7.65%
- Health insurance at 7.08%
- 401K-type retirement plan at 1.0%
- Unemployment insurance at 1.0%
- Worker's Compensation Insurance at 0.4%

19. *Amendment to Item 50 (annual budget)*

703

- e. *Please clarify how the School would lease furniture and equipment.*

OWN would enter into a lease for the furniture and computer equipment with a lessor who was willing to extend the credit. In MEI's experience, it is unlikely that OWN could obtain this lease from anyone other than MEI in its first year of operation, although it is possible through contacts of Board or Community members that this may happen. MEI has entered into equipment leases for some of the other schools that it manages. We assumed that in the initial year of start up we would enter into a lease of \$315,000 for computers, servers as well as furniture; in year two that the lease would increase to \$590,000. However, OWN may be able to source grant funds that would eliminate the need to enter into any lease.

19. *Amendment to Item 50 (annual budget)*

704

- f. *Please clarify the "ownership" of surpluses generated in the financial plan.*

Surpluses are the property of OWN Charter School and will be used to expand and improve the school's services.

- a. *Please provide an update on the plans to utilize space on land owned by the Variety Boys and Girls of Queens. If a contract has been entered into, please provide a copy of same. If negotiations are not finalized with Variety Boys and Girls of Queens, please provide an update on the possibility of utilizing the space identified at 31-11 Thompson Avenue.*

There is no contract with Variety Boys and Girls Club as we are awaiting approval of the charter before taking this significant financial step. We continue to keep the Executive Director of the club informed of our status in the approval process and believe we can move quickly once a charter is granted.

We have also continued to discuss the 31-11 Thompson Avenue building with the realtor who initially showed us this property. It has not yet been leased by anyone else and would require modest renovations in that it was used for community college classrooms previously.

21. Amendment to Item 57 (building arrangements) - December 14, 2000

706

- a. *Please provide additional detail on any and all negotiations and/or plans for a permanent structure.*

We continue to discuss the permanent structure with the Executive Director of Variety Boys and Girls Club of Queens. We have been asked to talk with representatives of the Rockefeller Foundation, an organization that has approached the club about building an adult care facility on the property. The Executive Director has discussed with his Board the feasibility of a seven-story building with the OWN school on the first two floors and the adult care facility on the remaining five floors. We are interested in this concept and will continue these discussions with the club.

359

**22. Amendment to Item 59 (transportation)**

- a. Please fill in the blanks left in the transportation plan provided with the application.**

**OWN Charter School Transportation Plan:**

OWN Charter School students are eligible for transportation to the same extent as students of a non-public school in the school district in which the charter school is located. All New York City resident students are eligible for transportation, under the New York City Board of Education rules and regulations that determine transportation eligibility, that state:

1. If a child is in grades K through 2 and resides less than  $\frac{1}{2}$  mile from school, then he or she is probably eligible for half fare on public transportation.
2. If a child is in grades K through 2 and resides more than  $\frac{1}{2}$  mile from school, then he or she is probably eligible for General Education Transportation (Yellow School Bus) , or free fare on Public Transportation.
3. If a child is in grades 3 through 6 and resides between  $\frac{1}{2}$  mile and 1 mile from school, then he or she is probably eligible for half fare on public transportation.
4. If a child is in grades 3 through 6 and resides more than 1 mile from school, then he or she is probably eligible for General Education Transportation (Yellow School Bus), or free fare on Public Transportation.

**Our World Neighborhood Charter School**

**2000 CHARTER SCHOOL APPLICATION**

1 of 2



## CHARTER SCHOOL APPLICATION TRANSMITTAL FORM AND COVER SHEET

Working Name of Charter School

OUR WORLD NEIGHBORHOOD (OWN) CHARTER SCHOOL

Charter School Lead Applicant:

LISA CABALLERO

Lisa Caballero

*Print or type*

*Signature*

### CONTACT INFORMATION

Mailing Address: 19-04 23<sup>RD</sup> AVENUE, ASTORIA, NY 11105

Telephone: 718-956-0372 (UNTIL 9/9/00 619-583-6184)

Facsimile: (7213 VIAR AVE. SAN DIEGO, CA)

E-mail: LISAC@MAC.COM (CHARLES@SDSC.EDU)

Partner Organization (if any): \_\_\_\_\_

Contact (name/phone #): \_\_\_\_\_

Date of Application Submittal: \_\_\_\_\_

AUGUST 3, 2000

*Month/Date/Year*

### SCHOOL SUMMARY

First year grade levels to be served: \_\_\_\_\_

K-5

First year targeted enrollment: \_\_\_\_\_

249

Location (municipality/school district): \_\_\_\_\_

ASTORIA / DISTRICT 30

### COMPLETED APPLICATIONS MUST BE SUBMITTED TO:

Charter Schools Institute  
State University of New York  
330 Broadway, Albany, NY 12207  
518-443-5011; fax 518-443-5227  
e-mail: [charters@sysadm.suny.edu](mailto:charters@sysadm.suny.edu)  
[www.newyorkcharters.org](http://www.newyorkcharters.org)

#### FOR OFFICE USE ONLY:

Received By \_\_\_\_\_ Date Received \_\_\_\_\_

**Our World Neighborhood Charter School**

**2000 CHARTER SCHOOL APPLICATION**

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**I. ESTABLISHMENT AND SCHOOL DESIGN**

**ATTACHMENT 1**

**Name of Charter School: Our World Neighborhood ("OWN") Charter School**

## ATTACHMENT 2

**Lead Applicant:**

Lisa Caballero  
19-04 23rd Ave.  
Astoria, New York, 11105  
(718) 956-0372.

From: August—September 9th  
7213 Viar Ave.  
San Diego, CA  
(619) 583-6184

## ATTACHMENT 2-b

**Provide the names of any additional applicants.**

All applicants are members of the Astoria Parents Network, an informal organization of forty families that organizes playgroups and other activities for young children. All applicants reside in Western Queens.

**Mary Huner Bogle** has been an actress for twenty years. She has been seen in numerous commercials, as well as onstage and in films. She was a member of the award winning For Play Improvised Theatre and went on to produce, perform and write for the sketch comedy group THIS! She serves on the Board of Directors for Queensview Nursery and Kindergarten and is a member of The Hellgate Road Runners and The New York City Road Runners Clubs.

**Dolores Caridad Buonasora** was born and raised in Astoria. She graduated from Hunter College with a Masters in Early Childhood Education and is certified by the State of New York to teach through grade six. She taught preschool in Queens for two years, followed by thirteen years at the Hunter College Child Care Center.

**Michael Buonasora** was born and raised in Astoria. He graduated from Pace University with a BA in Management and Finance and was recently accepted into Baruch University's Graduate program in Accounting. He is the North American Treasurer of the Ogilvy & Mather advertising agency.

**Lisa Caballero** had a thirteen year career writing software for biological applications including DNA and protein sequence analysis and neural modeling. Since moving to New York, she has pursued a career as a painter. She served as Secretary of the Board of Trustees of a grassroots environmental organization in California and was director of an artist's cooperative gallery in Manhattan.

**Dana Cotton** is a community activist and founder of the Astoria Parents Network. She has taught preschool for the last eleven years at private institutions and the Children's Museum of Manhattan.

**Salena Cummins** currently serves on the leadership team at P.S. 151 in Woodside, Queens. She teaches part-time at Florentine Tutorial Program in Chinatown. She volunteered as a women's health educator at Community Health Project for four years. She was also an organizer of the United for Aids Action Rally, which filled Times Square during the 1992 Democratic Convention.

**Dora Galacatos** is a Skadden Fellow and staff attorney at the Northern Manhattan Improvement Corporation. Like many Astoria residents, she has Greek and Latin American roots -- the daughter of Greek parents, she was born in Bogota, Colombia where she lived until her family relocated to the United States. In addition to a law degree, Ms. Galacatos also holds a Masters of Science in Urban Policy Analysis and Management and has over ten years experience in program development, social service delivery, grant writing, and policy analysis. Ms. Galacatos's areas of expertise include child care and youth services.

**Tammy Kao** taught elementary and middle school children in Taiwan for 10 years before doing graduate work at Cornell University on Curriculum and Instruction. She is currently the New York representative for the Art of Chen, based in Taiwan.

**Anastasia Macris** is a clothing and costume designer. Her work for Children's Television Workshop was nominated for an Emmy award (1992). She designed a line of children's clothing for Barney's Department Store until 1996.

**Yuri Ono**, born and educated in Japan, came to the U.S. four years ago to work as a translator/interpreter for the medical profession.

**Lauren Garay Vicuna**, born and raised in Astoria, worked as an assistant librarian for various investment banking firms, and most recently, at the Harvard Library in New York City.

**ATTACHMENT 3**

**Anticipated opening date for the charter school: August 24, 2001**

**ATTACHMENT 4**

**Requested initial term of the charter: 5 years**

**ATTACHMENT 5****The proposed grade levels and ages of students to be served by the charter school:**

In the first year of operation, OWN will serve children in grades K through 5. The school will be comprised of a total of ten classes in that first year: two classes for grades Kindergarten through third grade (totaling 8 classes) and one class each for the fourth and fifth grades. Each class will have no more than 25 students and the fifth grade class will have 24 students. In the second year of operation, the School will be comprised of a total of 19 homeroom classes. The School will: add one class to grades Kindergarten through third grade (for a total of three classes of 25 students each for each of those grades); two classes to the fourth and fifth grades (for a total of three classes of 25 students each for each of those grades); plus expand with a sixth grade with one class of 25 students. In subsequent years, the school will continue to grow by one grade level until it is comprised of a total of 27 classes (*i.e.*, three classes of 25 students each in each of the grades Kindergarten through 8<sup>th</sup>).

OWN will accept students who are five years of age by December 31 of the entering year.

## ATTACHMENT 6

Detail the charter school's expected initial and future enrollment within the terms of the charter (and beyond, if known), in total and by grade.

## Enrollment in Year 1

Grade	# Classes	Max. # Per Class	Total
Kindergarten	2	25	50
First	2	25	50
Second	2	25	50
Third	2	25	50
Fourth	1	25	25
Fifth	1	24	24
<b>Total</b>	<b>10</b>		<b>249</b>

## Future Enrollment Chart

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
K	50	75	75	75	75
1	50	75	75	75	75
2	50	75	75	75	75
3	50	75	75	75	75
4	25	75	75	75	75
5	24	75	75	75	75
6		25	75	75	75
7			25	75	75
8				25	75
<b>Total</b>	<b>249</b>	<b>475</b>	<b>550</b>	<b>625</b>	<b>675</b>

**ATTACHMENT 7****I.R.S. not-for-profit status**

We will obtain not-for-profit status within one year of charter approval.

**ATTACHMENT 8**

**Indicate whether you have applied to any other charter entity simultaneous with this application.**

No. Nor have we previously applied for a charter from another charter entity.

ATTACHMENT 9

Indicate whether you are filing the application in conjunction with a partner.

No.

**ATTACHMENT 10-a**

**If the charter school would be established in conjunction with a for-profit business or corporate entity.**

The school is not established in conjunction with any for-profit or corporate entity; however, OWN Charter School intends to hire Mosaica Education, Inc. (MEI), an educational management company, to provide educational and administrative services of the School. For more information about MEI, its management team and the services it provides, see Attachment 10-c.

## ATTACHMENT 10-b

**Explain how and why the entity was selected.**

Our founding group began working in February 1999 to establish a charter school. Over the course of a year, we researched the elementary education resources available in our area and elsewhere, touring nearly 30 public, private, and charter schools in New York, New Jersey and Pennsylvania. We attended two conferences about charter schools hosted by the New York Charter School Resource Center, and met several times with its director, Mr. Gerry Vazquez, who has advised us extensively. We also attended every District 30 Community School Board meeting and met with many innovative educators in our region.

A year later, after two false starts with not-for-profit partners, we cast a wide net and systematically drew up a list of potential partners and management companies. We took several approaches. We wrote to area universities with teaching programs, searched the Internet, and sought recommendations from advisors. After arriving at a list of five for-profit and non-profit candidates, we evaluated them according to the following criteria:

- **Comprehensiveness.** We wanted a partner that had successfully developed and implemented comprehensive models for charter schools. In particular, we looked for a model that included an innovative but rigorous educational approach (including personalized instruction and continuous assessment); strategies for community and parent involvement; on-going professional development and teacher support; and, most importantly, a well-conceived and successfully executed educational philosophy.
- **Adaptability.** We sought an adaptable and flexible model. In particular, we wanted a model responsive to our community's unique needs—those of ethnically and racially diverse neighborhoods comprised of very low-income to middle-income households (many with two-working-parent families) and a large population of immigrants.
- **Innovative and Rigorous Curriculum.** We wanted the model to reflect our general educational philosophy of "deep and broad" child-centered instruction: to focus on the basics and also encompass a rich range of subjects. In particular, we sought a curriculum that: emphasized strong basic skills; introduced foreign language in kindergarten; integrated a variety of pedagogical approaches in a flexible manner; built in continuous professional development; kept class size small; and included a quality arts program.
- **Proven Track Record.** We sought a partner with a proven track record of starting and operating successful charter schools, and considered the number and location of schools each operated. We also considered how long they had been in operation, the location of their main offices, and whether they had personnel stationed in the New York City area.
- **Scope of Resources Available to OWN School** We sought a group with start-up funds and with extensive in-house expertise on management, operational, curriculum development, and other charter school related matters. We also considered the management and working style of their leadership and front-line personnel.

After several initial interviews, we narrowed the list to two for-profit companies and toured their schools. At the Community Charter School (managed by MEI) in Jersey City, NJ we saw a unique school with the mark of its community and CAO/principal (thus assuaging our concerns about a "cookie-cutter" school). Well-trained teachers clearly sought to continuously hone their skills. The Paragon Curriculum, which we found intriguing on paper, came to life in the classrooms. After the tour, we unanimously agreed that the Mosaica school model fit our community's needs best.

## ATTACHMENT 10-c

If the entity would play a management role in the school, provide background on the entity.

The following is information on Mosaica Education, Inc.:

**Company**

Mosaica™ Education, Inc. ("MEI") was incorporated in the State of Delaware. Mosaica's home offices are located at 61 Broadway, Suite 2924, New York, NY 10006 and 880 Las Gallinas Avenue, Suite 1, San Rafael, CA 94903. Information on the Company is available at <http://www.mosaicaeducation.com>.

MEI obtained its first management agreement with a board of a charter school in Saginaw, MI on August 13, 1997 and opened it on September 22, 1997. Mosaica's second school is in Bensalem (a suburb of Philadelphia), PA. It opened in the Fall of 1998 and was the first suburban K-6 charter school in the state of Pennsylvania. MEI opened eight more programs in the fall of 1999 in Michigan, Pennsylvania, and New Jersey.

Appendix 1 contains MEI's Annual Report, which shows test score results for Mosaica-managed schools. This report focuses on the two schools that MEI has operated for one or more years—Mosaica Academy Charter School of Bensalem, PA and Mosaica Academy of Saginaw, MI. In both Bensalem and Saginaw, student scores on the ITBS increased substantially in the 1998-1999 school year. (See Appendix 1 at p.3) Over this one-year period, scores increased approximately 22% more than expected. In Saginaw, substantial increases also occurred during the first year.

MEI's mission is to assist public charter school boards in providing world-class public education. The Company operates schools funded under charter school laws allowing private management and budgets the schools to operate at prevailing public funding reimbursement levels. A Mosaica-managed school opens portals of opportunity for children through excellence in educational delivery, and serves as a community pillar for life-long learning, pride and self-actualization.

**Directors**

Michael Connelly is the President and Chief Executive Officer of Mosaica Education. Prior to joining Mosaica, he was President of Lepercq Capital Management and General Partner of venture-capital partnerships managed by Lepercq. Mr. Connelly has an extensive background in business development, education management, venture capital, and law. He is a member of the Board of Directors of New Century Education Corporation, the Board of Visitors of Columbia University School of Law, and is President of the New York Venture Capital Forum.

Dr. Dawn Eidelman supervises the development of curriculum, teaching methods and staff training. Dr. Eidelman has fifteen years experience as an exemplary teacher, college professor, curriculum designer and successful business executive. A multilingual specialist in the Humanities, she holds Master's and Ph.D. degrees from Emory University. In 1999, Dr. Eidelman was selected One of the Ten Outstanding Young Americans by the United States Jaycees. She is a published author and serves as Director of the Paragon Curriculum Design Team.

John J. Murphy, Jr. is Chairman of the Board of Mosaica Education and managing general partner of Murphy & Partners. Murphy & Partners is a private equity fund that plans to hold a diversified portfolio of privately owned equity securities in education, service, manufacturing, and distribution companies. Prior to forming M&P, Mr. Murphy was vice president of Citicorp Venture Capital, Ltd., and Citicorp Capital Investors Ltd., the venture capital and equity investment subsidiaries of Citicorp and Citibank. Mr. Murphy also serves as Chairman of the Board of American Higher Education Development Corporation, a New York-based proprietary post-secondary education company.

Thomas Keane, Jr. is a Mosaica Board member and general partner of Murphy and Partners. Before joining M&P, Mr. Keane was co-founder, vice president, chief financial officer and a director of International Healthcare Corporation ("IHC"), which owned and operated health care businesses. Mr. Keane is a member of the Massachusetts Bar and is City Councilor for the 8th District of the City of Boston.

Steven Clifford is a Mosaic Board member. For more than five years, Mr. Clifford has been President and Chief Executive Officer of National Mobile Television Corp. He is a former assistant Controller of New York City.

#### **Employees Assigned to Charter School Operations**

Gene Eidelman, Mosaica's Chief Operating Officer, defected to the United States from the former Soviet Union in 1976 [REDACTED] In 1989, he was selected as One of the Ten Outstanding Young Americans by the United States Jaycees and as One of the Ten Outstanding Young People of the World by the Junior Chamber International. Mr. Eidelman has twenty years of proven experience in finance, budgeting, marketing, human resources, quality assurance and organizational effectiveness in private and publicly owned companies, as well as a particularly strong acumen for delivering high quality private educational services under a myriad of contractual arrangements.

Dr. Timothy Daniels, Senior Vice President, has over 25 years' experience as an educational leader. During his career, he has worked for public school districts as a teacher, principal, assistant superintendent, and superintendent. Prior to joining Mosaica, Dr. Daniels served as Director of the Office of Educational Initiatives for the Pennsylvania Department of Education. Dr. Daniels received his formal training at the Harvard University, where he received his M.A. and University of Pennsylvania where he was a Ford Fellow and received his educational doctorate.

Randolph Truelove, Chief Financial Officer of Mosaica, has over 20 years of experience as CFO of public and private companies. Prior to joining Mosaica, Mr. Truelove was the CFO for Children's Discovery Centers of America, Inc., the fourth largest child-care company in the U.S.

Dr. Thomas Lubben, Vice President of Operations and Curriculum for the Mid-Atlantic Region, brings over 30 years of extensive diversified experience in both public and private education. Over twenty of those years were spent at the secondary school level in Englewood, New Jersey. Ten years were spent as Superintendent of Schools in Hampton Borough, New Jersey. He holds an educational doctorate from Nova University of Florida.

Dr. Michael Holmes is Mosaica's Vice President of Operations and Curriculum. Dr. Holmes has had a 28-year career in education working in school districts in Tennessee,

**REDACTED**

Georgia, Colorado, Illinois, and Michigan. During his career, he has worked as a teacher, counselor, instructional coordinator, director of special education, assistant principal, principal, assistant superintendent, and superintendent. Dr. Holmes received his formal training at the University of Tennessee at Chattanooga, Memphis State, West Georgia College, and Peabody College at Vanderbilt. He has demonstrated expertise in the areas of leadership, school improvement planning, teaching and learning, assessment, staff selection, and technology.

Richard Hauge is Mosaica's Director of Partnership Development for the Eastern Region. He served for ten years as a State Senator in Delaware, authoring legislation establishing Public School Choice, Alternative Certification for Teachers, High School Graduation Requirements, and a Statewide Testing Program. Sen. Hauge also co-sponsored Delaware's Charter School Law which has been hailed as one of the strongest in the nation. Prior to joining Mosaica, Sen. Hauge was Director of Business and Legal Affairs for the Brandywine School District in northern Delaware. He holds a Bachelors Degree in Accounting from the University of Delaware, and a Law Degree from Duke University.

James Payer serves as Vice President of Construction for Mosaica. Mr. Payer has worked in the construction and real estate industry for over 18 years in the New York and New Jersey area. Prior to joining Mosaica, Mr. Payer was involved with capital improvement and construction management projects for various airlines, banks, and schools. He has a B.S. in Visual Design from Ohio State University and Construction Management at New York University.

Rita Hackel Chapin, is Mosaica's Vice President of Development. Ms. Chapin has a 20-year record of accomplishment in marketing, finance, and operations. Prior to joining Mosaica Education, Inc., she was Marketing Director for Citibank in New York and a Consultant at McKinsey & Co., Inc. Prior to receiving her MBA from the Wharton School, University of Pennsylvania, Ms. Chapin was a Mathematics Teacher at Lawrenceville High School in New Jersey.

Rebekah Renshaw is the Company's Executive Vice President of Operations. Ms. Renshaw started her career as a first grade teacher. She later joined CDCR as a child-care center director. In 20 years she became CDCR's Executive Vice President of Operations, responsible for 250 centers in 23 states. Between 1995 and 1997, she served as COO of the Prodigy division. Ms. Renshaw provides operations support to the principals of the Mosaica charter schools.

Kristina Bartholomew, MCP (Microsoft Certified Professional) is Mosaica's Director of Information Technology. She brings over 15 years experience in computers, electronics, and networking; including system design, implementation, support and training. Prior to leaving the Navy, she was recognized as one of the Navy's best for her expert project-management and technical support organization.

Sandra Weinstein, B.S./B.A. is Mosaica's Director of Communication. She has over 15 years experience in public relations, marketing, and communications. Ms. Weinstein has developed public relations and marketing campaigns for schools, non-profit organizations, and corporations. She is also a published writer and correspondent for several newspapers. Prior to joining Mosaica Education, Inc., she was the associate publisher of a national health magazine.

**Mosaica contracts with the following elementary and middle school programs:**

**Capital Area Academy**

[REDACTED]  
Lansing, MI [REDACTED]  
Opened September 1999  
Enrollment: 300, Grades K-6

**Center Academy**

[REDACTED]  
Flint, MI [REDACTED]  
Opened August 1999  
Enrollment: 325, Grades K-6

**Collegium Charter School**

[REDACTED]  
West Chester, PA [REDACTED]  
Opened September 1999  
Enrollment: 500, Grades K-6

**Liberty Academy Charter School**

[REDACTED]  
Jersey City, NJ [REDACTED]  
Opened September 1999  
Enrollment 450, Grades K-7

**George Washington Carver Academy**

[REDACTED]  
Highland Park, MI [REDACTED]  
Opened September 1999  
Enrollment 400, Grades K-5

**Grand Blanc Academy**

[REDACTED]  
Grand Blanc, MI [REDACTED]  
Opened August 1999  
Enrollment: 340, Grades K-6

**Mosaica Academy Charter School**

[REDACTED]  
Bensalem, PA [REDACTED]  
Opened September 1998  
Enrollment: 500, Grades K-5 and Middle School 6-7

**Mosaica Academy of Saginaw**

[REDACTED]  
Saginaw, MI [REDACTED]  
Opened September 1997  
Enrollment: 460, Grades K-5, and Middle School 6-7

The following is a summary of the educational and administrative services provided to a charter school through a management agreement that typically runs concurrent with the term of the charter granted by the authorizing agency.

**REDACTED**

**A. Educational Services.**

For the term of the Charter, Mosaica Education, Inc. (MEI) will provide to the OWN Charter School and its students the following educational services:

- (i) Curriculum. The Paragon™ Curriculum and curriculum development;
- (ii) Instruction. Instructional services and personnel, including the CAO/principal, teachers and support staff;
- (iii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools;
- (iv) Extra-Curricular and Co-Curricular Programs. Extra-curricular and co-curricular activities and programs; and
- (v) Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the OWN Charter School as agreed to from time to time between MEI and the Board of Trustees.

The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the OWN Charter School, as adopted by the Board of Trustees and as provided for in the Charter.

**B. Administrative Services.**

For the term of the Charter, MEI will provide to the OWN Charter School the following administrative services:

- (i) Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services;
- (ii) Facility Operation and Maintenance. Operation and maintenance of the charter school's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
- (iii) Business Administration. Administration of all business aspects of the charter school;
- (iv) Transportation and Food Services. Provision of transportation and food services for the students enrolled at the charter school, as required by the Board;
- (v) Public Relations. Any and all advertising and public relations with the community and the media;
- (vi) Budgeting and Financial Reporting.
- (vii) Maintenance of Financial, Business and Student Records.

- (viii) Admissions. Implementation of the Academy's admission policy;
- (ix) Student Hearings. Administration and enforcement of student disciplinary and special education;
- (x) Semester Reports. MEI will provide to the Board on a semester basis (or more often if necessary for the Board to satisfy its obligations under the Charter, the Code and other applicable laws and regulations) a report detailing (A) the school students' academic performance, and (B) MEI's performance of the Educational Services and Administrative Services;
- (xi) Rules and Procedures. MEI will enforce the rules, regulations and procedures adopted by the charter school not in direct conflict with the management agreement, the Charter, the Code and other applicable laws and regulations. MEI will recommend rules, regulations and procedures applicable to the charter school and its students; and
- (xii) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the charter school.

The Administrative Services will be provided in accordance with the Educational Program and the management contract.

Mosaica Education, Inc.'s Annual Report is attached as Appendix 1.

## II. SCHOOL MISSION AND SUMMARY

### ATTACHMENT 11

**Attach the mission statement for the proposed charter school.**

The mission of Our World Neighborhood Charter School is to provide kindergarten through 8th grade students with the foundation of a rigorous liberal education. Students will develop a historical perspective on our own time and place through an integrated study of history, geography, literature, the social sciences, science, math, art and music. Students will in this way receive the broad education needed to thrive in today's world. We are committed to preparing all students to meet the academic challenges of the best New York City High Schools. To that end, OWN will, among other strategies:

- Follow an extended school day and year;
- Devote mornings to the mastery of basic skills;
- Integrate all students into the classroom and avoid tracking by ability;
- Foster cultural literacy through an interdisciplinary, hands-on study of the great ideas in world history;
- Have one computer for every three students in the classroom where they will be used in daily lessons;
- Introduce study of a foreign language in Kindergarten to be continued through all the grades;
- Individualize instruction with the aid of computer technology as well as through the development of personalized learning plans; and
- Support teachers through extensive and continuous teacher training.

OWN Charter School will be located in the most ethnically diverse neighborhood in the United States. We celebrate this and seek to integrate the cultural richness of our community with the lessons of the classroom and the governance of the school. To ensure the meaningful participation of all parents in their children's education, we will make a special effort to reach the school's non-English speaking and recently immigrated parents to help them overcome the isolation that many--especially women--experience.

OWN Charter School will help students see themselves as part of widening circles of their community: from home, school and neighborhood to country and world. Each circle supports and nurtures us and becomes stronger when its members both realize their full potential and embrace their responsibilities.

## ATTACHMENT 12 – Executive Summary

### I. Why We Need OWN Charter School in Western Queens

#### A. Demographics of Western Queens

Western Queens comprises an extraordinarily diverse area -- racially, ethnically, and economically. Thirty-four percent of Queens residents are foreign-born<sup>i</sup>. This immigrant population, however, is not evenly distributed throughout the borough. Immigrant residents have largely clustered in a corridor which follows the 7 and N subway lines through northwestern and central Queens. Astoria represents the largest neighborhood of settlement; during 1990 to 1996 it absorbed 20,029 new immigrants.<sup>ii</sup> Figure 1 of Attachment 12 shows a distribution of the top forty source countries of immigration to Queens, and graphically demonstrates this area's unique and unprecedented diversity.

According to the 1990 Census, over half of the residents in some Queens neighborhoods were foreign-born, and several indicators suggest that this figure, ten years later, has increased. In Woodside, for example, eight out of ten school children live in non-English speaking homes and at least one foreign-born person resides in 70% of households.<sup>iii</sup> Over fifteen percent of our district's children arrived in the United States in the last 3 years.<sup>iv</sup> In addition, Western Queens is home to a significant African-American community.<sup>v</sup>

Long Island City has three public housing complexes—Queensbridge, Ravenswood and Astoria Houses—and Woodside has a fourth. Western Queens has the highest density of public housing in New York City<sup>vi</sup> with a high concentration of low-income and single-parent families.

The diversity of Western Queens will serve as a touchstone for the culture engendered and the goals pursued at the OWN Charter School. For example, the curriculum's afternoon world history and culture program will engage children as well as parents and entire families, particularly those of immigrant backgrounds. In addition, OWN Charter School's parent outreach and involvement component will be tailored to meet the needs of non-English speaking parents and two-parent working families.

#### B. District 30 Schools

School District 30 serves several high-immigration neighborhoods--Astoria, Long Island City, Woodside, Sunnyside, Jackson Heights and East Elmhurst.<sup>vii</sup> This district, the sixth most overcrowded in New York City, contains elementary schools operating at an

<sup>i</sup> The Newest New Yorkers 1990-1994, New York City Department of City Planning, 1996, at 52 (citing 1990 Census figures)

<sup>ii</sup> *Id.*, at 13

<sup>iii</sup> "From a Babel of Tongues, a Neighborhood," New York Times, December 26, 1999

<sup>iv</sup> School District 30 1998-1999 Annual District Report

<sup>v</sup> *Id.*, noting that 13.2% of district students are African American

<sup>vi</sup> Community District 1 Board Member George Delis citing New York City Public Housing Authority figures

<sup>vii</sup> Figure 3; School District 30 1998-1999 Annual District Report (reporting that 15.6% of student are white, 13.2% African-American, 50.1% Latino, and 21.1% Asian and other)

average of 107% capacity. This average, however, belies the severe overcrowding of many individual schools. For example, three district schools operate at over 130% capacity, with some kindergarten classes reaching over fifty children. District 30 Superintendent Angelo Gimondo has lamented that:

The reality is we've had double kindergartens in this district for years because of the overcrowding problem. This is the best alternative we can offer. It's worse if they stay home and get no education at all.<sup>viii</sup>

Borough President Claire Schulman has noted that "even if all the schools earmarked for Queens in the Board of Education's five year plan were built, projections indicate that the borough would still have a shortage of more than 58,000 seats in the year 2007."<sup>ix</sup>

District 30 schools perform unevenly. Astoria's P.S. 122 consistently ranks high in citywide standings. The Board of Regents, however, has designated Long Island City P.S. 111 a "School Under Registration Review" (SURR) because of its long-term poor academic performance. In the 1998-1999 school year, 37% of the district's fourth-graders and 76% of the eighth-graders failed to meet state math standards. Fifty-seven-and-a-half percent of the district's eight-graders failed to meet state English Language Arts standards.

Moreover, District 30 provides parents with limited public education options. Of the 29,471 students in grades K-8, only 35 students received variances (1999) to attend schools outside of their assigned zone.<sup>x</sup> The recently converted Renaissance School has 8 to 10 applicants for every available Kindergarten seat, and 3 to 4 applicants for every available grade 1 to grade 12 seat. The Renaissance School's popularity among parents shows District 30's great need for additional educational alternatives.

### C. Discussion

These statistics portray an unfortunate situation: overwhelmed schools are underserving a large population of new Americans and their children. At stake is the opportunity for these children to learn the skills necessary for their ultimate success in this country. Extreme overcrowding, a persistently uneven performance, and pockets of very low-income and single-parent households make a strong case that most District 30 students are "at-risk" of academic failure.

These sobering statistics, however, fail to capture the opportunity created by Western Queen's vibrancy and energy. Because of our unprecedented diversity, new families are redefining neighborhood and community. Schools can play a key role in this process. OWN's mission to help students "develop a historical perspective on our own time and place" resonates very strongly here.

District-wide test scores indicate that we must improve our children's education. Education enables us to participate productively in an increasingly information-based economy but also enlarges our world. Ultimately, our goals of fostering community in the broadest sense and providing a first-rate education are one and the same.

<sup>viii</sup> "Class Size Crunch Squeezes P.S. 60," Queens Chronicle, October 14, 1999.

<sup>ix</sup> State of the Borough Address, January, 1999.

<sup>x</sup> District 30 office

The New York Charter School Act gives community groups such as ours the autonomy and flexibility to respond to local needs. We believe our school can raise test scores significantly and serve as a model school in our district for innovative curricula, community and parent involvement, and teacher training. Our World Neighborhood Charter School will uniquely meet the educational needs of this community and further the purposes of the New York State Charter School Act.

## II. How OWN will further the purposes of the New York State Charter School Act

### A. Improving Student Learning and Expanding Learning Opportunities for Children "At Risk"

1. *Extended day and year.* Our World Neighborhood Charter School's approach to improving student learning includes extending the school day by one hour and the school year by 20 days. Research shows that many students need additional time to master academic skills and knowledge. Commentators have noted that:

Today's practices—different standards for different students and promotion by age and grade according to the calendar—are a hoax, cruel deceptions of both the students and society. Time, the missing element in the school reform debate, is also the overlooked solution to the standards problem. Holding all students to the same high standards means that some students will need more time, just as some may require less. Standards are then not a barrier to success but a mark of accomplishment. Used wisely and well, time can be the academic equalizer.<sup>xi</sup>

The extended school day and school year will enable OWN eighth graders to graduate with the equivalent of nearly three years more schooling than other children.

2. *Small School and Class Size.* A 1998 U.S. Department of Education report, Reducing Class Size: What Do We Know?, points to research showing that reducing class size is related to increased student learning. Studies have shown that smaller class sizes result in increased student achievement, reduction in discipline problems, increased instructional time for teachers, and more individualized attention. Although all students benefit from smaller classes, research shows that effects are greatest for disadvantaged and minority students. At the elementary level, experts recommend class sizes of no more than 25 children.<sup>xii</sup> Each OWN Charter School class will contain no more than 25 students. Because performance improves in small school settings, we will divide the larger school into smaller SchoolHouses of 75 to 150 students from all grade levels. A team of no more than seven teachers and tutors will work in each SchoolHouse. Supplemental instructors and learning specialists – including

<sup>xi</sup> Prisoners of Time, April, 1994; see also Prisoners of Time—Research, September 1994, National Education Commission on Time and Learning.

<sup>xii</sup> Smith, Mary Lee, and Gene V. Glass. Meta-Analysis of Research on Class Size and Its Relationship to Attitudes and Instruction, American Educational Research Journal 1, Winter 1980, and Filby, Nikola, and others. What Happens in Smaller Classes? A Summary Report of a Field Study, Class Size and Instruction Project. San Francisco, CA: Far West Laboratory for Educational Research and Development, 1980.

curriculum specialists focusing on teacher development – will “float” among the SchoolHouses.

3. ***Teachers and Students Stay Together for Two to Three Years.*** Experience with the Mosaica “Primary Care” model as well as research indicates that children benefit from remaining with the same teacher over two to three grades—a practice commonly called looping. The research on looping is replete with its benefits, including children feeling more secure and less anxious moving to the next grade level, and teachers being able to develop stronger relationships with students and parents.<sup>xiii</sup>

Under this “Primary Care” approach, one teacher serves as the main educator of a single class and moves with the children through several grade levels. Keeping students and teachers together for multiple grades enhances family-school collaboration and fosters a stable environment conducive to social development and academic achievement. All teachers and tutors in each SchoolHouse work collaboratively to guide their respective students through these grade levels and to ensure vertical (K-5) as well as horizontal (same grade, different classroom) alignment in the school-wide educational program. OWN Charter School will use this model for Kindergarten through fifth grade.

4. ***Rigorous Morning Curriculum Devoted to Basics. Continuous and challenging instruction in core subjects improves student performance.***<sup>xiv</sup> Teachers will instruct students in reading (including phonics for K-2), writing, arithmetic and science everyday in the morning, without exception. The reading will be literature-based and drawn from classical and multi-cultural works. Teachers will teach math and science as discrete subjects.

5. ***Personalized Learning Plans.*** OWN is committed to providing all students with a first-rate education and believes that, for whatever reasons, early tracking too often polarizes students into winners and losers and becomes a self-fulfilling prophecy. A substantial body of research suggests that tracking generally fails to increase learning and has the unfortunate consequence of widening the achievement gaps between students judged to be more able from those judged less able.<sup>xv</sup>

We realize that children have varying abilities and will accommodate their differences through personalized learning plans, use of tutorials, adaptive curriculum-based software, and constructivist teaching practices (as defined in Attachment 16).

6. ***Use of Technology.*** Mosaica has extensive experience in using computers to augment learning. The national average student-to-computer ratio ranges from

<sup>xiii</sup> Grant, J., Johnson, B., Richardson, I., & Fredenburg, A. Ed. 1996. The Looping Handbook. Peterborough, NH: Crystal Springs Books. ED 399 083.; Hampton, F., Mumford, D., & Bond, L. 1997, March. Enhancing Urban Student Achievement Through Family Oriented School Practices. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

<sup>xiv</sup> America's Challenge: Accelerating Academic Achievement. National Assessment of Educational Progress, 1990a. (reporting that systematic and stimulating (rigorous) exposure to fundamental knowledge in core subjects is associated with higher scores on knowledge-based tests for reading, writing, math, and science).

<sup>xv</sup> Oakes, J. 1990a. “Multiplying inequalities: The effects of race, social class, and tracking on opportunities to learn mathematics and sciences,” Santa Monica, CA: Rand Corporation. ED 329 615; Oakes, J., 1985.

“Keeping track: How schools structure inequality,” New Haven, CT: Yale University Press.

8:1 in low-economic districts to 5:1 in affluent districts; Mosaica schools employ a 3:1 ratio. In addition, every teacher and administrative staff member is given a laptop computer. All of the computers are networked on Mosaica's proprietary WAN, "Mosaica Net," and have Internet access. Mosaica uses feature-rich multimedia to supplement all facets of learning - Math, Science, Language Arts and the Paragon curriculum. In-class computer usage improves student learning in two main ways. First, computer software allows frequent monitoring of student progress at individual and class levels. Second, it enables students of different abilities work at levels that challenge them.

OWN Charter School will place one computer for every three students in every classroom for daily use. We will use an Integrated Learning System ("ILS") such as the Computer Curriculum Corporation ("CCC") software program called SuccessMaker to supplement teacher instruction and track student progress in math and language arts.

The ILS aligns with state standards and national standardized tests including the Iowa Test of Basic Skills ("ITBS"). It provides detailed reports to help evaluate individual students' needs, provide information for use in parent conferences, guide instructional decisions, and assess progress toward critical goals. The software's "adaptive" features allow struggling students to experience successes while motivating able learners to extend their reach.

7. **Teaching to Multiple Intelligences.** We recognize different domains of ability, or "intelligences", as described by Dr. Howard Gardner.<sup>xvi</sup> Gardner's Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children may have expertise in other areas, such as music, spatial relations, or interpersonal skills. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning Our program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.
8. **Our Management Company's Track Record in Improving Student Learning.** MEI has a demonstrated track record of improving student learning and of operating successful performance-based schools. Appendix 1 contains MEI's Annual Report, which shows test score results for Mosaica-managed schools. This report focuses on the two schools that MEI has operated for one or more years—Mosaica Academy Charter School of Bensalem, PA and Mosaica Academy of Saginaw, MI. In both Bensalem and Saginaw, student scores on the ITBS increased. In Bensalem, ITBS scores increased by nearly 10 NCE points between the Fall 1998 and Spring 1999. (See Appendix 1 at p.3) Over this one-year period, scores increased approximately 22% more than expected. In Saginaw, substantial increases also occurred. Over a twelve-month period, scores increased an average of 11 NCE points. This growth represents approximately 54% more progress than expected.

<sup>xvi</sup> Gardner, H., The unschooled mind: how children think and how schools should teach (1991); Gardner, H., & Hatch, T., Multiple intelligences go to school: Educational implications of the theory of multiple intelligences (1989) at 18(8), 4-9.

## B. Innovative Teaching Methods

OWN Charter School will feature a number of innovative teaching methods.

*Primary Care Model and Looping.* As described above, "Primary Care" involves one teacher serving as the main educator of a single class and moving with it through several grade levels.

*Reciprocal Teaching.* Using reciprocal instruction a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The Mosaica model is predicated on this, from the Paragon Curriculum's yearly passage through the eight ages of history, to daily lessons which are integrated across multiple disciplines.

*Multiple Intelligences.* As described above, Gardner's Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. Our academic program is designed around engaging and teaching to all of the intelligences.

*Constructivist Teaching Practices.* According to ASCD's *The Language of Learning*, "many researchers say that each individual 'constructs' knowledge instead of receiving it from others." This paradigm encourages teachers to value students' points of view, structure lessons to challenge students' suppositions, recognize that students must see relevance in the curriculum, plan lessons around big ideas, and assess student learning in the context of daily classroom investigations.

*Technology.* Our extensive use of classroom computers aids teaching by allowing frequent monitoring of student progress and letting students of differing abilities work at challenging levels. The integrated use of internet in class lessons provides new avenues of teaching and learning.

*Socratic Seminars.* Teachers lead students using the Socratic method, particularly in the Paragon Curriculum.

## C. Staff Development and Professional Opportunities for Teachers and Administrators

The OWN Charter School is committed to providing the intensive pre-service and in-service training necessary to ensure exemplary teaching practices. A recent Rand study<sup>xviii</sup> reveals that new teaching strategies can require as much as 50 hours of instruction, practice, and coaching before teachers can effectively use them. OWN will provide teachers with ongoing training and devote at least 20 days the first year and 15 days each additional year of professional development. All teachers in the OWN Charter School will receive training in Reading and Language Arts instruction and use of technology for teaching, assessment, data management, and communication.

In-service education in the OWN Charter School will be tailored to our student population and to the Paragon Curriculum. Several strategies will support ongoing

<sup>xviii</sup> Critical Technologies Institute, March 1995

teacher training. Two in-house curriculum specialists (one specializing in math and technology, the other in language arts and social sciences) will provide continuous in-classroom teacher training and curriculum support. In addition, MEI has a national curriculum team of 12 educational experts who continually refine the Paragon program and are available for teacher consultation. Teachers and MEI curriculum experts email one another frequently about ways in which to improve implementation of the curriculum.

To reward excellence in teaching and mentoring, OWN School will offer teachers opportunities to attend seminars and conferences to further their individual professional development plan.

#### **E. Expanded Choice in Education**

Although District 30 has magnet and other special schools, the reality is that very few families exercise choice regarding which schools their children attend. Of the 29,471 k-8 students attending district schools, only thirty-five receive variances to attend a school for which they are not automatically zoned.<sup>xviii</sup> OWN Charter School will expand the educational opportunities available to district families through its unique curriculum, teaching methods and school environment, and by simply having an admission process open to all families.

OWN will offer a liberal education unavailable at other District 30 elementary schools. The Paragon® Curriculum, a centerpiece of the Mosaica school model, is the product of years of research on the best practices of schools world-wide. This program design provides a fully integrated curriculum that blends the disciplines of Literature and Philosophy; World History; Social Studies and Geography; Visual Arts and Music; Science; Mathematics; and Foreign Language.

Students will acquire this liberal education through a range of pedagogical philosophies and methods which represent an expansion on what is available at local schools.

Finally, OWN Charter School will foster an environment which encourages family and community involvement. This is particularly important to the founders of OWN who have been motivated largely by a desire to be meaningfully involved in their children's education.

Innovative characteristics of OWN's educational program include:

- Extended school year of 200 student days;
- Extended school day of 7 hours 30 minutes;
- Strong basic skills based on "3 +3" Rs—Reading, wRiting, aRithmetic, plus aRts, Reasoning and Research;
- One to three ratio of computers to students and integrated technology applications. Our classroom computers and strategic application of technology will help children develop genuine computer literacy and allow students to experience the value of computers as an integrated learning tool across the curriculum. The program includes a Technology Lab in reading, language arts, and mathematics; distance learning; an network computer

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<sup>xviii</sup> District 30 office

system linked to the Internet; and laptop computers for every professional staff member.

- Disruption-free Morning Basic Skills Program—3 Rs and Science;
- Interdisciplinary Paragon program based on History of World Culture;
- Foreign Language—Spanish—for all students starting in Kindergarten;
- Resource Teachers in Spanish, physical education, and music in afternoon;
- Two Master Teachers, known as Curriculum Implementation Specialists, with no direct classroom responsibility, available as resources for (a) Paragon/Language Arts, and (b) Math, Science and Technology Integration, respectively
- Full-Day Kindergarten;
- School-wide performance assessments (all students participate in Paragon Performance evenings at the end of each Paragon unit; parents and community members attend these eight special events);
- No social promotion;
- Pre- and post-testing of students annually;
- Personalized and intimate school climate through the SchoolHouses;
- Traditional discipline contract with parents through the Code of Student Conduct;
- Free after-school and summer tutorials for students who need them; and
- Extensive parent and community volunteer program.

#### **E. Moving from Rule-Based to Performance-based Accountability of Student Achievement**

Accurate monitoring is crucial to achieving an accountable school. OWN will use quantitative and qualitative methods to assess both student achievement and teacher performance by state, national and MEI standards. By using these assessments to encourage excellence and prescribe remedies, the school will move toward performance-based accountability.

Test results ultimately reflect on the overall effectiveness of the school, although individual students take them. Teachers and administrators will review assessment outcomes to gauge student progress and devise strategies for improving methodology and curriculum.

Teachers will be employed under annual at-will performance-based contracts. "Performance pay plans" will link faculty compensation to student performance and parental satisfaction.

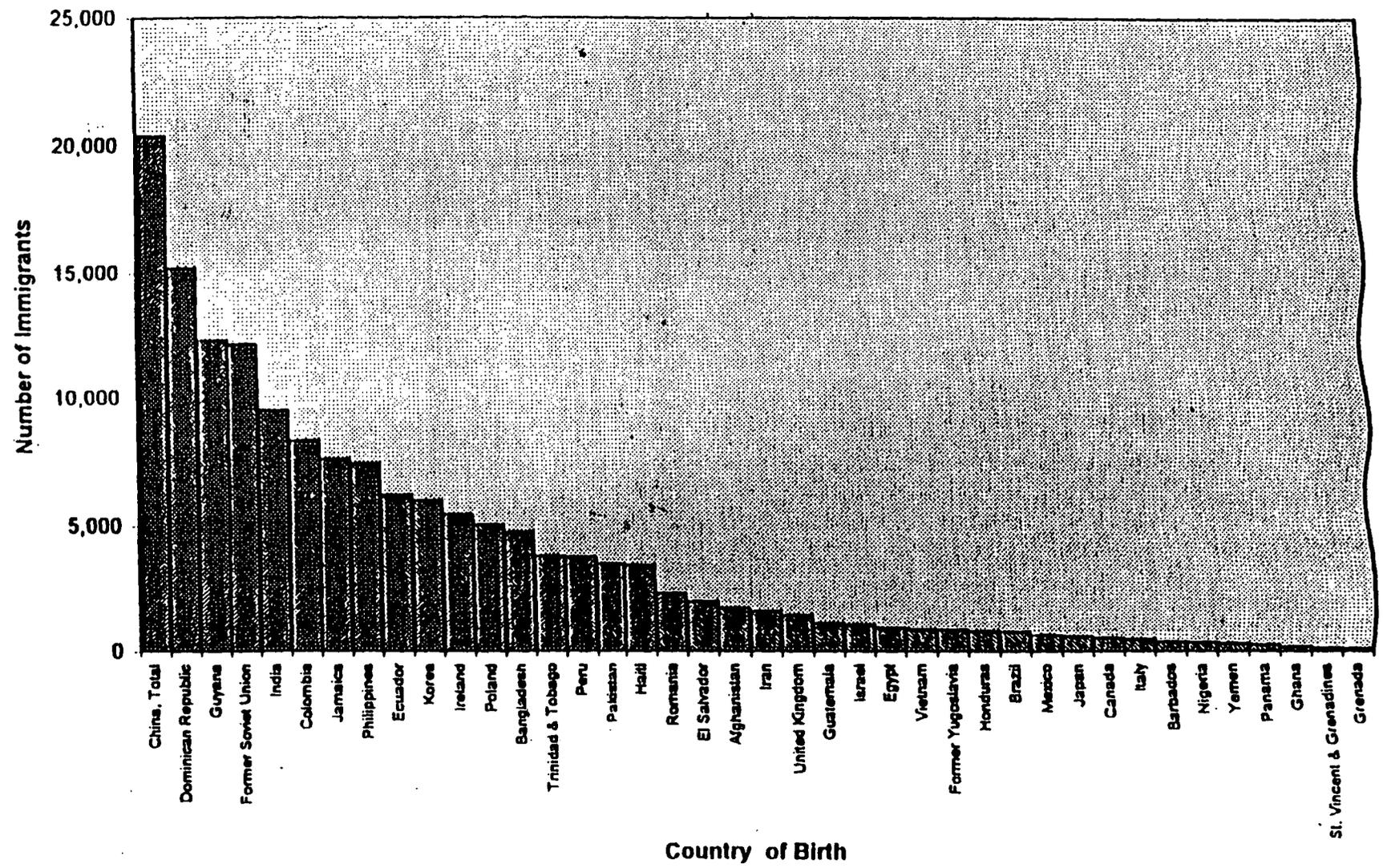
#### **E. Vision**

Students will graduate from OWN Charter School with the foundation of a liberal education prepared to succeed at the best New York City High Schools. They will have a historical perspective on our own time and place, achieved through an integrated understanding of history, geography, literature, the social sciences, science, math, art, and music. They will express themselves well verbally and in writing, and be competent in a foreign language and with computers. Most importantly, our students will have the broad education needed to overcome provincialism and grasp the interdependence of our world.

ATTACHMENT 12  
FIGURES

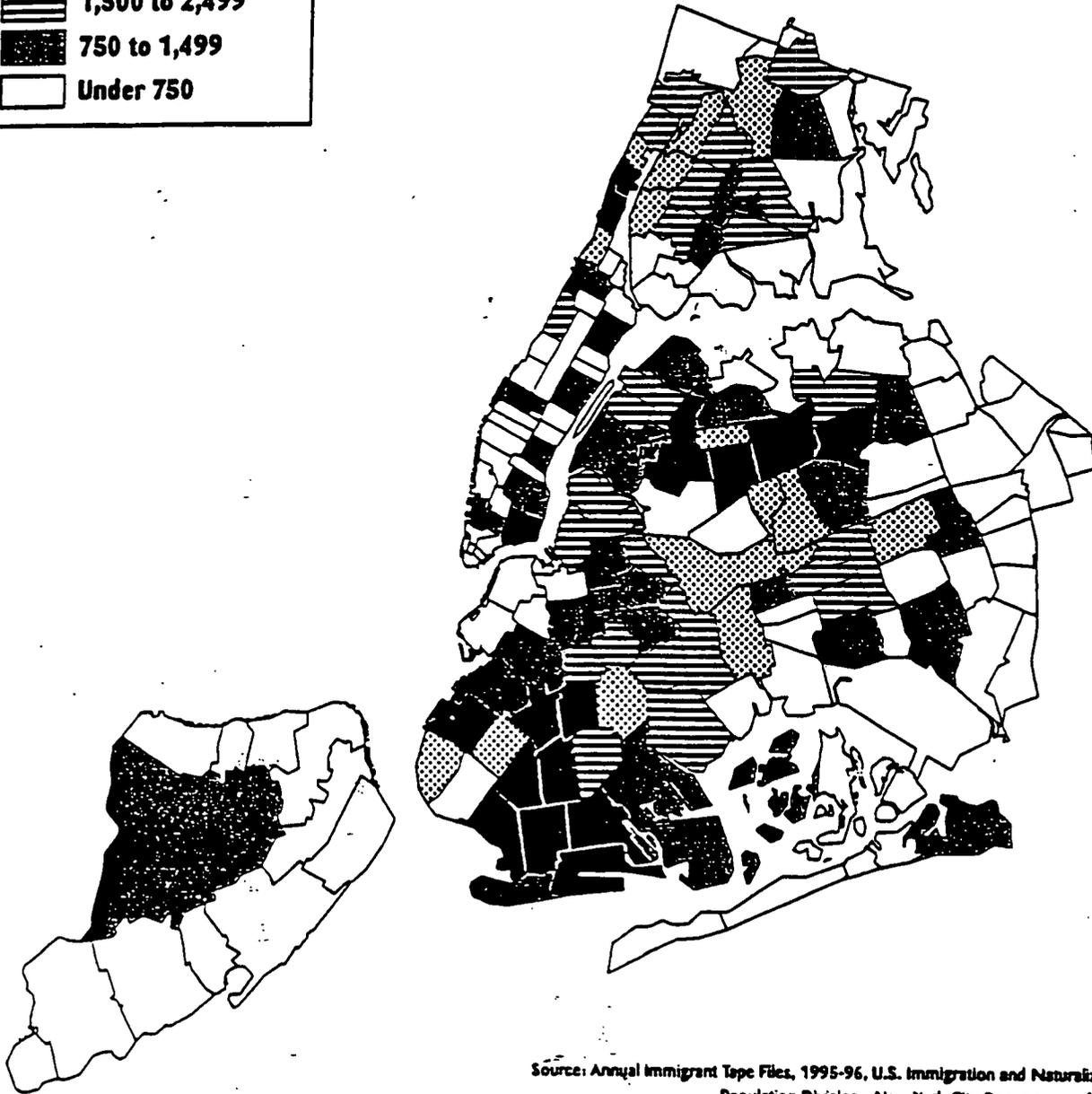
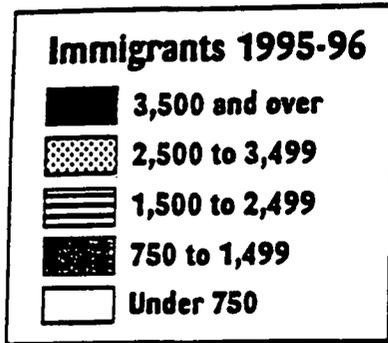


Chart 2: Ranking of Immigrants to Queens from Top 40 Source Countries Citywide, 1990-1994, Arranged by Country of Birth



# Residential Settlement of Immigrants by ZIP Code New York City: 1995-96

743



Source: Annual Immigrant Tape Files, 1995-96, U.S. Immigration and Naturalization Service  
Population Division - New York City Department of City Planning

## NEIGHBORHOODS OF SETTLEMENT

- The largest neighborhoods of settlement were Washington Heights, which attracted 10,100 immigrants in the 1995-96 period, followed by Chinatown (8,800) in Manhattan, and Bay Ridge-Bensonhurst (8,200) and Gravesend-Homecrest (8,100) in Brooklyn.
- Astoria in Queens (6,500) was the fifth largest neighborhood of settlement. Other neighborhoods in Queens that absorbed large numbers of immigrants included Flushing (5,600), Elmhurst and Forest Hills-Kew Gardens (5,000 each), Corona (4,600), and Jackson Heights (4,200).
- Other major neighborhoods of settlement in Brooklyn included Sheepshead Bay (6,000), Midwood (5,500), Flatbush (4,500), Sunset Park-Industry City (4,400) and Kensington-Windsor Terrace (4,300).
- In the Bronx, University Heights, Williamsbridge-Norwood, and Highbridge were the major areas of settlement, while in Staten Island, the top neighborhood was Castleton Corners-New Springville.

ESTIMATED UTILIZATION OF DISTRICT 30 SCHOOLS - NOVEMBER 1, 1999

<u>SCHOOL</u>	<u>MAIN BLDG.</u>	<u>MINI BLDG.</u>	<u>PORT- ABLES</u>	<u>ANNEX</u>	<u>CAPACITY 10/31/98</u>	<u>REGISTER 11/1/99 (A)</u>	<u>ESTIMATED UTILIZATION</u>
2	674				674	731	108.46%
11	749	264	82		1095	1290	117.81%
17	961	219	128		1308	1727	132.03%
69	1062		116		1178	1533	130.14%
70	971	193	112		1276	1356	106.27%
76	1039				1039	875	84.22%
78	322				322	224	69.57%
84	495				495	484	97.78%
85	486		128		614	675	109.93%
92	694				694	793	114.27%
111	797				797	623	78.17%
112	671				671	796	118.63%
122	1399				1399	1274	91.07%
127	1240				1240	1182	95.32%
148	1135				1135	1513	133.30%
149	719			450	1169	1284	109.84%
150	1019			104	1123	1203	107.12%
151	766		146		912	831	91.12%
152	1165				1165	1484	127.38%
166	996			375 (B)	1371	1229	89.64%
171	945				945	986	104.34%
REN	292				292 (C)	292	100.00%
<b>ELEM. TOTAL</b>	<b>18305</b>	<b>676</b>	<b>712</b>	<b>929</b>	<b>20622</b>	<b>22093</b>	<b>107.13%</b>
10					1012	1285	126.98%
126					1120	987	84.36%
141					1152	1120	97.22%
145					1672	2112	126.32%
204					1474	1303	88.40%
235					240	224	93.33%
<b>IS TOTALS</b>					<b>6720</b>	<b>7031</b>	<b>104.63%</b>
<b>DIST. TOTALS</b>					<b>27342</b>	<b>29124</b>	<b>106.52%</b>

(A) A.T.S. figures

(B) St. Patrick's

(C) Rooms used for Grades K-8

### III. ACADEMIC PROGRAM, STANDARDS, CURRICULUM & ASSESSMENT

#### ATTACHMENT 13-a

#### Proposed School Calendar—2001-2002

Dates	Event	Student Days	Teacher Days
August 2001			15
August 13-24	Staff Development	--	--
August 27	First day of Student Attendance	5	
September		19	19
September 3	Labor Day	--	--
October		23	24
October 15	Columbus Day, Staff Development	--	--
November		19	20
November 12	Veteran's Day, Staff Development	--	--
November 22-23	Thanksgiving Holiday (school closed)	--	--
December		15	15
December 21	Last Day before Recess	--	--
December 24 – Jan. 1	Holiday (school closed)	--	--
January 2002		21	21
January 2	School Reopens	--	--
January 18	Martin Luther King's Birthday (school closed)	--	--
February		19	20
February 18	President's Day, Staff Development	--	--
March		21	22
March 18	Staff Development	--	--
April		16	16
April 9-13	Spring Recess (school closed)	--	--
May		22	22
May 28	Memorial Day (school closed)	--	--
June		20	21
June 27	Last Day of School		
June 28	Reorganization—Staff only		
	Total Number of Days	200	215

Total number of days of instruction: 200 school days for students, and 215 days for teachers. Student start date will be August 27, 2001. Teacher pre-service training will start August 13, 2001.

Length of School Day: Start time 8:00a.m. and dismissal time 3:30p.m. Before and after-school enhancement and enrichment activities, consisting of breakfast, tutorials, Reading Circles, from 7:00a.m.-8:00 a.m., and 3:30 p.m.-7:00p.m.

**ATTACHMENT 13-b**

**Provide a schedule of the periods of instruction:**

**General School Day Schedule**

- 7:00-8:00am Breakfast, reading circles, tutorials, and before school child care
- 7:45 School Open for All Students
- 8:00 School Day Begins (Kindergarten is full day)
- 8:00-11:30 Core Curriculum: Paragon Plus (Literature), Phonics, Spelling, Everyday Mathematics, Science Anytime
- 9:00&10:15 Morning Breaks
- 11:30-12:00 Lunch
- 12:00-3:30 Integrated Humanities ("Paragon") Curriculum: Social Studies, History, Philosophy, Science, Visual and Dramatic Arts, Communications, Filmmaking, Mathematics, Music and Physical Education integrated in conceptual monthly themes organized around the chronological history of great ideas in world culture; and character development.
- 1:00 & 2:15 Afternoon Breaks
- 3:30-4:00 After-school tutorials
- 3:30-7:00pm After-school program that incorporates computer-based skill building, team activities and homework guidance.

Note: We will seek specific grants to fund the after-school programs. Given the lead time these grants require, it may be possible that these programs would not begin when OWN Charter School opens its doors to students

Additional sample school days schedules follow.

### A Typical Kindergarten Day-

8:00-8:30	Circle Time—consists of Calendar, number of school days, Minute Math, Helpers, Attendance, Counting by 5s and 10s.
8:30-9:00	Language Arts Language Arts focuses in on whole group phonics, discussing things like rhyming words, grammar, reading mini take-home books, recognizing sequences, etc.
9:00-9:30	Spanish, Gym or Music depending on the day of the week
9:30-10:00	Language Arts Centers Centers may include working on fine motor skills by making letters in sand, a writing center where kids write in their journals, a matching of sounds to pictures game, Language Art activities
10:00-10:20	Math Whole Group Lesson
10:20-10:55	Math Centers that consist of things like: Coin Hop, clock puzzles, Telephone number, Mitten Match, bingo numbers, etc.
10:55-11:30	Lunch/Recess
11:30-12:00	Free Centers (Computers, Art Project, The Band Book, Pizza, Play Dough, Fruit Basket, etc.)
12:00-12:15	Story time
12:15-12:30	Bathrooms, getting ready for naptime
12:30-1:00	Naptime
1:00-2:15	Paragon Whole group then activities that follow discussion
2:15-2:30	Recess
2:30-3:15	Science
3:15-3:30	Getting Ready For Dismissal

### Sample 2<sup>nd</sup> Grade Schedule

8:00-8:10	Two Math Boxes
8:10-8:20	Helping Hands
8:20-8:45	Spelling (pretest, workbook, word search or test)
8:45-9:45	Math Lesson
9:45-10:15	Snack/recess
10:30-11:30	Reading (Usually done in Centers)
11:30-11:40	Bathroom/wash-up for lunch
11:40-12:10	Lunch/Recess
12:10-12:30	Chapter book read to class or silent reading
12:30-1:30	Science
1:30-2:00	Begin Paragon
2:00-2:30	Special (music, gym or Spanish)
2:30-3:25	Finish Paragon
3:25-3:30	Clean and dismiss

### Sample 6<sup>th</sup> Grade Schedule

8:00-8:30	Quote of the day, journal writing, attendance, class announcements.
8:30-9:00	Spelling and Vocabulary
9:00-9:30	Grammar, Writer's Workshop
9:30-10:30	Science
10:30-11:30	Math
11:30-12:20	Reading
12:20-12:50	Lunch/Recess
12:50-1:10	DEAR Time
1:10-1:30	Introduction To Paragon
1:30-2:00	Special (music, Spanish, or gym)
2:00-3:25	Paragon Continues
3:25-3:30	Dismissal

### Sample 8<sup>th</sup> Grade Schedule

8:00-8:15	Advisory
8:15-9:00	Spanish
9:00-10:30	Language Arts/Writing
10:30-11:30	Math
11:30-12:30	Science
12:30-1:00	Lunch
1:00-1:40	Special - Art & Physical Education 4 days a week; 1 day—Portfolio Art includes Architecture and computer technology, theater arts, music & dance. Thematically correlated to Humanities/Technology
1:40-3:20	Humanities/Technology

### DISCUSSION

Our schedules separate the day into mornings devoted to core curriculum instruction and afternoons focused on the hands-on, multi-discipline Paragon curriculum.

During the mornings, teachers and administrators will minimize interruptions and disruptions to maximize children's concentrated learning. Breaks will occur following completion of work segments instead of during set times. Teachers will challenge children intellectually, and employ the Socratic method to introduce students to rigorous logical reasoning, particularly in the higher grades.

During afternoons, teachers will lead children through the Paragon curriculum. Its interdisciplinary approach integrates a myriad of fields (e.g., economics, health, consumer science) into the general study areas of social science, science, and technology.

OWN Charter School will provide tutorials and instructional programs to students who need them after school.

As described in the Executive Summary, the structure of our extended school day and school year, further our goal of providing a rigorous liberal education. OWN Charter School seeks to challenge children and maximize learning; our model allows for intensive instruction when children are most alert, and fun yet educational when children require more "down time". The extended school day and school year benefits all children, but at-risk children the most. Children at-risk of academic failure need more time to master skills and knowledge; moreover, an extended day keeps children at-risk of delinquency and/or potentially hazardous unsupervised activities safe and supervised in school.

## ATTACHMENT 14

**Attach the proposed student learning standards for the proposed charter school.**

OWN Charter School will utilize the Association of Supervision and Curriculum Development (ASCD) National Content Standards (following) and New York State Board of Regents 28 Learning Standards covering seven academic areas for all public school children. We will attach (in Appendix 2) an actual alignment of our curriculum with New York performance standards. A review of the New York Core Curriculum in Social Studies, performed by our curriculum and assessment specialist, has determined that Paragon covers all required subject areas except local New York history. The curriculum design team will incorporate the New York History requirements (attached as part of Appendix 2) into the Paragon program at the grade levels suggested by the state.

The remainder of Attachment 14 details each standard and outcome organized by subject area. The lower grades (Kindergarten to Grade 4/5) are discussed first, followed by the Middle School (Grades 6 to 8).

### CURRICULUM STANDARDS AND OUTCOMES Kindergarten to Grade 4/5

#### ART CONNECTIONS – STANDARD: 1

- Understands connections among the various art forms and other disciplines

CNAEA: National Standards for Arts Education, pp.25, 28, 31, 35 (Explicitly stated)  
Internet Connections - Art Connections

Level II: Elementary (Grades K-4)

- Knows how visual, aural, oral, and kinetic elements are used in the various art forms
- Knows how ideas (e.g., sibling rivalry, respect) and emotions (e.g., sadness, anger) are expressed in the various art forms
- Knows the similarities and differences in the meanings of common terms used in the various arts (e.g., form, line, contrast)
- 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)

#### DANCE - STANDARD: 1

- Identifies and demonstrates movement elements and skills in performing dance

CNAEA: National Standards for Arts Education, p. 23 (Explicitly stated)  
Internet Connections - Dance

Level II: Elementary (Grades K-4)

- Knows basic nonlocomotor/axial movements (e.g., bend, twist, stretch, swing)
- 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)
- Creates shapes (e.g., body shapes, lines, angles, curves) at low, middle, and high levels (different heights from the floor)

- Defines and maintains personal space (e.g., form; distance from others when moving through space as part of a group)
- Uses movements in straight and curved pathways
- Moves to a rhythmic accompaniment (e.g., drum beat) and responds to changes in tempo
- Uses kinesthetic awareness, concentration, and focus in performing movement skills
- 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

#### **DANCE - STANDARD: 2**

- Understands choreographic principles, processes, and structures

CNAEA: National Standards for Arts Education, p. 24 (Explicitly stated)  
Internet Connections - Dance

##### **Level II: Elementary (Grades K-4)**

- Creates a sequence with a beginning, middle, and ending
- Improvises, creates, and performs dances based on personal ideas and concepts from other sources
- Knows how improvisation is used to discover and invent movement and to solve movement problems
- 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)
- Uses partner skills such as copying, leading and following, and mirroring

#### **DANCE - STANDARD: 3**

- Understands dance as a way to create and communicate meaning

CNAEA: National Standards for Arts Education, p. 24 (Explicitly stated)  
Internet Connections - Dance

##### **Level II: Elementary (Grades K-4)**

- Knows how dance is different from other forms of human movement (e.g., sports, everyday gestures)
- Knows how a dance may elicit various interpretations and reactions that differ from the meaning intended by the dancer

#### **DANCE - STANDARD: 4**

- Applies critical and creative thinking skills in dance

CNAEA: National Standards for Arts Education, p. 24 (Explicitly stated)  
Internet Connections - Dance

##### **Level II: Elementary (Grades K-4)**

- Knows how a variety of solutions can be used to solve a given movement problem
- Knows technical and artistic components of various forms of dance (e.g., body shapes, space, levels, pathways)

**MUSIC - STANDARD: 1**

- Sings, alone and with others, a varied repertoire of music

CNAEA: National Standards for Arts Education, p. 26 (Explicitly stated)  
Internet Connections - Music

**Level I: Primary (Grades K-2)**

- Sings ostinatos (repetition of a short musical pattern), partner songs, and rounds

**Level II: Upper Elementary (Grades 3-5)**

- Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo
- Sings expressively, with appropriate dynamics, phrasing, and interpretation
- Blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group
- Knows songs representing genres (e.g., march, work song, lullaby, Dixieland) and styles (e.g., of various composers, nations) from diverse cultures

**MUSIC - STANDARD: 2**

- Performs on instruments, alone and with others, a varied repertoire of music

CNAEA: National Standards for Arts Education, p. 26 (Explicitly stated)  
Internet Connections - Music

**Level I: Primary (Grades K-2)**

- Echoes short rhythms (2-4 measure) and melodic patterns

**Level II: Upper Elementary (Grades 3-5)**

- Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo
- 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)
- Knows a varied repertoire of music representing diverse genres and styles
- Performs in groups (e.g., blends instrumental timbres, matches dynamic levels, responds to the cues of a conductor)
- 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

**MUSIC - STANDARD: 3**

- Improvises melodies, variations, and accompaniments

CNAEA: National Standards for Arts Education, p. 27 (Explicitly stated)  
Internet Connections - Music

**Level I: Primary (Grades K-2)**

- Improvises "answers" in the same style to given rhythmic and melodic phrases

**Level II: Upper Elementary (Grades 3-5)**

- Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments
- Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies
- 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)

**MUSIC - STANDARD: 4**

- Composes and arranges music within specified guidelines

CNAEA: National Standards for Arts Education, p. 27 (Explicitly stated)  
Internet Connections - Music

**Level I: Primary (Grades K-2)**

- Uses a variety of sound sources when composing (e.g., classroom instruments, electronic sounds, body sounds)

**Level II: Upper Elementary (Grades 3-5)**

- Creates and arranges music to accompany readings or dramatizations (e.g., manipulate dimensions such as the variety of sounds, tempo, loudness, mood)
- Creates and arranges short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)

**THEATER - STANDARD: 1**

- Demonstrates competence in writing scripts

CNAEA: National Standards for Arts Education, p. 30 (Explicitly stated)  
Internet Connections - Theatre

**Level II: Elementary (Grades K-4)**

- Selects interrelated characters, environments, and situations for simple dramatizations
- Improvises dialogue to tell stories
- Writes or records dialogue
- Plans and records improvisations based on personal experience and heritage, imagination, literature, and history

**THEATER - STANDARD: 2**

- Uses acting skills

CNAEA: National Standards for Arts Education, p. 30 (Explicitly stated)  
Internet Connections - Theatre

**Level II: Elementary (Grades K-4)**

- Knows characters in dramatizations, their relationships, and their environments
- Uses variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters

- Assumes roles that exhibit concentration and contribute to the action of dramatizations based on personal experience and heritage, imagination, literature, and history
- Knows how to interact in improvisations

#### **THEATER- -STANDARD: 3**

- Designs and produces informal and formal productions

CNAEA: National Standards for Arts Education, p. 31 (Explicitly stated)  
Internet Connections - Theatre

##### **Level II: Elementary (Grades K-4)**

- Knows how visual elements (e.g., space, color, line, shape, texture) and aural aspects are used to communicate locale and mood
- Selects and organizes available materials that suggest scenery, properties, lighting, sound, costumes, and makeup
- Visualizes and arranges environments for classroom dramatizations

#### **THEATER - STANDARD: 4**

- Directs scenes and productions

CNAEA: National Standards for Arts Education, p. 31 (Explicitly stated)  
Internet Connections - Theatre

##### **Level II: Elementary (Grades K-4)**

- Knows various ways of staging classroom dramatizations
- Plans and prepares improvisations

#### **VISUAL ARTS - STANDARD: 1**

- Understands and applies media, techniques, and processes related to the visual arts

CNAEA: National Standards for Arts Education, p. 33 (Explicitly stated)  
Internet Connections - Visual Arts

##### **Level II: Elementary (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)
- Knows how different materials, techniques, and processes cause different responses from the viewer
- Knows how different media (e.g., oil, watercolor, stone, metal), techniques, and processes are used to communicate ideas, experiences, and stories
- Uses art materials and tools in a safe and responsible manner

**VISUAL ARTS - STANDARD: 2**

- Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art

CNAEA: National Standards for Arts Education, p. 34 (Explicitly stated)  
Internet Connections - Visual Arts

**Level II: Elementary (Grades K-4)**

- Knows the differences among visual characteristics (e.g., color, texture) and purposes of art (e.g., to convey ideas)
- Understands how different compositional, expressive features (e.g., evoking joy, sadness, anger), and organizational principles (e.g., repetition, balance, emphasis, contrast, unity) cause different responses
- Uses visual structures and functions of art to communicate ideas

**VISUAL ARTS - STANDARD: 3**

- Knows a range of subject matter, symbols, and potential ideas in the visual arts

CNAEA: National Standards for Arts Education, p. 34 (Explicitly stated)  
Internet Connections - Visual Arts

**Level II: Elementary (Grades K-4)**

- Selects prospective ideas (e.g., formulated thoughts, opinions, concepts) for works of art
- Knows how subject matter, symbols, and ideas are used to communicate meaning

**VISUAL ARTS - STANDARD: 4**

- Understands the visual arts in relation to history and cultures

CNAEA: National Standards for Arts Education, p. 34 (Explicitly stated)  
Internet Connections - Visual Arts

**Level II: Elementary (Grades K-4)**

- Knows that the visual arts have both a history and a specific relationship to various cultures
- Identifies specific works of art as belonging to particular cultures, times, and places
- Knows how history, culture, and the visual arts can influence each other

**BEHAVIORAL STUDIES - STANDARD: 1**

- Understands that group and cultural influences contribute to human development, identity, and behavior

Project 2061: Benchmarks for Science Literacy, p. 153 (Explicitly stated)  
NCSS: Curriculum Standards for Social Studies, p. 37 (Explicitly stated)  
Internet Connections - Behavioral Studies

**Level I: Primary (Grades K-2)**

- Understands that people are alike in many ways and different in many ways
- Understands that different families and classrooms have different rules and patterns of behavior, but there are some behaviors that are not accepted in most families or schools

- Understands that people often choose to do the same kinds of things that their friends do (e.g., dress, talk, act), but that people also often choose to do certain things their own ways
- Understands that the groups to which a person belongs (e.g., family, friends, team, community) influence in varying degrees how she or he thinks and acts

**Level II: Upper Elementary (Grades 3-5)**

- Understands that people can learn about others in many different ways (e.g., direct experience, mass communications media, conversations with others about their work and lives).
- Understands that people sometimes imitate people or characters they see presented in the media
- Understands that people might feel uncomfortable around other people who dress, talk, or act very differently from themselves
- Understands that "acceptable" human behavior varies from culture to culture and from one time period to another, but there are some behaviors that are "unacceptable" in almost all cultures, past and present
- Understands that various factors (e.g., interests, capabilities, values) contribute to the shaping of a person's identity
- Understands that the way a person views an incident reflects personal beliefs, experiences, and attitudes

**BEHAVIORAL STUDIES - STANDARD: 2**

- Understands various meanings of social group, general implications of group membership, and different ways that groups function

Project 2061: Benchmarks for Science Literacy, p. 157 (Explicitly stated)

NCSS: Curriculum Standards for Social Studies, p. 33 (Explicitly stated)

Internet Connections - Behavioral Studies

**Level I: Primary (Grades K-2)**

- Knows that people belong to some groups because they are born into them and to some groups because they join them
- Knows unique features of different groups to which she or he belongs (e.g., family, team, class), and also features of these groups that overlap with other groups
- Understands that different groups, societies, and cultures have some similar wants and needs
- Knows that people tend to live in families and communities in which individuals have different roles

**Level II: Upper Elementary (Grades 3-5)**

- Understands that people often like or dislike other people because of membership in or exclusion from a particular social group
- Understands that individuals tend to support members of their own groups and may think of them as being like themselves
- Understands that different groups have different expectations for how their members should act
- Understands that the "rules" for group behaviors and expectations sometimes are written down and strictly enforced or are just understood from example
- Understands that members of a group and even people in a crowd sometimes do and say things, good or bad, that they would not do or say on their own

- Understands that different groups, societies, and cultures may have different ways of meeting similar wants and needs
- Knows that language, stories, folktales, music, and artistic creations are expressions of culture
- Understands that "social group" has many meanings (e.g., any set of people who regularly spend time together for any reason; groups classified according to region or occupation such
- as Southerners or blue-collar workers; groups that people formally and deliberately join or
- are assigned to such as sororities, military units, scouts, street gangs, or the Shriners)
- Understands that although rules at home, school, church, and in the community usually remain the same, sometimes they change for various reasons (e.g., some rules do not work, new people are involved, outside circumstances change)

### **BEHAVIORAL STUDIES - STANDARD: 3**

- Understands that interactions among learning, inheritance, and physical development affect human behavior

Project 2061: Benchmarks for Science Literacy, p. 139 (Explicitly stated)

NCSS: Curriculum Standards for Social Studies, p. 37 (Explicitly stated)

Internet Connections - Behavioral Studies

#### **Level I: Primary (Grades K-2)**

- Knows that people use their senses to find out about their surroundings and themselves and that different senses provide different information
- Understands that sometimes a person can get different information about the same thing by moving closer to it or further away from it
- Understands that some of the things people do (e.g., playing soccer, reading, writing) must be deliberately learned
- Understands that practice helps people to improve, and that how well a person learns sometimes depends on how she or he does it as well as how often and how hard she or he tries to learn
- Knows that people can learn from each other in many ways (e.g., telling and listening, showing and watching, imitating)

#### **Level II: Upper Elementary (Grades 3-5)**

- Knows that human beings have different interests, motivations, skills, and talents
- Understands that human beings can use the memory of their past experiences to make judgments about new situations
- Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve
- Understands that human beings tend to repeat behaviors that feel good or have pleasant consequences and to avoid behaviors that feel bad or have unpleasant consequences
- Knows that learning means using what one already knows to make sense out of new experiences or information, not just storing the new information in one's head
- Understands roles as learned behavior patterns in group situations (e.g., student, family member, team member)
- Understands that as roles vary depending on expectations and changing conditions (e.g., worker, parent, volunteer, student), behavior, attitudes, and goals change

**BEHAVIORAL STUDIES - STANDARD: 4**

- Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Project 2061: Benchmarks for Science Literacy, p. 171 (Explicitly stated)

NCSS: Curriculum Standards for Social Studies, p. 38 (Explicitly stated)

Internet Connections - Behavioral Studies

**Level I: Primary (Grades K-2)**

- Knows that disagreements are common, even between family members or friends
- Understands that some ways of dealing with disagreements work better than others, and that people who are not involved in an argument may be helpful in solving it
- Understands that rules at home, at school, and in the community let individuals know what to expect and so can reduce the number of disputes

**Level II: Upper Elementary (Grades 3-5)**

- Knows that communicating different points of view in a dispute can often help people to find a satisfactory compromise
- Understands that resolving a conflict by force rather than compromise can lead to more problems
- Understands that one person's exercise of freedom may conflict with the freedom of others and that rules can help to resolve conflicting freedoms
- Understands that if a conflict cannot be settled by compromise, it may be decided by a vote if everyone agrees to accept the results
- Understands that beliefs and customs held by certain groups can help or hinder people as they strive to use their talents and that sometimes individuals can change those beliefs and customs in ways that will help people to succeed more easily in the future
- Knows various forms that institutions take (e.g., religious, social, political)

**ECONOMICS - STANDARD: 1**

- Understands that scarcity of productive resources requires choices that generate opportunity costs

NCEE: Voluntary National Content Standards in Economics, pp.2, 5 (Explicitly stated)

NCEE: Framework for Economics, pp. 9-12 (Explicitly stated)

Internet Connections - Economics

**Level I: Primary (Grades K-2)**

- Knows that goods are objects that can satisfy people's wants, and services are activities that can satisfy people's wants
- Understands that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants
- Knows that a cost is what you give up when you decide to do something, and a benefit is something that satisfies your wants
- Knows that people who use goods and services are called consumers, and people who make goods or provide services are called producers, and that most people both produce and consume
- Knows that natural resources are "gifts of nature" because they are present without human intervention

- Knows that capital resources are things made by people that are used to make other goods or to provide services
- Knows that human resources (i.e., labor or human capital) are the efforts of people who work to produce goods and to provide services
- Knows that choices about what goods and services to buy and consume determine how resources will be used.

#### Level II: Upper Elementary (Grades 3-5)

- Knows that productive resources are all natural resources, human resources, and capital resources used to produce goods and to provide services
- Understands that goods and services are scarce because there are not enough productive resources to satisfy all of the wants of individuals, governments, and societies
- Understands that federal, state, and local governments have problems of scarcity also; because they have limited budgets, they must compare their revenues to the costs of public projects their citizens want
- Knows that innovation is the introduction of an invention into a use that has economic value
- Knows that entrepreneurs are people who use resources to produce innovative goods and services they hope people will buy
- Understands that entrepreneurs take the risk that people won't buy their products or won't pay enough for them to cover the entrepreneurs' costs
- Understands that when productive resources are used to produce one good or service, the opportunity cost (i.e., what is given up) is other goods and services that would have been made with the same resources if the chosen good or service had not been made
- Understands that choices usually involve trade-offs; people can give up buying or doing a little of one thing in order to buy or do a little of something else
- Knows that economic specialization occurs when people produce a narrower range of goods and services than they consume
- Understands how labor productivity can be increased as a result of specialization, division of labor, and more capital goods such as tools and machines
- Understands that the quality of labor resources (i.e., human capital) can be improved through investments in education, training, and health care

#### ECONOMICS - STANDARD: 2

- Understands characteristics of different economic systems, economic institutions, and economic incentives

NCEE: Voluntary National Content Standards in Economics, pp.7, 9, 23 (Explicitly stated)

NCEE: Framework for Economics, pp. 14-17 (Explicitly stated)

Internet Connections - Economics

#### Level I: Primary (Grades K-2)

- Not appropriate for this level

#### Level II: Upper Elementary (Grades 3-5)

- Knows that people's choices and behavior are influenced by positive incentives (i.e., rewards that make people better off) and negative incentives (i.e., penalties that make people worse off)

- Knows that because people's views of rewards and penalties are different, the influence of an incentive can vary with the individual
- Understands that the hope of earning profit (i.e., the difference between revenues and the costs of producing or selling a good or service) is the incentive that persuades entrepreneurs and business firms to take the risks of producing goods and services to sell
- Knows that households (i.e., individuals or family units), as consumers, buy goods and services from business firms
- Knows that households, as resource owners, sell productive resources (e.g., labor, natural resources, capital resources, entrepreneurial resources) to firms in order to earn income
- Understands that all societies have developed various economic systems in order to allocate their resources to produce and distribute goods and services and there are advantages and disadvantages to each type of system

### **ECONOMICS - STANDARD: 3**

- Understands the concept of prices and the interaction of supply and demand in a market economy

NCEE: Voluntary National Content Standards in Economics, pp.17, 19 (Explicitly stated)

NCEE: Framework for Economics, pp. 18-22 (Explicitly stated)  
Internet Connections - Economics

#### **Level I: Primary (Grades K-2)**

- Knows that a price is the amount of money that people pay when they buy a good or service
- Knows that a market exists whenever buyers and sellers exchange goods and services

#### **Level II: Upper Elementary (Grades 3-5)**

- Knows that in any market there is one price (i.e., the equilibrium or market clearing price) that makes the amount buyers want to buy equal to the amount sellers want to sell
- Understands that people buy less of a product when its price goes up and more when its price goes down
- Understands that businesses are willing and able to sell more of a product when its price goes up and less when its price goes down
- Understands that when consumers make purchases, goods and services are transferred from businesses to households in exchange for money payments, which are used in turn by businesses to pay for productive resources and to pay taxes

**ECONOMICS - STANDARD: 4**

- Understands basic features of market structures and exchanges

NCEE: Voluntary National Content Standards in Economics, pp.11, 16, 21, 25 (Explicitly stated)

NCEE: Framework for Economics, pp.22-23, 24-26 (Explicitly stated)

Internet Connections - Economics

**Level I: Primary (Grades K-2)**

- Understands that in an exchange people trade goods and services for other goods and services or for money
- Knows that money is a good that can be used to buy all other goods and services
- Understands that when two people trade because they want to, they expect to be better off after the exchange
- Knows that barter is trading goods and services for other goods and services without using money

**Level II: Upper Elementary (Grades 3-5)**

- Knows that competitive markets are those with many buyers and sellers, where no one person or firm controls prices or the number of products for sale
- Understands that money reduces the problems barter faces because money is easy to divide, , and store
- Knows that banks play a key role in providing currency and other forms of money to consumers, and that banks serve as intermediaries between savers and borrowers
- Understands that when people and nations specialize, they become more interdependent (i.e., less self-sufficient and more dependent on exchange)
- Understands that money makes it easier to compare the value of different kinds of goods and services and allows people to save purchasing power for a later time because it can easily be traded for goods and services at any time
- Understands how active competition among sellers results in lower prices and costs, higher product quality, and better customer service

**FOREIGN LANGUAGE - STANDARD: 1**

- Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information

NSFLE: Standards for Foreign Language Learning, p. 38 (Explicitly stated)

Internet Connections - Foreign Language

**Level II: Elementary (Grades K-4)**

- Knows how to express likes, dislikes, and simple preferences in everyday situations (e.g., objects, categories, people, events)
- Uses basic vocabulary to describe assorted objects (e.g., toys, dress, types of dwellings, foods) in everyday environments
- Knows how to give and follow simple instructions in the target language (e.g., in games, with partners or groups, giving commands suggested by a picture)
- Knows how to exchange information with peers about preferences (e.g., favorite activities)
- Knows how to use non-verbal language (e.g., gestures) to clarify a verbal message when vocabulary is limited

- Knows how to exchange information about general events (e.g., classes, meetings, concerts, meals) and transportation (e.g., place, date, time)
- Uses appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., name, address, phone number, place of origin, general health/state of being)

#### **FOREIGN LANGUAGE - STANDARD: 2**

- Comprehends and interprets written and spoken language on diverse topics from diverse media

NSFLE: Standards for Foreign Language Learning, p. 20 (Explicitly stated)

NSFLEP: Standards for Foreign Language Learning, p. 39 (Explicitly stated)

Internet Connections - Foreign Language

##### **Level II: Elementary (Grades K-4)**

- Understands the basic ideas of oral messages and short conversations based on simple or familiar topics appropriate at this developmental level (e.g., favorite activities, personal anecdotes, fairy tales)
- Understands the principle message in ability-appropriate, highly illustrated texts that use many words that are similar to those in one's native language (e.g., stories, newspaper articles, advertisements) Understands the main ideas of ability-appropriate video or television programs on familiar topics
- Understands the main ideas and/or the CAO/principal characters in written poems, short folk tales, or illustrated stories that are appropriate at this developmental level
- Understands brief written messages and personal notes on familiar topics (e.g., everyday school and home activities)
- Recognizes common phrase groupings and voice inflection in simple spoken sentences
- Identifies people and objects in the environment based on oral and written descriptions

#### **FOREIGN LANGUAGE - STANDARD: 3**

- Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics

NSFLE: Standards for Foreign Language Learning, p. 22 (Explicitly stated)

NSFLEP: Standards for Foreign Language Learning, p. 41 (Explicitly stated)

Internet Connections - Foreign Language

##### **Level II: Elementary (Grades K-4)**

- Presents simple oral reports or presentations about family members and friends, objects present in the everyday environment, and common school and home activities
- Recites poetry, songs, proverbs, or short anecdotes or narratives that are commonly known by same-age members of the target culture
- Writes short, informal notes or messages that describe or provide information about oneself, friends and family, or school activities
- Presents information about family, school events and celebrations via letters, E-mail, or in audio and video tapes

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**LANGUAGE ARTS - STANDARD: 1**

- Demonstrates competence in the general skills and strategies of the writing process

AED: English - A Curriculum Profile for Australian Schools, pp.10, 11 (Implied)

New Standards: Elementary School, pp.2, 31, 20, 21 ( )

NCTE: Standards in Practice: K-2, pp.2, 3, 4E, ix ( )

Texas: English Language Arts and Reading, pp.8, 21, 35 (Explicitly stated)

Board of Education, Commonwealth of Virginia: Standards of Learning, p. 59  
(Explicitly stated)

Internet Connections - Language Arts

**Level I: Primary (Grades K-2)**

- Pre-writing: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations)
- Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus)
- Editing and Publishing: Uses strategies to edit and publish written work (e.g., proofreads using a dictionary and other resources; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; shares finished product)
- Evaluates own and others' writing (e.g., asks questions and makes comments about writing, helps classmates apply grammatical and mechanical conventions)
- Dictates or writes with a logical sequence of events (e.g., includes a beginning, middle, and ending)
- Dictates or writes detailed descriptions of familiar persons, places, objects, or experiences
- Writes in response to literature
- Writes in a variety of formats (e.g., picture books, letters, stories, poems, information pieces)

**Level II: Upper Elementary (Grades 3-5)**

- **Prewriting:** Uses prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas)
- **Drafting and Revising:** Uses strategies to draft and revise written work (e.g., elaborates on a central idea; writes with attention to voice, audience, word choice, tone, and imagery; uses paragraphs to develop separate ideas)
- **Editing and Publishing:** Uses strategies to edit and publish written work (e.g., edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; considers page format [paragraphs, margins, indentations, titles]; selects presentation format; incorporates photos, illustrations, charts, and graphs)
- **Evaluates own and others' writing** (e.g., identifies the best features of a piece of writing, determines how own writing achieves its purposes, asks for feedback, responds to classmates' writing)
- **Writes stories or essays that show awareness of intended audience**
- **Writes stories or essays that convey an intended purpose** (e.g., to record ideas, to describe, to explain)
- **Writes expository compositions** (e.g., identifies and stays on the topic; develops the topic with simple facts, details, examples, and explanations; excludes extraneous and inappropriate information)
- **Writes narrative accounts** (e.g., engages the reader by establishing a context and otherwise developing reader interest; establishes a situation, plot, point of view, setting, and conflict; creates an organizational structure that balances and unifies all narrative aspects of the story; uses sensory details and concrete language to develop plot and character; uses a range of strategies such as dialogue and tension or suspense)
- **Writes autobiographical compositions** (e.g., provides a context within which the incident occurs, uses simple narrative strategies, and provides some insight into why this incident is memorable)
- **Writes expressive compositions** (e.g., expresses ideas, reflections, and observations; uses an individual, authentic voice; uses narrative strategies, relevant details, and ideas that enable the reader to imagine the world of the event or experience)
- **Writes in response to literature** (e.g., advances judgments; supports judgments with references to the text, other works, other authors, nonprint media, and personal knowledge)
- **Writes personal letters** (e.g., includes the date, address, greeting, and closing; addresses envelopes)

**LANGUAGE ARTS - STANDARD: 2**

- **Demonstrates competence in the stylistic and rhetorical aspects of writing**

LFS: Privacy, I (elementary), pp.2, 31, 20-21 ( )

Texas: English Language Arts and Reading, pp.8, 21, 35 (Implied)

Board of Education, Commonwealth of Virginia: Standards of Learning, p. 59 (Implied)

Internet Connections - Language Arts

**Level I: Primary (Grades K-2)**

- **Uses general, frequently used words to convey basic ideas**

**Level II: Upper Elementary (Grades 3-5)**

- **Uses descriptive language that clarifies and enhances ideas** (e.g., describes familiar people, places, or objects)

- Uses paragraph form in writing (e.g., indents the first word of a paragraph, uses topic sentences, recognizes a paragraph as a group of sentences about one main idea, writes several related paragraphs)
- Uses a variety of sentence structures

### LANGUAGE ARTS - STANDARD: 3

- Uses grammatical and mechanical conventions in written compositions

New Standards: Elementary School, pp.2, 3E, 21 ()

NCTE: Standards in Practice: K-2, pp.2, 3, 4E, ix ()

Texas: English Language Arts and Reading, pp.8, 21, 35 (Implied)

Board of Education, Commonwealth of Virginia: Standards of Learning, p. 59 (Implied)

Internet Connections - Language Arts

#### Level I: Primary (Grades K-2)

- Forms letters in print and spaces words and sentences
- Uses complete sentences in written compositions
- Uses declarative and interrogative sentences in written compositions
- Uses nouns in written compositions (e.g., nouns for simple objects, family members, community workers, and categories)
- Uses verbs in written compositions (e.g., verbs for a variety of situations, action words)
- Uses adjectives in written compositions (e.g., uses descriptive words)
- Uses adverbs in written compositions (i.e., uses words that answer how, when, where, and why questions)
- Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; spells own first and last name)
- Uses conventions of capitalization in written compositions (e.g., first and last names, first word of a sentence)
- Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses question marks after interrogative sentences, uses commas in a series of words)

#### Level II: Upper Elementary (Grades 3-5)

- Writes in cursive
- Uses exclamatory and imperative sentences in written compositions
- Uses pronouns in written compositions (e.g., substitutes pronouns for nouns)
- Uses nouns in written compositions (e.g., uses plural and singular naming words; forms regular and irregular plurals of nouns; uses common and proper nouns; uses nouns as subjects)
- Uses verbs in written compositions (e.g., uses a wide variety of action verbs, past and present verb tenses, simple tenses, forms of regular verbs, verbs that agree with the subject)
- Uses adjectives in written compositions (e.g., indefinite, numerical, predicate adjectives)
- Uses adverbs in written compositions (e.g., to make comparisons)
- Uses coordinating conjunctions in written compositions (e.g., links ideas using connecting words)
- Uses negatives in written compositions (e.g., avoids double negatives)

- Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; uses initial consonant substitution to spell related words; uses vowel combinations for correct spelling)
- Uses conventions of capitalization in written compositions (e.g., titles of people; proper nouns [names of towns, cities, counties, and states; days of the week; months of the year; names of streets; names of countries; holidays]; first word of direct quotations; heading, salutation, and closing of a letter)
- Uses conventions of punctuation in written compositions (e.g., uses periods after imperative sentences and in initials, abbreviations, and titles before names; uses commas in dates and addresses and after greetings and closings in a letter; uses apostrophes in contractions and possessive nouns; uses quotation marks around titles and with direct quotations; uses a colon between hour and minutes)

#### **LANGUAGE ARTS - STANDARD: 4**

- Gathers and uses information for research purposes

NCTE: Standards in Practice: K-2, pp.2, 3, 4E, ix ()

NCSS: Curriculum Standards for Social Studies, p. 149 (Explicitly stated)

Board of Education, Commonwealth of Virginia: Standards of Learning, p. 59 (Explicitly stated)  
Internet Connections - Language Arts

##### **Level I: Primary (Grades K-2)**

- Generates questions about topics of personal interest
- Uses books to gather information for research topics (e.g., uses table of contents, examines pictures and charts)

##### **Level II: Upper Elementary (Grades 3-5)**

- Uses a variety of strategies to identify topics to investigate (e.g., brainstorms, lists questions, uses idea webs)
- Uses encyclopedias to gather information for research topics
- Uses dictionaries to gather information for research topics
- Uses key words, indexes, cross-references, and letters on volumes to find information for research topics
- Uses multiple representations of information (e.g., maps, charts, photos) to find information for research topics
- Uses graphic organizers to gather and record information for research topics (e.g., notes, charts, graphs)
- Compiles information into written reports or summaries

#### **LIFE WORK - STANDARD: 1**

- Makes effective use of basic tools

Project 2061: Benchmarks for Science Literacy, p. 292 (Implied)  
Internet Connections - Life Skills

##### **Level I: Primary (Grades K-2)**

- Uses hammers, screwdrivers, clamps, rulers, scissors, and hand lenses; operates ordinary audio equipment

- Understands basic valid and invalid arguments (e.g., counter examples, irrelevant approaches)

### **MATHEMATICS - STANDARD: 2**

- Understands and applies basic and advanced properties of the concepts of numbers

NCTM: Curriculum & Evaluation Standards for Mathematics, pp.38, 87, 91, 184  
(Explicitly stated)

NAEP: Mathematics Assessment Framework, p. 20 (Explicitly stated)

New Standards: Elementary School, p. 60 (Explicitly stated)

New Standards: Middle School, p. 54 (Explicitly stated)

New Standards: High School, p. 50 (Explicitly stated)

Internet Connections - Mathematics

#### **Level I: Primary (Grades K-2)**

- Understands that numbers are symbols used to represent quantities or attributes of real-world objects
- Counts whole numbers (i.e., both cardinal and ordinal numbers)
- Understands symbolic, concrete, and pictorial representations of numbers (e.g., written numerals, objects in sets, number lines)-
- Understands basic whole number relationships (e.g., 4 is less than 10, 30 is 3 tens)
- Understands the concept of a unit and its subdivision into equal parts (e.g., one object, such as a candy bar, and its division into equal parts to be shared among four people)

#### **Level II: Upper Elementary (Grades 3-5)**

- Understands the relationships among fractions, decimals, mixed numbers, and whole numbers
- Understands equivalent forms of basic percents, fractions, and decimals (e.g.,  $\frac{1}{2}$  is equivalent to 50% is equivalent to .5) and when one form of a number might be more useful than another
- Understands the basic difference between odd and even numbers
- Understands the basic meaning of place value
- Understands the relative magnitude of whole numbers, fractions, decimals, and mixed numbers
- Uses models (e.g., number lines, two-dimensional and three-dimensional regions) to identify, order, and compare numbers

**MATHEMATICS - STANDARD: 3**

- Uses basic and advanced procedures while performing the processes of computation  
NCTM: Curriculum & Evaluation Standards for Mathematics, pp.36, 41, 44, 94,176  
(Explicitly stated)  
NAEP: Mathematics Assessment Framework, p. 20 (Explicitly stated)  
New Standards: Elementary School, p. 60 (Explicitly stated)  
New Standards: Middle School, p. 54 (Explicitly stated)  
New Standards: High School, p. 50 (Explicitly stated)  
Internet Connections - Mathematics

**Level I: Primary (Grades K-2)**

- Adds and subtracts whole numbers
- Solves real-world problems involving addition and subtraction of whole numbers
- Understands common terms used with estimation (e.g., "about," "near," "closer to," "between," "a little less than")
- Understands the inverse relationship between addition and subtraction

**Level II: Upper Elementary (Grades 3-5)**

- Adds, subtracts, multiplies, and divides whole numbers and decimals
- Adds and subtracts simple fractions
- Uses specific strategies (e.g., front-end estimation, rounding) to estimate computations and to check the reasonableness of computational results
- Performs basic mental computations (e.g., addition and subtraction of whole numbers)
- Determines the effects of addition, subtraction, multiplication, and division on size and order of numbers
- Understands the properties of and the relationships among addition, subtraction, multiplication, and division (e.g., reversing the order of two addends does not change the sum; division is the inverse of multiplication)
- Solves real-world problems involving number operations (e.g., computations with dollars and cents)
- Knows the language of basic operations (e.g., "factors," "products," "multiplication")

**MATHEMATICS - STANDARD: 4**

- Understands and applies basic and advanced properties of the concepts of measurement  
NCTM: Curriculum & Evaluation Standards for Mathematics, pp.36, 51, 116 (Explicitly stated)  
NAEP: Mathematics Assessment Framework, p. 24 (Explicitly stated)

New Standards: Elementary School, p. 61 (Explicitly stated)

New Standards: Middle School, p. 55 (Explicitly stated)

New Standards: High School, p. 51 (Explicitly stated)

Internet Connections - Mathematics

**Level I: Primary (Grades K-2)**

- Understands the basic measures length, width, height, weight, and temperature
- Understands the concept of time and how it is measured
- Knows processes for telling time, counting money, and measuring length, weight, and temperature, using basic standard and non-standard units
- Makes quantitative estimates of familiar linear dimensions, weights, and time intervals and checks them against measurements

**Level II: Upper Elementary (Grades 3-5)**

- Understands the basic measures perimeter, area, volume, capacity, mass, angle, and circumference
- Selects and uses appropriate tools for given measurement situations (e.g., rulers for length, measuring cups for capacity, protractors for angle)
- Knows approximate size of basic standard units (e.g., centimeters, feet, grams) and relationships between them (e.g., between inches and feet)
- Understands relationships between measures (e.g., between length, perimeter, and area)
- Understands that measurement is not exact (i.e., measurements may give slightly different numbers when measured multiple times)
- Uses specific strategies to estimate quantities and measurements (e.g., estimating the whole by estimating the parts)
- Selects and uses appropriate units of measurement, according to type and size of unit

**PHYSICAL EDUCATION - STANDARD: 1**

- Uses a variety of basic and advanced movement forms

NASPE: National Standards for Physical Education, p. 6 (Explicitly stated)

MDOE: Physical Education Standards Draft, pp. 4-7 (Implied)

NASPE: Outcomes of Physical Education, p. 7 (Explicitly stated)

Internet Connections - Physical Education

**Level I: Primary (Grades K-2)**

- Uses a variety of basic locomotor movements (e.g., running, skipping, hopping, galloping, sliding)
- Uses a variety of basic non-locomotor skills (e.g., bending, twisting, stretching, turning, lifting)

- Uses a variety of basic object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike)
- Uses simple combinations of fundamental movement skills (e.g., locomotor, non-locomotor, object control, body control, and rhythmical skills)
- Uses control in weight-bearing activities on a variety of body parts (e.g., jumping and landing using combinations of one and two foot take-offs and landings)
- Uses control in balance activities on a variety of body parts (e.g., one foot, one hand and one foot, hands and knees, headstands)
- Uses control in travel activities on a variety of body parts (e.g., travels in backward direction and changes direction quickly and safely, without falling; changes speeds and directions in response to various rhythms; combines traveling patterns to music)
- Uses smooth transitions between sequential motor skills (e.g., running into a jump)
- Uses locomotor skills in rhythmical patterns (e.g., even, uneven, fast, and slow)

#### **PHYSICAL EDUCATION - STANDARD: 2**

Uses movement concepts and principles in the development of motor skills  
 NASPE: National Standards for Physical Education, p. 7 (Explicitly stated)

MDOE: Physical Education Standards Draft, p. 10 (Implied)  
 NASPE: Outcomes of Physical Education, p. 7 (Explicitly stated)  
 Internet Connections - Physical Education

##### **Level I: Primary (Grades K-2)**

- Understands a vocabulary of basic movement concepts (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist)
- Understands terms that describe a variety of relationships with objects (e.g., over/under, behind, alongside, through)
- Uses concepts of space awareness and movement control with a variety of basic skills (e.g., running, hopping, skipping) while interacting with others
- Understands the critical elements of a variety of basic movement patterns such as throwing (e.g., the ready position, arm preparation, step with leg opposite the throwing arm, follow-through, accuracy of throw)
- Uses feedback to improve performance (e.g., peer/coach review)
- Understands the importance of practice in learning skills

##### **Level II: Upper Elementary (Grades 3-6)**

- Uses information from a variety of internal and external sources to improve performance (e.g., group projects, student journal, self-assessment, peer and coach review)
- Understands principles of practice and conditioning that improve performance
- Understands proper warm-up and cool-down techniques and reasons for using them
- Uses basic offensive and defensive strategies in unstructured game environments (e.g., limited rules, modified equipment, small numbers of participants)

**PHYSICAL EDUCATION - STANDARD: 3**

Understands the benefits and costs associated with participation in physical activity  
 NASPE: Outcomes of Physical Education, p. 7 (Explicitly stated)  
 Internet Connections - Physical Education

**Level I: Primary (Grades K-2)**

- Understands the health benefits of physical activity (e.g., good health, physical endurance)

**Level II: Upper Elementary (Grades 3-6)**

- Knows about opportunities for participation in physical activities both in and out of school (e.g., recreational leagues, intramural sports, clubs)
- Chooses physical activities based on a variety of factors (e.g., personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment)
- Knows factors that inhibit physical activity (e.g., substance abuse)
- Knows how to modify activities to be more health-enhancing (e.g., walking instead of riding, taking the stairs rather than the elevator)
- Understands detrimental effects of physical activity (e.g., muscle soreness, overuse injuries, over-training, temporary tiredness, and discovering inability)
- Understands activities that provide personal challenge (e.g., risk-taking, adventure, and competitive activities)

**PHYSICAL EDUCATION - STANDARD: 4**

- Understands how to monitor and maintain a health-enhancing level of physical fitness.

NASPE: National Standards for Physical Education, p. 10 (Explicitly stated)

MDOE: Physical Education Standards Draft, pp.8, 9, 12, 15 (Implied)

NASPE: Outcomes of Physical Education, p. 7 (Explicitly stated)

Internet Connections - Physical Education

**Level I: Primary (Grades K-2)**

- Engages in basic activities that cause cardio respiratory exertion (e.g., running, galloping, skipping, hopping)
- Knows how to measure cardio respiratory fitness (e.g., listening to heartbeat, counting pulse rate)
- Knows the physiological indicators (e.g., perspiration, increased heart and breathing rate) that accompany moderate to vigorous physical activity
- Engages in activities that develop muscular strength and endurance (e.g., climbing, hanging, taking weight on hands)
- Engages in activities that require flexibility (e.g., stretching toward the toes while in the sit-and-reach position, moving each joint through its full range of motion)
- Knows how body composition influences physical fitness levels (e.g., proportion of lean body mass to fat body mass)
- Knows similarities and differences in body height, weight, and shape

**Level II: Upper Elementary (Grades 3-6)**

- Engages in activities that develop and maintain cardio respiratory endurance (e.g., timed or distance walk/run and other endurance activities at a specified heart rate)
- Engages in activities that develop and maintain muscular strength (e.g., push-ups, pull-ups, curl-ups, isometric strength activities, jump rope)

- Engages in activities that develop and maintain flexibility of the major joints (e.g., sit and reach, trunk twists, and arm-shoulder stretches)
- Knows the effects of physical activity and nutrition on body composition
- Knows how to monitor intensity of exercise (e.g., heart rate, breathing rate, perceived exertion, and recovery rate)
- Meets health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, body composition, muscle strength, endurance, and flexibility)
- Knows the characteristics of a healthy lifestyle (e.g., daily health-enhancing physical activity, proper nutrition)
- Uses information from fitness assessments to improve selected fitness components (e.g., cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)
- Participates in moderate to vigorous physical activity in a variety of settings (e.g., gymnastics clubs, community sponsored youth sports)

#### SCIENCE - STANDARD: 1

- Understands basic features of the Earth

Project 2061: Benchmarks for Science Literacy, p. 66 (Explicitly stated)  
Internet Connections - Science

##### Level I: Primary (Grades K-2)

- Knows that Earth materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere
- Knows that water can be a liquid or a solid and can be made to change from one form to the other, but the amount of water stays the same
- Knows that short-term weather conditions (e.g., temperature, rain, snow) can change daily, and weather patterns change over the seasons

##### Level II: Upper Elementary (Grades 3-5)

- Knows that water can change from one state to another (solid, liquid, gas) through various processes (e.g., freezing, condensation, precipitation, evaporation)
- Knows the major differences between fresh and ocean waters
- Knows that clouds and fog are made of tiny droplets of water
- Knows that air is a substance that surrounds us, takes up space, and moves around us as wind
- Knows that night and day are caused by the Earth's rotation on its axis
- Knows that the Sun provides the light and heat necessary to maintain the temperature of the Earth

#### SCIENCE - STANDARD: 2

- Understands basic Earth processes

Project 2061: Benchmarks for Science Literacy, p. 71 (Explicitly stated)  
Internet Connections - Science

##### Level I: Primary (Grades K-2)

- Knows that rocks come in many different shapes and sizes (e.g., boulders, pebbles, sand)

**Level II: Upper Elementary (Grades 3-5)**

- Knows that smaller rocks come from the breakage and weathering of bedrock and larger rocks
- Knows that rock is composed of different combinations of minerals
- Knows the composition and properties of soils (e.g., components of soil such as weathered rock, living organisms, products of plants and animals; properties of soil such as color, texture, capacity to retain water, ability to support plant growth)
- Knows how features on the Earth's surface are constantly changed by a combination of slow and rapid processes (e.g., weathering, erosion, and deposition of sediment caused by waves, wind, water, and ice; sudden changes in the landscape caused by landslides, volcanic eruptions, and earthquakes)
- Knows that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time

**SCIENCE - STANDARD: 3**

- Understands essential ideas about the composition and structure of the universe and the Earth's place in it

Project 2061: Benchmarks for Science Literacy, p. 61 (Explicitly stated)  
Internet Connections - Science

**Level I: Primary (Grades K-2)**

- Knows that the stars are innumerable, unevenly dispersed, and of unequal brightness
- Knows basic patterns of the Sun and Moon (e.g., the Sun appears every day, and the Moon appears sometimes at night and sometimes during the day; the Sun and Moon appear to move from east to west across the sky; the Moon appears to change shape over the course of a month)

**Level II: Upper Elementary (Grades 3-5)**

- Knows that the Earth is one of several planets that orbit the Sun, and the Moon orbits around the Earth
- Knows that the patterns of stars in the sky stay the same, although they appear to slowly move from east to west across the sky nightly, and different stars can be seen in different seasons
- Knows that planets look like stars, but over time they appear to wander among the constellations
- Knows that telescopes magnify distant objects in the sky (e.g., the Moon, planets) and dramatically increase the number of stars we can see
- Knows that astronomical objects in space are massive in size and are separated from one another by vast distances (e.g., many stars are more massive than our Sun but so distant they look like points of light)

**SCIENCE - STANDARD: 4**

- Knows about the diversity and unity that characterize life

Project 2061: Benchmarks for Science Literacy, p. 101 (Explicitly stated)  
Internet Connections - Science

**Level I: Primary (Grades K-2)**

- Knows that plants and animals have features that help them live in different environments

**Level II: Upper Elementary (Grades 3-5)**

- Knows different ways in which living things can be grouped (e.g., plants/animals; pets/nonpets; edible plants/nonedible plants) and purposes of different groupings
- Knows that plants and animals progress through life cycles of birth, growth and development, reproduction, and death; the details of these life cycles are different for different organisms

**TECHNOLOGY - STANDARD: 1**

- Knows the characteristics and uses of computer hardware and operating systems

NBEA: National Standards for Business Education, p. 92 (Implied)

North Carolina Computer Standards, p. 155 (Implied)

Texas Technology Application Standards, p. 2 (Explicitly stated)

Internet Connections - Technology

**Level I: Primary (Grades K-2)**

- Identifies basic computer hardware (e.g., keyboard and mouse, printer, monitor, output, hard and floppy disk, case for the cpu [central processing unit])
- Powers-up computer, monitor, and starts a computer program (e.g., checks that printer is switched on and on-line; reboots the computer when necessary)
- Knows the alphanumeric keys and special keys (e.g., function keys, escape key, space bar, delete/backspace, return/enter)
- Knows proper finger placement on the home row keys
- Handles diskettes and other computer equipment with care

**Level II: Upper Elementary (Grades 3-5)**

- Knows the basic functions of hardware (e.g., keyboard and mouse provide input; printer and monitor provide output; hard and floppy disk provide storage; the cpu processes information)
- Use proper fingering for all keys, beginning from the home row, maintaining proper posture while using the keyboard
- Knows potential hazards to computer media (e.g., the damage caused to floppies by magnetic fields, dirt, and dust; caused to computers by excessive heat, smoke, and moisture)
- Knows basic facts about networked computers (e.g., computers can connect to each other via modem and telephone line, or through local network systems, or internet and intranet)

**TECHNOLOGY - STANDARD: 2**

- Knows the characteristics and uses of computer software programs

NBEA: National Standards for Business Education, p. 92 (Implied)

International Baccalaureate: Informational Technology, p. 15 (Implied)

North Carolina Computer Standards, p. 155 (Implied)

Texas Technology Application Standards, p. 2 (Explicitly stated)

Internet Connections - Technology

**Level I: Primary (Grades K-2)**

- Types on a computer keyboard, using correct hand and body positions
- Knows basic distinctions among computer software programs, such as word processors, special purpose programs, and games

- Uses menu options and commands

#### Level II: Upper Elementary (Grades 3-5)

- Uses a word processor to edit, copy, move, save, and print text with some formatting (e.g., centering lines, using tabs, forming paragraphs)
- Makes back-up copies of stored data, such as text, programs, and databases
- Trouble-shoots simple problems in software (e.g., re-boots, uses help systems)
- Knows the common features and uses of data bases (e.g., data bases contain records of similar data, which is sorted or organized for ease of use; data bases are used in both print form, such as telephone books, and electronic form, such as computerized card catalogs)
- Uses data base software to add, edit, and delete records, and to find information through simple sort or search techniques
- Knows how formats differ among software applications (e.g., word processing files, database files) and hardware platforms (e.g., Macintosh, Windows)

#### TECHNOLOGY - STANDARD: 3

- Understands the relationships among science, technology, society, and the individual

Project 2061: Benchmarks for Science Literacy, p. 43 (Explicitly stated)

ITEA: Technology for All Americans, p. 22 (Explicitly stated)  
Internet Connections - Technology

#### Level I: Primary (Grades K-2)

- Knows ways that technology is used at home and school (e.g., paging systems, telephones, VCRs)
- Knows that new tools and ways of doing things affect all aspects of life, and may have positive or negative effects on other people
- Understands that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it

#### Level II: Upper Elementary (Grades 3-5)

- Knows that technologies often have costs as well as benefits and can have an enormous effect on people and other living things
- Knows areas in which technology has improved human lives (e.g., transportation, communication, nutrition, sanitation, health care, entertainment)
- Knows that new inventions often lead to other new inventions and ways of doing things
- Understands the concept of software piracy (i.e., illegally copying software), and that piracy is a violation of copyright laws

**TECHNOLOGY - STANDARD: 4**

- Understands the nature of technological design

Project 2061: Benchmarks for Science Literacy, p. 48 (Explicitly stated)

ITEA: Technology for All Americans, p. 18 (Explicitly stated)

Internet Connections - Technology

**Level I: Primary (Grades K-2)**

- Knows that objects occur in nature; but people can also design and make objects (e.g., to solve a problem, to improve the quality of life)
- Knows that tools can be used to observe, measure, make things, and do things better or more easily
- Knows that people are always inventing new ways to solve problems and get work done (e.g., computer is a machine that helps people work and play)

**Level II: Upper Elementary (Grades 3-5)**

- Categorizes items into groups of natural objects and designed objects
- Identifies a simple problem that can be solved using technology
- Knows constraints that must be considered when designing a solution to a problem (e.g., cost, materials, time, space, safety, scientific laws, engineering principles, construction techniques, appearance, environmental impact, what will happen if the solution fails)
- Implements proposed solutions using appropriate tools, techniques, and quantitative measurements
- Evaluates a product or design (e.g., considers how well the product or design met the challenge to solve a problem; considers the ability of the product or design to meet constraints), and makes modifications based on results
- Knows that people have invented and used tools throughout history to solve problems and improve ways of doing things

**THINKING AND REASONING - STANDARD: 1**

- Understands and applies the basic principles of presenting an argument

CCE: National Standards for Civics and Government, p. 93 (Implied)

GESP: National Geography Standards, p. 55 (Explicitly stated)

JHESC: National Health Education Standards, p. 23 (Implied)

NRC: National Science Education Standards, p. 176 (Implied)

Camevale: Workplace Basics, p. 64 (Implied)

Internet Connections - Life Skills

**Level I: Primary (Grades K-2)**

- Understands that people are more likely to believe a person's ideas if that person can give good reasons for them
- Provides coherent (though not necessarily valid or convincing) answers when asked why one believes something to be true or how one knows something
- Asks "how do you know" in appropriate situations

**Level II: Upper Elementary (Grades 3-5)**

- Uses facts from books, articles, and databases to support an argument

- Identifies basic informal fallacies, including appeals to authority, the use of statements such as "everybody knows," and vague references such as "leading doctors say"
- Understands that reasoning can be distorted by strong feelings
- Analyzes arguments to determine if they are supported by facts from books, articles, and databases
- Raises questions about arguments that are based on the assertion that "everybody knows" or "I just know"
- Seeks reasons for believing things other than the assertion that "everybody agrees"
- Recognizes when a comparison is not fair because important characteristics are not the same

#### **THINKING AND REASONING - STANDARD: 2**

- Understands and applies basic principles of logic and reasoning

SCANS: Report for America 2000, p. xviii (Implied)

Carnevale: Workplace Basics, p. 64 (Implied)

#### **THINKING AND REASONING - STANDARD: 3**

- Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies)

CCE: National Standards for Civics and Government, p. 16 (Explicitly stated)

ACTFL: Standards for Foreign Language Learning, pp.54, 56 (Explicitly stated)

NCHS: National Standards for History: Basic Edition, p. 77 (Implied)

NRC: National Science Education Standards, p. 135 (Implied)

NASPE: National Standards for Physical Education, p. 48 (Explicitly stated)

Carnevale: Workplace Basics, pp.90, 202 (Implied)

Internet Connections - Life Skills

Level I: Primary (Grades K-2)

- Classifies objects by size, color, or other significant characteristics
- Identifies the similarities and differences between persons, places, things, and events using concrete criteria
- Describes and compares things in terms of number, shape, texture, size, weight, color, motion, sound, and behavior

#### **THINKING AND REASONING - STANDARD: 4**

- Understands and applies basic principles of hypothesis testing and scientific inquiry

NRC: National Science Education Standards, p. 121 (Explicitly stated)

Carnevale: Workplace Basics, p. 64 (Implied)

Internet Connections - Life Skills

Level I: Primary (Grades K-2)

- Asks "how do you know" in appropriate situations and attempts to provide reasonable answers when others ask the same question
- 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

**Level II: Upper Elementary (Grades 3-5)**

- Keeps a notebook that describes observations made
- Attempts to verify the results of experiments done by others
- Distinguishes between actual observations and ideas or conclusions about what was observed
- Makes records of observations regarding time and place to formulate hypotheses
- Keeps systematic records of temperature, precipitation, cloud cover, and other weather information to formulate hypotheses
- Recognizes simple patterns in the surrounding events and objects

**Level II: Upper Elementary (Grades 3-5)**

- Understands that one way to make sense of something is to think how it is like something more familiar
- Recognizes when comparisons might not be fair because some characteristics are not the same
- Compares people in terms of important ethnic, religious, and cultural characteristics
- Makes comparisons between countries in terms of relatively concrete characteristics (e.g., size, population, products,) and abstract characteristics (e.g. the arts)
- Health
- Standard: 1
- Knows the availability and effective use of health services, products, and information
- Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)
- Internet Connections - Health

**Level I: Primary (Grades K-2)**

- Knows community health service providers and their roles (e.g., paramedics, dentists, nurses, physicians, sanitarians, dietitians)

**Level II: Upper Elementary (Grades 3-5)**

- Knows general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified health-care workers; supported by research)
- 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)
- Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure)

**HEALTH - STANDARD: 1**

- Knows the availability and effective use of health services, products, and information
- Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

**Level I: Primary (Grades K-2)**

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- 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)
- Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure)

**HEALTH - STANDARD: 2**

- Knows environmental and external factors that affect individual and community health

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

**Level I: Primary (Grades K-2)**

- Knows sources and causes of pollution (e.g., air, ground, noise, water, food) in the community

**Level II: Upper Elementary (Grades 3-5)**

- Knows how the physical environment can impact personal health (e.g., the effects of exposure to pollutants)
- Knows how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment
- Knows how personal health can be influenced by society (e.g., culture) and science (e.g., technology)

**HEALTH - STANDARD: 3**

- Understands the relationship of family health to individual health

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

**Level I: Primary (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)
- Knows effective strategies to cope with change that may occur in families (e.g., pregnancy, birth, marriage, divorce, relocation, unemployment)

**Level II: Upper Elementary (Grades 3-5)**

- Knows how the family influences personal health (e.g., physical, psychological, social)
- Knows characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks)
- Knows how health-related problems impact the whole family

**HEALTH - STANDARD: 4**

- Knows how to maintain mental and emotional health

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

**Level I: Primary (Grades K-2)**

- Identifies and shares feelings in appropriate ways

**Level II: Upper Elementary (Grades 3-5)**

- Knows the relationships between physical health and mental health
- Knows common sources of stress for children and ways to manage stress
- Knows how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully
- Knows behaviors that communicate care, consideration, and respect of self and others (including those with disabilities or handicapping conditions)
- Understands how one responds to the behavior of others and how one's behavior may evoke responses in others
- Knows strategies for resisting negative peer pressure
- Knows how attentive listening skills can be used to build and maintain healthy relationships

**HISTORICAL UNDERSTANDING - STANDARD: 1**

- Understands and knows how to analyze chronological relationships and patterns

NCHS: Basic Edition, pp. 60-61 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 18 (Explicitly stated)

NCHS: World History, expanded edition, p. 18 (Explicitly stated)

Internet Connections - History

**Level I: Primary (Grades K-2)**

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

**Level II: Upper Elementary (Grades 3-5)**

- Understands calendar time in years, decades, and centuries
- Knows how to construct time lines in significant historical developments that mark at evenly spaced intervals the years, decades, and centuries
- 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)
- 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
- Distinguishes between past, present, and future time

- Understands the broadly defined eras of state and local historical events 1st

### **HISTORICAL UNDERSTANDING - STANDARD: 2**

- Understands the historical perspective

NCHS: Basic Edition, pp. 60-61 (Implied) NCHS: U.S. History, Expanded Edition, pp. 18-19 (Implied)

Gagnon: Historical Literacy, p. 25 (Explicitly stated)

NCHS: World History, expanded edition, pp. 18-19 (Implied)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Knows how to view the past in terms of the norms and values of the time 2nd
- Understands that specific individuals had a great impact on history
- Understands that specific ideas had an impact on history
- Understands that "chance events" had an impact on history
- Understands that specific decisions and events had an impact on history
- Evaluates historical fiction according to the accuracy of its content and the author's interpretation
- Predicts how events might have turned out differently in one's local community if specific individuals or groups had chosen different courses of action 1<sup>st</sup>

### **HISTORY - STANDARD: 1**

- Understands family life now and in the past, and family life in various places long ago

NCHS: Basic Edition, p. 26 (Explicitly stated)

NCHS: K-4 History, expanded edition, p. 32 (Explicitly stated)

Internet Connections - History

#### **Level I: Primary (Grades K-2)**

- Knows a family history through two generations (e.g., various family members and their connections)
- Understands family life today and how it compares with family life in the recent past and family life long ago (e.g., roles, jobs, schooling experiences)
- Knows the cultural similarities and differences in clothes, homes, food, communication, technology, and cultural traditions between families now and in the past
- 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)
- Understands personal family or cultural heritage through stories, songs, and celebrations
- Knows ways in which people share family beliefs and values (e.g., oral traditions, literature, songs, art, religion, community celebrations, mementos, food, language)

#### **Level II: Upper Elementary (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)

- 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 their 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)
- Understands daily life of a farm family from long ago (e.g., work, clothing, tools, food and food production in the early 1800's)

#### **K-4 HISTORY - STANDARD: 2**

- Understands the history of a local community and how communities in North America varied long ago

NCHS: Basic Edition, p. 27 (Explicitly stated)

NCHS: K-4 History, expanded edition, p. 36 (Explicitly stated)

Internet Connections - History

##### **Level I: Primary (Grades K-2)**

- Understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; change in jobs, schooling, transportation, communication, religion, recreation)
- Understands the contributions and significance of historical figures of the community
- Understands the daily life and values of early Hawaiian or Native American cultures
- Understands the daily life of a colonial community (e.g., Plymouth, Williamsburg, St. Augustine, San Antonio, Post Vincennes)
- Understands life in a pioneer farming community (e.g., the Old Northwest, the prairies, the Southwest, eastern Canada, the Far West)

##### **Level II: Upper Elementary (Grades 3-4)**

- Knows of problems in the community's past, the different perspectives of those involved, the choices people had, and the solutions they chose
- Knows 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)
- Understands the historical development and daily life of a colonial community (e.g., Plymouth, Williamsburg, St. Augustine, San Antonio, Post Vincennes)
- 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)
- 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)
- 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)
- Knows the history of the local community since its founding, the people who came, the changes they brought, and significant events over time
- 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)

**K-4 HISTORY - STANDARD: 3**

- Understands the people, events, problems, and ideas that were significant in creating the history of their state

NCHS: Basic Edition, p. 29 (Explicitly stated)

NCHS: K-4 History, expanded edition, p. 36 (Explicitly stated)

Internet Connections - History

**Level I: Primary (Grades K-2)**

- Understands through legends, myths, and archaeological evidence the origins and culture of early Native Americans or Hawaiians who lived in the state or region
- Knows ways in which early explorers and settlers adapted to, used, and changed the environment of the state or region
- Understands the reasons different groups came to the state or region
- Understands the different lives, plans, and dreams of the various racial and ethnic groups who lived in the state 100-200 years ago
- Understands how symbols, slogans, and mottoes represent the state
- Knows important buildings, statues, and monuments in the state's history

**Level II: Upper Elementary (Grades 3-4)**

- Understands differences between the lives of Native Americans or Hawaiians today and their lives 100 years ago
- Understands geographic, economic, and religious reasons that brought the first explorers and settlers to the state or region, who they were, and where they settled
- 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
- 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
- Understands the reasons recent immigrants came to the state or region, what their lives were like, and their experiences of adjustment (e.g., problems and opportunities experienced in housing, the workplace, and the community)
- Understands patterns and changes in population over a period of time in a city or town in the state or region
- Knows the chronological order of major historical events that are part of the states' history, their significance and the impact on people then and now, and their relationship to the history of the nation
- Understands major historical events and developments in the state or region that involved interaction among various groups
- 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)
- Understands how the ideas of significant people affected the history of the state
- Understands the unique historical conditions that influenced the formation of the state and how statehood was granted
- Knows the origin of the names of places, rivers, cities, and counties, and knows the various cultural influences within a particular region

**K-4 HISTORY - STANDARD: 4**

- Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols

NCHS: Basic Edition, p. 32 (Explicitly stated)

NCHS: K-4 History, expanded edition, p. 38 (Explicitly stated)

Internet Connections - History

**Level I: Primary (Grades K-2)**

- Knows the English colonists who became revolutionary leaders and fought for independence from England (e.g., George Washington, Thomas Jefferson, Benjamin Franklin)
- Understands how individuals have worked to achieve the liberties and equality promised in the principles of American democracy and to improve the lives of people from many groups (e.g., Rosa Parks, Martin Luther King, Jr.; Sojourner Truth; Cesar Chavez)
- Understands ways in which such fundamental values as fairness, protection of individual rights, and responsibility for the common good have been applied by different groups of people (e.g., students and personnel in the local school)
- Knows how different groups of people in the community have taken responsibility for the common good (e.g., the police department, the fire department, senior citizen home, soup kitchen)
- 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.)
- Understands the ways in which people in a variety of fields have advanced the cause of human rights, equality, and the common good (e.g., Frederick Douglass, Clara Barton, Elizabeth Blackwell, Jackie Robinson, Rosa Parks, Jonas Salk, Cesar Chavez)
- Understands the reasons that Americans celebrate certain national holidays (e.g., Martin Luther King, Jr. Day; the Fourth of July; Memorial Day)
- Knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the "father of our country," the national flag)
- 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
- 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)

**Level II: Upper Elementary (Grades 3-4)**

- Understands the basic ideas set forth in the Declaration of Independence and the U.S. Constitution, and the figures responsible for these documents
- 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 of the law; freedom of speech and religion; majority rule with protection for rights; and limitations on government, with power held by the people and delegated by them to those officials whom they elected to office
- Understands how people over the last 200 years have continued to struggle to bring to all groups in American society the liberties and equality promised in the basic principles of American democracy (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)

- Understands the accomplishments of ordinary people in historical situations and how each struggled for individual rights or for the common good (e.g., James Armistead, Sybil Ludington, Nathan Beman, Lydia Darragh, Betty Zane)
- Understands how people in the local community have displayed courage in helping the common good (e.g., volunteering in unique situations including earthquakes, floods, and fires)
- Understands historical figures 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
- Understands how historical figures in the U.S. and in other parts of the world 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)
- 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; Veteran's Day; Thanksgiving)
- 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. Constitution, the Bill of Rights, and the Emancipation Proclamation)
- Knows the Pledge of Allegiance and patriotic songs, poems, and sayings that were written long ago, and understands their significance
- 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)
- 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 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, Lee Iaccoca's work to restore Ellis Island)
- Understands how people have helped make the community a better place to live (e.g., working to preserve the environment, helping the homeless, restoring houses in low-income areas)

#### **K-4 HISTORY - STANDARD: 5**

- Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago

NCHS: Basic Edition, p. 34 (Explicitly stated)

NCHS: K-4 History, expanded edition, p. 55 (Explicitly stated)

Internet Connections - History

##### **Level I: Primary (Grades K-2)**

- Understands what life was like for children and families "on the trail" when they moved from one part of the U.S. to another

##### **Level II: Upper Elementary (Grades 3-4)**

- Knows the various movements (westward, northward, and eastward) of large groups of people in the history of the U.S.

- 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)
- Understands the experience of immigrants 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; changes that occurred when they moved to the United States)
- 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.
- Understands the experiences of those who moved from farm to city during the periods when cities grew

#### **K-4 HISTORY - STANDARD: 6**

- Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage

NCHS: Basic Edition, p. 35 (Explicitly stated)

NCHS: K-4 History, expanded edition, p. 57 (Explicitly stated)

Internet Connections - History

##### **Level I: Primary (Grades K-2)**

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

##### **Level II: Upper Elementary (Grades 3-4)**

- Understands how regional folk heroes and other popular figures have contributed to the cultural history of the U.S. (e.g., frontiersmen such as Daniel Boone, cowboys, mountain men such as Jedediah Smith, American Indian Chiefs including Geronimo, and outlaws such as Billy the Kid)
- 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
- Understands how arts, crafts, music, and language of people from a variety of regions long ago influenced the nation

**K-4 HISTORY - STANDARD: 7**

- Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe

NCHS: Basic Edition, p. 36 (Explicitly stated)

NCHS: K-4 History, expanded edition, p. 60 (Explicitly stated)

Internet Connections - History

**Level I: Primary (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
- 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)
- 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)
- Knows the journeys of Marco Polo and Christopher Columbus, the routes they took, and what happened as a result of their travels

**Level II: Upper Elementary (Grades 3-4)**

- Understands how historians learn about the past if there are no written records
- 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)
- 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)
- Knows about life in urban areas and communities of various cultures of the world at various times in their history (e.g., Rome, Tenochtitlan, Timbuktu, a medieval European city)
- 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)
- 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)
- Knows about European explorers of the 15th and 16th centuries, their reasons for exploring, the information gained from their journeys, and what happened as a result of their travels (e.g., Christopher Columbus, Marco Polo, Eric the Red, Zheng He, Ferdinand Magellan, Vasco de Gama, Jacques Cartier)
- Knows about the various crops, foods, and animals that were transported from the Western Hemisphere and from the Eastern Hemisphere as a result of the "Columbian Exchange" (e.g., tomato, corn, cassava, potato; horse, cattle, sugar cane)
- Understands the different perspectives and major arguments surrounding the Columbian encounter

**K-4 HISTORY - STANDARD: 8**

- Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them

NCHS: Basic Edition, p. 37 (Explicitly stated)

NCHS: K-4 History, expanded edition, p. 64 (Explicitly stated)

Internet Connections - History

**Level I: Primary (Grades K-2)**

- Understands differences between hunters and gatherers and people who cultivated plants and raised domesticated animals for food (e.g., in family life, the amounts of land necessary for support, ability to acquire surplus food for storage and trading)
- Knows the accomplishments of major scientists and inventors (e.g., George Washington Carver, Galileo, Marie Curie, Louis Pasteur, Alexander Graham Bell)
- Knows basic information about marine transportation (e.g., the technology and activities of people along the Erie Canal)
- 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, 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 Americans, the pony express, the telegraph, telephones, satellite systems)
- 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 and camels; nonmotorized vehicles such as chariots and hot air balloons; motorized vehicles such as railroads, automobiles, and airplanes; modern space advancements)

**Level II: Upper Elementary (Grades 3-4)**

- Knows about the development of the wheel and its early uses in ancient societies
- Understands the development and the influence of basic tools on work and behavior
- 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
- Knows about technological inventions and developments that evolved during the 19<sup>th</sup> century and the influence of these changes on the lives of workers
- Knows the different forms of transportation and their developments over time
- Understands the development 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)
- 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 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
- 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

- Understands the design and development of aircraft and rocketry, and the people involved
- Knows about people who have made significant contributions in the field of transportation (e.g., Henry Ford, Amelia Earhart, John Glenn, Sally Ride)
- Understands the origins and changes in methods of writing over time and how the changes made communications between people more effective (e.g., pictographs, cuneiform, hieroglyphics, alphabets)
- Understands the significance of the printing press, the computer, and electronic developments in communication and their impact on the spread of ideas
- Knows about people who have made significant contributions in the field of communications (e.g., the inventors of the telegraph, telephone, the Braille alphabet, radio, television, the computer, satellite communication)
- 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)

### **Curriculum Standards and Outcomes**

#### **Grades 5 to 8**

#### **ART CONNECTIONS - STANDARD: 1**

- Understands connections among the various art forms and other disciplines

CNAEA: National Standards for Arts Education, pp.25, 28, 31, 35 (Explicitly stated)  
Internet Connections - Art Connections

#### **Level III: Middle School/Jr. High (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 theater) are used to transform similar events, scenes, emotions, or ideas into distinct works of art
- Understands characteristics of works in various art forms that share similar subject matter, periods, or cultural context
- Understands the characteristics and presentation of characters, environments, and actions in the various art forms
- Knows how various concepts and principles are used in the arts and disciplines outside the arts (e.g., balance, shape, pattern)
- Knows the aesthetic impact of arts performances seen live versus those recorded on audio video
- Understands the functions and interaction between performing and visual artists and members in theater, dance, music, and visual arts

**DANCE - STANDARD: 1**

- Identifies and demonstrates movement elements and skills in performing dance

CNAEA: National Standards for Arts Education, p. 23 (Explicitly stated)  
Internet Connections - Dance

**Level III: Middle School/Jr. High (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)
- Knows basic dance steps, body positions, and spatial patterns for dance from various styles or traditions (e.g., ballet, square, Ghanaian, Middle Eastern, modern)
- Transfers a spatial pattern from the visual to the kinesthetic (e.g., reproduces a pattern 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)
- Knows a range of dynamics/movement qualities (e.g., sustained, swing, percussive; vibratory and effort combinations such as a float, dab, punch, and glide)
- Memorizes and reproduces movement sequences
- Understands the action and movement elements observed in dance, and knows appropriate movement/dance vocabulary (e.g., level, direction)

**DANCE - STANDARD: 2**

- Understands choreographic principles, processes, and structures

CNAEA: National Standards for Arts Education, p. 24 (Explicitly stated)  
Internet Connections - Dance

**Level III: Middle School/Jr. High (Grades 5-8)**

- Understands the principles of contrast and transition
- 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 pattern) and chance (e.g., elements are specifically chosen and defined but structured to create a dance or movement phrase)
- Understands structures or forms such as AB, ABA, canon, call and response, and narrative
- Uses partner skills such as creating contrasting and complementary shapes and taking and supporting weight

**DANCE - STANDARD: 3**

Understands dance as a way to create and communicate meaning

CNAEA: National Standards for Arts Education, p. 24 (Explicitly stated)

- Internet Connections - Dance

**Level III: Middle School/Jr. High (Grades 5-8)**

- Understands the difference between pantomiming and abstracting a gesture
- Understands how different accompaniment (e.g., sound, music, spoken text) can affect the meaning of a dance

- Understands how lighting and costuming can contribute to the meaning of a dance
- Creates dance that communicates topics/ideas of personal significance

#### **DANCE - STANDARD: 4**

- Applies critical and creative thinking skills in dance

CNAEA: National Standards for Arts Education, p. 24 (Explicitly stated)  
Internet Connections - Dance

Level III: Middle School/Jr. High (Grades 5-8)

- Knows appropriate audience response to dance performances
- 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)
- 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)

#### **DANCE - STANDARD: 5**

- Understands dance in various cultures and historical periods

CNAEA: National Standards for Arts Education, p. 24 (Explicitly stated)  
Internet Connections - Dance

Level III: Middle School/Jr. High (Grades 5-8)

- Knows similarities and differences in steps and movement styles among folk dances and classical dances from various cultures
- Knows folk, social, and theatrical (e.g., jazz, tap) dances from a broad spectrum of 20th-century America
- Knows the role of dance in various cultures and time periods

#### **DANCE - STANDARD: 6**

- Understands connections between dance and healthful living

CNAEA: National Standards for Arts Education, p. 25 (Explicitly stated)  
Internet Connections - Dance

Level III: Middle School/Jr. High (Grades 5-8)

- Knows strategies to prevent dance injuries  
Creates personal dance warm-up techniques  
Creates goals to improve as a dancer

#### **MUSIC - STANDARD: 1**

- Sings, alone and with others, a varied repertoire of music

CNAEA: National Standards for Arts Education, p. 26 (Explicitly stated)  
Internet Connections - Music

Level III: Middle School/Jr. High (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
- Sings music written in two and three parts  
Knows music that represents diverse genres (e.g., sonata, madrigal, jazz, barbershop) and cultures

**MUSIC - STANDARD: 2**

- Performs on instruments, alone and with others, a varied repertoire of music

CNAEA: National Standards for Arts Education, p. 26 (Explicitly stated)  
Internet Connections - Music

**Level III: Middle School/Jr. High (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
- 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
- Performs music representing diverse genres and cultures, with expression appropriate for the work being performed
- 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

**MUSIC - STANDARD: 3**

- Improvises melodies, variations, and accompaniments

CNAEA: National Standards for Arts Education, p. 27 (Explicitly stated)  
Internet Connections - Music

**Level III: Middle School/Jr. High (Grades 6-8)**

- Improvises simple harmonic accompaniments
- Improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- 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)

**MUSIC - STANDARD: 4**

- Composes and arranges music within specified guidelines

CNAEA: National Standards for Arts Education, p. 27 (Explicitly stated)  
Internet Connections - Music

**Level III: Middle School/Jr. High (Grades 6-8)**

- Knows how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions
- Composes short pieces within specified guidelines (e.g., ABA form, limited range, simple rhythms)
- 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)
- Uses a variety of traditional and nontraditional sound sources and electronic media (e.g., synthesizer, sequencer) when composing and arranging

**MUSIC - STANDARD: 5**

- Reads and notates music

CNAEA: National Standards for Arts Education, p. 27 (Explicitly stated)  
Internet Connections - Music

**Level III: Middle School/Jr. High (Grades 6-8)**

- Reads sixteenth and dotted notes and rests in 6/8, 3/8, and alla breve (2/2) meter signatures
- Reads at sight simple melodies in both the treble and bass clefs
- 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)
- Uses standard notation to record musical ideas

**MUSIC - STANDARD: 6**

- Knows and applies appropriate criteria to music and music performances

CNAEA: National Standards for Arts Education, p. 28 (Implied)  
Internet Connections - Music

**Level III: Middle School/Jr. High (Grades 6-8)**

- Identifies specific music events (e.g., entry of oboe, change of meter, return of refrain) when listening to music
- Understands how the elements of music are used in various genres and cultures
- Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions
- 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 music performances and compositions

**MUSIC - STANDARD: 7**

- Understands the relationship between music and history and culture

CNAEA: National Standards for Arts Education, p. 28 (Explicitly stated)  
Internet Connections - Music

**Level III: Middle School/Jr. High (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
- Understands characteristics that cause various musical works (e.g., from different genres, styles, historical periods, composers) to be considered exemplary
- Understands the functions music serves, 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

**THEATER - STANDARD: 1**

- Demonstrates competence in writing scripts

- CNAEA: National Standards for Arts Education, p. 30 (Explicitly stated)

- Internet Connections - Theatre

**Level III: Middle School/Jr. High (Grades 5-8)**

- Creates characters, environments (e.g., place, time, atmosphere/mood), and actions that create tension and suspense
- Refines and records dialogue and action
- Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history

**THEATER - STANDARD: 2**

- Uses acting skills

CNAEA: National Standards for Arts Education, p. 30 (Explicitly stated)  
Internet Connections - Theatre

**Level III: Middle School/Jr. High (Grades 5-8)**

- Understands how descriptions, dialogue, and actions are used to discover, articulate, and justify character motivation
- 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
- Invents character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
- Interacts as an invented character in improvised and scripted scenes

**THEATER - STANDARD: 3**

- Designs and produces informal and formal productions

CNAEA: National Standards for Arts Education, p. 31 (Explicitly stated)  
Internet Connections - Theatre

**Level III: Middle School/Jr. High (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
- Understands technical requirements for various improvised and scripted scenes
- 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
- Selects and creates elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character

**THEATER - STANDARD: 4**

- Directs scenes and productions

CNAEA: National Standards for Arts Education, p. 31 (Explicitly stated)  
Internet Connections - Theatre

**Level III: Middle School/Jr. High (Grades 5-8)**

- Plans visual and aural elements for improvised and scripted scenes
- Organizes rehearsals for improvised and scripted scenes

**THEATER - STANDARD: 5**

- Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning

CNAEA: National Standards for Arts Education, p. 32 (Explicitly stated)  
Internet Connections - Theatre

**Level III: Middle School/Jr. High (Grades 5-8)**

- Understands the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances
- Articulates the meanings constructed from one's own and others' dramatic performances
- Understands the perceived effectiveness of artistic choices found in dramatic performances
- Understands the perceived effectiveness of contributions (e.g., as playwrights, actors, designers, directors) to the collaborative process of developing improvised and scripted scenes
- Applies research from print and nonprint sources to script writing, acting, design, and directing choices

**THEATER - STANDARD: 6**

- Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past

CNAEA: National Standards for Arts Education, p. 32 (Explicitly stated)  
Internet Connections - Theatre

**Level III: Middle School/Jr. High (Grades 5-8)**

- Understands 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
- Understands the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media
- Understands the emotional and social impact of dramatic performances in one's own life, in the community, and in other cultures
- Knows ways in which theatre reflects a culture
- Knows how culture affects the content and production values of dramatic performances
- Understands how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre

**VISUAL ARTS - STANDARD: 1**

- Understands and applies media, techniques, and processes related to the visual arts

CNAEA: National Standards for Arts Education, p. 33 (Explicitly stated)  
Internet Connections - Visual Arts

**Level III: Middle School/Jr. High (Grades 5-8)**

- Understands what makes different art media, techniques, and processes effective (or ineffective) in communicating various ideas

- Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas

#### **VISUAL ARTS - STANDARD: 2**

- Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art

CNAEA: National Standards for Arts Education, p. 34 (Explicitly stated)  
Internet Connections - Visual Arts

##### **Level III: Middle School/Jr. High (Grades 5-8)**

- Knows some of 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
- Understands what makes various organizational structures effective (or ineffective) in the communication of ideas
- Knows how the qualities of structures and functions of art are used to improve communication of one's ideas

#### **VISUAL ARTS - STANDARD: 3**

- Knows a range of subject matter, symbols, and potential ideas in the visual arts

CNAEA: National Standards for Arts Education, p. 34 (Explicitly stated)  
Internet Connections - Visual Arts

##### **Level III: Middle School/Jr. High (Grades 5-8)**

- Knows how visual, spatial, and temporal concepts integrate with content to communicate intended meaning in one's artworks
- Knows different subjects, themes, and symbols (through context, value, and aesthetics) which convey intended meaning in artworks

#### **VISUAL ARTS - STANDARD: 4**

- Understands the visual arts in relation to history and cultures

CNAEA: National Standards for Arts Education, p. 34 (Explicitly stated)  
Internet Connections - Visual Arts

##### **Level III: Middle School/Jr. High (Grades 5-8)**

- Understands similarities and differences among the characteristics of artworks from various eras and cultures (e.g., materials; visual, spatial, and temporal structures)
- Understands the historical and cultural contexts of a variety of art objects
- Understands how factors of time and place (e.g., climate, resources, ideas, technology) influence visual, spatial, or temporal characteristics that give meaning or function to a work of art

#### **VISUAL ARTS - STANDARD: 5**

- Understands the characteristics and merits of one's own artwork and the artwork of others

CNAEA: National Standards for Arts Education, p. 34 (Explicitly stated)  
Internet Connections - Visual Arts

##### **Level III: Middle School/Jr. High (Grades 5-8)**

- Distinguishes among multiple purposes for creating works of art

- Understands possible contemporary and historic meanings in specific artworks
- Understands how one's own artworks, as well as artworks from various eras and cultures, may elicit a variety of responses

#### **BEHAVIORAL STUDIES - STANDARD: 1**

- Understands that group and cultural influences contribute to human development, identity, and behavior

Project 2061: Benchmarks for Science Literacy, p. 153 (Explicitly stated)

NCSS: Curriculum Standards for Social Studies, p. 37 (Explicitly stated)

Internet Connections - Behavioral Studies

#### **Level III: Middle School/Jr. High (Grades 6-8)**

- Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it
- Understands that usually within any society there is broad general agreement on what behavior is "unacceptable," but that the standards used to judge behavior vary for different and different subgroups and may change with time and in response to different and economic conditions
- Understands that punishments vary widely among, and even within, different societies
- Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values, and behavior patterns within a society and among societies
- Understands that various factors (e.g., wants and needs, talents, interests, influence of family and peers and media) affect decisions that individuals make

#### **BEHAVIORAL STUDIES - STANDARD: 2**

- Understands various meanings of social group, general implications of group membership, and different ways that groups function

Project 2061: Benchmarks for Science Literacy, p. 157 (Explicitly stated)

NCSS: Curriculum Standards for Social Studies, p. 33 (Explicitly stated)

Internet Connections - Behavioral Studies

#### **Level III: Middle School/Jr. High (Grades 6-8)**

- Understands that affiliation with a group can increase the power of members through pooled resources and concerted action
- Understands that joining a group often has personal advantages (e.g., companionship, sense of identity, recognition by others inside and outside the group)
- Understands that group identity may create a feeling of superiority, which increases group cohesion, but may also occasion hostility toward and/or from other groups
- Understands that people sometimes react to all members of a group as though they were the same and perceive in their behavior only those qualities that fit preconceptions of the group (i.e., stereotyping) which leads to uncritical judgments (e.g., showing blind respect for members of some groups and equally blind disrespect for members of other groups)
- Understands that a variety of factors (e.g., belief systems, learned behavior patterns) contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members

- Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- Understands that there are similarities and differences within groups as well as among groups
- Understands that a large society may be made up of many groups, and these groups may contain many distinctly different subcultures (e.g., associated with region, ethnic origin, social class, interests, values)

### **BEHAVIORAL STUDIES - STANDARD: 3**

- Understands that interactions among learning, inheritance, and physical development affect human behavior

Project 2061: Benchmarks for Science Literacy, p. 139 (Explicitly stated)

NCSS: Curriculum Standards for Social Studies, p. 37 (Explicitly stated)

Internet Connections - Behavioral Studies

Level III: Middle School/Jr. High (Grades 6-8)

- Understands that all behavior is affected by both inheritance and experience
- Knows that some animal species are limited to a repertoire of genetically determined behaviors and others have more complex brains and can learn a wide variety of behaviors
- Understands that the level of skill a person can reach in any particular activity depends on a variety of factors (e.g., innate abilities, amount of practice, the use of appropriate learning technologies)
- Knows that human beings can detect a tremendous range of visual and olfactory stimuli and that the strongest stimulus they can tolerate may be more than a trillion times as intense as the weakest they can detect, but there are many kinds of signals in the world that people cannot detect directly
- Understands that paying attention to any one input of information usually reduces the ability to attend to others at the same time
- Understands that learning often results from two perceptions or actions occurring at about the same time, and the more often the same combination occurs, the stronger the mental connection between them is likely to be
- Understands that occasionally a single vivid experience will connect two things permanently in people's minds
- Understands that language and tools enable human beings to learn complicated and varied things from others

### **BEHAVIORAL STUDIES - STANDARD: 4**

- Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Project 2061: Benchmarks for Science Literacy, p. 171 (Explicitly stated)

NCSS: Curriculum Standards for Social Studies, p. 38 (Explicitly stated)

Internet Connections - Behavioral Studies

Level III: Middle School/Jr. High (Grades 6-8)

- Understands that being a member of a group can increase an individual's social power and also can increase hostile actions toward or from other groups or individuals

- Understands that most groups have formal or informal procedures for arbitrating disputes among their members
- Understands how various institutions (e.g., banks, schools, hospitals, the military) influence people, events, and elements of culture and how people interact with different institutions
- Understands how role, status, and social class may affect interactions of individuals and social groups
- Understands how tensions might arise between expressions of individuality and group or institutional efforts to promote social conformity

#### **ECONOMICS - STANDARD: 1**

- Understands that scarcity of productive resources requires choices that generate opportunity costs

NCEE: Voluntary National Content Standards in Economics, pp.2, 5 (Explicitly stated)

NCEE: Framework for Economics, pp. 9-12 (Explicitly stated)

Internet Connections - Economics

Level III: Middle School/Jr. High (Grades 6-8)

- Understands that scarcity of resources necessitates choice at both the personal and the societal levels
- Knows that all decisions involve opportunity costs and that effective economic decision making involves weighing the costs and benefits associated with alternative choices
- Understands that the evaluation of choices and opportunity costs is subjective and differs across individuals and societies
- Knows that productivity can be measured as output per worker, per hour, per machine, or per unit of land
- Understands that increasing labor productivity is the major way in which a nation can improve the standard of living of its people

#### **ECONOMICS - STANDARD: 2**

- Understands characteristics of different economic systems, economic institutions, and economic incentives

NCEE: Voluntary National Content Standards in Economics, pp.7, 9, 23 (Explicitly stated)

NCEE: Framework for Economics, pp. 14-17 (Explicitly stated)

Internet Connections - Economics

Level III: Middle School/Jr. High (Grades 6-8)

- Understands that employers are willing to pay wages and salaries to workers because they expect to sell the goods and services those workers produce at prices high enough to cover the wages and salaries and all other costs of production
- Knows that in a command economic system a central authority, usually the government, makes the major decisions about production and distribution
- Knows that in a market economic system individual households and business firms make the major decisions about production and distribution in a decentralized manner following their self-interests
- Understands that national economies vary in the extent to which they rely on government directives (central planning) and signals from private markets

- Understands the types of specialized economic institutions found in market economies (e.g., corporations, partnerships, cooperatives, labor unions, banks, nonprofit organizations)
- Understands that economic incentives such as wanting to acquire money or goods and services and wanting to avoid loss are powerful forces affecting the way people behave
- Understands that entrepreneurs respond to incentives such as profits, the opportunity to be their own boss, the chance to achieve recognition, the satisfaction of creating new products, and disincentives such as losses and the responsibility, long hours, and stress of running a business
- Understands that in a market economy the pursuit of economic self-interest directs people and businesses in most of their economic decisions (e.g., to work, to save, to invest)
- Understands that many non-economic factors (e.g., cultural traditions and customs, values, interests, abilities) influence patterns of economic behavior and decision making

### **ECONOMICS - STANDARD: 3**

- Understands the concept of prices and the interaction of supply and demand in a market economy

NCEE: Voluntary National Content Standards in Economics, pp.17, 19 (Explicitly stated)

NCEE: Framework for Economics, pp. 18-22 (Explicitly stated)

#### **Internet Connections - Economics Level III: Middle School/Jr. High (Grades 6-8)**

- Knows that relative prices refer to the price of one good or service compared to the prices of others goods and services
- Understands that relative prices and how they affect people's decisions are the means by which a market system provides answers to the basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?
- Understands that the price of any one product is influenced by and also influences the prices of many other products
- Understands that scarce goods and services are allocated in a market economy through the influence of prices on production and consumption decisions
- Understands the "law of demand" ( i.e., an increase in the price of a good or service encourages people to look for substitutes, causing the quantity demanded to decrease, and vice versa)
- Understands that an increase in the price of a good or service enables producers to cover higher costs and earn profits, causing the quantity supplied to increase (and vice versa), but that this relationship is true only as long as other factors influencing costs of product and supply do not change

**ECONOMICS - STANDARD: 4**

- Understands basic features of market structures and exchanges

NCEE: Voluntary National Content Standards in Economics, pp.11, 16, 21, 25  
(Explicitly stated)

NCEE: Framework for Economics, pp.22-23, 24-26 (Explicitly stated)

Internet Connections - Economics

Level III: Middle School/Jr. High (Grades 6-8)

- Understands that not all competition is on the basis of price for identical products and that non-price competition includes style and quality differences, advertising, customer services, and credit policies
- Understands how competition among buyers of a product results in higher prices for the product
- Understands that the United States government uses laws and regulations to maintain competition, but sometimes the government reduces competition unintentionally or in response to special interest groups
- Understands that money encourages people to specialize because they can operate more efficiently in an exchange (i.e., sell what they produce to anyone, not just to someone who has something they want)

**ECONOMICS - STANDARD: 5**

- Understands unemployment, income, and income distribution in a market economy

NCEE: Voluntary National Content Standards in Economics, pp.29, 42, 44 (Explicitly stated)

NCEE: Framework for Economics, pp.23, 31-32 (Explicitly stated)

Internet Connections - Economics

Level III: Middle School/Jr. High (Grades 6-8)

- Knows the four basic categories of earned income: wages and salaries, rent, interest, and profit
- Understands that wages and salary are influenced by forces of supply and demand for labor, as well as an individual's productivity, education, training and skills
- Knows that the government defines "the labor force" as people at least 16 years old who either have a job or are actively looking for work
- Understands that the unemployment rate (i.e., the percentage of the labor force considered to be unemployed) rises during a recession, and the economy's production is less than its potential level

**ECONOMICS - STANDARD: 6**

- Understands the roles government plays in the United States economy

NCEE: Voluntary National Content Standards in Economics, pp.36, 40 (Explicitly stated)

NCEE: Framework for Economics, pp. 26-27 (Explicitly stated)

- Internet Connections - Economics

Level III: Middle School/Jr. High (Grades 6-8)

- Knows that in a market economy the government helps markets to operate efficiently by protecting property rights (i.e. the right to exclude others from using a good or service and the right to transfer ownership) and by providing a system of weights and measures and a standard and stable currency

- Understands that governments provide public goods because of the properties of shared consumption (i.e., non-rival products that can be used simultaneously by more than one person without reducing the amount of the product available for others to consume) and non-exclusion (i.e., public goods and service provide benefits to more than one person at the same time, and their use cannot be restricted only to those people who have paid to use them).

#### **ECONOMICS - STANDARD: 7**

- Understands savings, investment, and interest rates

NCEE: Voluntary National Content Standards in Economics, p. 27 (Explicitly stated)  
Internet Connections - Economics

Level III: Middle School/Jr. High (Grades 6-8)

- Understands that funds are channeled from savers to borrowers through banks.

#### **ECONOMICS - STANDARD: 8**

- Understands basic concepts of United States fiscal policy and monetary policy

NCEE: Voluntary National Content Standards in Economics, p. 47 (Explicitly stated)  
NCEE: Framework for Economics, pp. 34-35 (Explicitly stated)  
Internet Connections - Economics

Level III: Middle School/Jr. High (Grades 6-8)

- Not appropriate for this level

#### **ECONOMICS - STANDARD: 9**

- Understands how Gross Domestic Product and inflation and deflation provide indications of the state of the economy

NCEE: Voluntary National Content Standards in Economics, pp.42, 44 (Explicitly stated)  
NCEE: Framework for Economics, pp.29, 32-33 (Explicitly stated)  
Internet Connections - Economics

Level III: Middle School/Jr. High (Grades 6-8)

- Knows that inflation refers to a sustained increase in the average price level of the entire economy
- Knows that deflation refers to a sustained decrease in the average price level of the entire economy
- Understands that inflation reduces the value of money and that people's purchasing power declines if their incomes increase more slowly than the inflation rate
- Knows that Gross Domestic Product (GDP) is the total market value, expressed in dollars, of all final goods and services produced in the economy in a given year and is used as an indicator of the state of the economy

**ECONOMICS - STANDARD: 10**

- Understands basic concepts about international economics

NCEE: Voluntary National Content Standards in Economics, pp.11, 13, 16 (Explicitly stated)

NCEE: Framework for Economics, pp. 35-40 (Explicitly stated)

Internet Connections - Economics

- Level III: Middle School/Jr. High (Grades 6-8)

- Knows that exports are goods and services produced in one nation but sold to buyers in another nation
- Knows that imports are goods or services bought from sellers in another nation
- Understands that international trade promotes greater specialization, which increases total world output, and increases material standards of living
- Knows that an exchange rate is the price of one nation's currency in terms of another nation's currency, and that exchange rates are determined by the forces of supply and demand
- Understands that extensive international trade requires an organized system for exchanging money between nations (i.e., a foreign exchange market)
- Knows that despite the advantages of international trade (e.g., broader range of choices in buying goods and services), many nations restrict the free flow of goods and services through a variety of devices known as "barriers to trade" (e.g., tariffs, quotas) for national defense or because some companies and workers are hurt by free trade
- Understands that increasing international interdependence causes economic conditions and policies in one nation to affect economic conditions in many other nations
- Knows how the level of real GDP per capita is used to compare the level of economic development in different nations

**HEALTH - STANDARD: 1**

- Knows the availability and effective use of health services, products, and information

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)

Internet Connections - Health

- Level III: Middle School/Jr. High (Grades 6-8)

- Knows the costs and validity of common health products, services, and information
- Knows how to locate and use community health information, products, and services that provide valid health information
- Knows ways to influence the consumer health service system (e.g., assertive consumerism, selecting providers, communicating complaints)
- Knows community health consumer organizations and the advocacy services they provide (e.g., American Heart Association, American Lung Association, Diabetes Association)
- Knows situations that require professional health services (e.g., management of health conditions such as asthma, diabetes)

**HEALTH - STANDARD: 2**

- Knows environmental and external factors that affect individual and community health

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

**Level III: Middle School/Jr. High (Grades 6-8)**

- Knows cultural beliefs, socioeconomic considerations, and other environmental 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)
- Understands how various messages from the media, technology, and other sources impact health practices (e.g., health fads, advertising, misconceptions about treatment and prevention options)
- 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)
- Understands how peer relationships affect health (e.g., name calling, prejudice, exclusiveness, discrimination, risk-taking behaviors)

**HEALTH - STANDARD: 3**

- Understands the relationship of family health to individual health

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

**Level III: Middle School/Jr. High (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)
- Understands the development of adolescent independence
- Knows how communication techniques can improve family life (e.g., talking openly and honestly with parents when problems arise)

**HEALTH - STANDARD: 4**

- Knows how to maintain mental and emotional health

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

**Level III: Middle School/Jr. High (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 will pass, examining the situation leading to the feelings)
- Knows characteristics and conditions associated with positive self-esteem
- Knows appropriate ways to build and maintain positive relationships with peers, parents, and other adults (e.g., interpersonal communication)
- Understands the difference between safe and risky or harmful behaviors in relationships
- Knows techniques for seeking help and support through appropriate resources

**HEALTH - STANDARD: 5**

- Knows essential concepts and practices concerning injury prevention and safety

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

Level III: Middle School/Jr. High (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)
- Knows strategies for managing a range of situations involving injury (e.g., first aid procedures, abdominal thrust maneuver, cardiopulmonary resuscitation)
- Knows potential signs of self- and other-directed violence
- Knows the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict
- Knows how refusal and negotiation skills can be used to enhance health

**HEALTH - STANDARD: 6**

- Understands essential concepts about nutrition and diet

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

Level III: Middle School/Jr. High (Grades 6-8)

- Understands how eating properly can help to reduce health risks (in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition)
- Knows appropriate methods to maintain, lose, or gain weight according to individual needs and scientific research
- Knows eating disorders that affect health adversely (e.g., anorexia, overeating, bulimia)
- Knows the principles of food safety involved with food storage and preparation (e.g., proper refrigeration, hand washing, proper cooking and storage temperatures)

**HEALTH - STANDARD: 7**

- Knows how to maintain and promote personal health

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

Level III: Middle School/Jr. High (Grades 6-8)

- Knows personal health strengths and risks (e.g., results of a personal health assessment)
- Knows how positive health practices and appropriate health care can help to reduce health risks (e.g., good personal hygiene, health screenings, self-examinations)
- Knows strategies and skills that are used to attain personal health goals (e.g., maintaining an exercise program, making healthy food choices)
- Understands how changing information, abilities, priorities, and responsibilities influence personal health goals
- Knows how health is influenced by the interaction of body systems

**HEALTH - STANDARD: 8**

- Knows essential concepts about the prevention and control of disease

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

Level III: Middle School/Jr. High (Grades 6-8)

- Understands how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems
- Knows communicable, chronic, and degenerative disease processes and the differences between them
- 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)

**HEALTH - STANDARD: 9**

- Understands aspects of substance use and abuse

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

Level III: Middle School/Jr. High (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)
- 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)
- Knows the short- and long-term consequences of the use of alcohol, tobacco, 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)
- 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)
- Knows community resources that are available to assist people with alcohol, tobacco, and other drug problems

**HEALTH - STANDARD: 10**

- Understands the fundamental concepts of growth and development

Joint Health Committee on Health Education Terminology, p. 106 (Explicitly stated)  
Internet Connections - Health

Level III: Middle School/Jr. High (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)
- Knows the similarities and differences between male and female sexuality
- Understands the processes of conception, prenatal development, and birth

- Knows strategies for coping with concerns and stress related to the changes that occur during adolescence

### **HISTORICAL UNDERSTANDING - STANDARD: 1**

- Understands and knows how to analyze chronological relationships and patterns

NCHS: Basic Edition, pp. 60-61 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 18 (Explicitly stated)

NCHS: World History, expanded edition, p. 18 (Explicitly stated)

Internet Connections - History

#### **Level III: Middle School/Jr. High (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
- Knows how to construct and interpret multiple tier time lines (e.g., a time line that contains important social, economic, and political developments in colonial history; a time line that compares developments in the English, French, and Spanish colonies in North America)
- 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
- Understands patterns of change and continuity in the historical succession of related events
- 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)
- Knows how to periodize events of the nation into broadly defined eras 1st

### **HISTORICAL UNDERSTANDING - STANDARD: 2**

- Understands the historical perspective NCHS: Basic Edition, pp. 60-61 (Implied)

NCHS: U.S. History, Expanded Edition, pp. 18-19 (Implied) Gagnon: Historical Literacy, p. 25 (Explicitly stated)

NCHS: World History, expanded edition, pp. 18-19 (Implied)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Knows how to view the past in terms of the norms and values of the time 2nd
- Understands that specific individuals had a great impact on history
- Understands that specific ideas had an impact on history
- Understands that "chance events" had an impact on history
- Understands that specific decisions and events had an impact on history
- Evaluates historical fiction according to the accuracy of its content and the author's interpretation
- Predicts how events might have turned out differently in one's local community if specific individuals or groups had chosen different courses of action 1st

**LIFE WORK - STANDARD: 1**

- Makes effective use of basic tools

Project 2061: Benchmarks for Science Literacy, p. 292 (Implied)  
Internet Connections - Life Skills

Level III: Middle School/Jr. High (Grades 6-8)

- 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 the various parts

**PHYSICAL EDUCATION - STANDARD: 1**

- Uses a variety of basic and advanced movement forms

NASPE: National Standards for Physical Education, p. 6 (Explicitly stated)  
MDOE: Physical Education Standards Draft, pp. 4-7 (Implied)  
NASPE: Outcomes of Physical Education, p. 7 (Explicitly stated)  
Internet Connections - Physical Education

Level II: Upper Elementary (Grades 3-6)

- Uses mature form in object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass)
- Uses basic sport-specific skills for a variety of physical activities (e.g., basketball chest pass, soccer dribble, fielding a softball with a glove)
- Uses mature form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills that are components of selected modified games, sports, dances (e.g., combining steps to perform certain dances; combining running, stopping, throwing, shooting, kicking for sideline soccer)
- Uses mature form in balance activities on a variety of apparatuses (e.g., balance board, large apparatus, skates)
- Uses beginning strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, placing ball away from opponent in a racket sport, hand and foot dribble while preventing an opponent from stealing the ball in basketball)

**PHYSICAL EDUCATION - STANDARD: 2**

- Uses movement concepts and principles in the development of motor skills

NASPE: National Standards for Physical Education, p. 7 (Explicitly stated)  
MDOE: Physical Education Standards Draft, p. 10 (Implied) NASPE: Outcomes of Physical Education, p. 7 (Explicitly stated)  
Internet Connections - Physical Education

Level II: Upper Elementary (Grades 3-6)

- Uses information from a variety of internal and external sources to improve performance (e.g., group projects, student journal, self-assessment, peer and coach review)
- Understands principles of practice and conditioning that improve performance
- Understands proper warm-up and cool-down techniques and reasons for using them
- Uses basic offensive and defensive strategies in unstructured game environments (e.g., limited rules, modified equipment, small numbers of participants)

**PHYSICAL EDUCATION - STANDARD: 3**

- Understands the benefits and costs associated with participation in physical activity

NASPE: Outcomes of Physical Education, p. 7 (Explicitly stated)  
Internet Connections - Physical Education

**Level II: Upper Elementary (Grades 3-6)**

- Knows about opportunities for participation in physical activities both in and out of school (e.g., recreational leagues, intramural sports, clubs)
- Chooses physical activities based on a variety of factors (e.g., personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment)
- Knows factors that inhibit physical activity (e.g., substance abuse)
- Knows how to modify activities to be more health-enhancing (e.g., walking instead of riding, taking the stairs rather than the elevator)
- Understands detrimental effects of physical activity (e.g., muscle soreness, overuse injuries, over-training, temporary tiredness, and discovering inability)
- Understands activities that provide personal challenge (e.g., risk-taking, adventure, and competitive activities)

**PHYSICAL EDUCATION - STANDARD: 4**

- Understands how to monitor and maintain a health-enhancing level of physical fitness

NASPE: National Standards for Physical Education, p. 10 (Explicitly stated)  
MDOE: Physical Education Standards Draft, pp.8, 9, 12, 15 (Implied)  
NASPE: Outcomes of Physical Education, p. 7 (Explicitly stated)  
Internet Connections - Physical Education

**Level II: Upper Elementary (Grades 3-6)**

- Engages in activities that develop and maintain cardio respiratory endurance (e.g., timed or distance walk/run and other endurance activities at a specified heart rate)
- Engages in activities that develop and maintain muscular strength (e.g., push-ups, pull-ups, curl-ups, isometric strength activities, jump rope)
- Engages in activities that develop and maintain flexibility of the major joints (e.g., sit and reach, trunk twists, and arm-shoulder stretches)
- Knows the effects of physical activity and nutrition on body composition
- Knows how to monitor intensity of exercise (e.g., heart rate, breathing rate, perceived exertion, and recovery rate)
- Meets health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, body composition, muscle strength, endurance, and flexibility)
- Knows the characteristics of a healthy lifestyle (e.g., daily health-enhancing physical activity, proper nutrition)
- Uses information from fitness assessments to improve selected fitness components (e.g., cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)
- Participates in moderate to vigorous physical activity in a variety of settings (e.g., gymnastics clubs, community sponsored youth sports)

**PHYSICAL EDUCATION - STANDARD: 5**

- Understands the social and personal responsibility associated with participation in physical activity

NASPE: National Standards for Physical Education, pp.11, 13, 14 (Implied) MDOE: Physical Education Standards Draft, p. 14 (Explicitly stated)

NASPE: Outcomes of Physical Education, p. 7 (Implied)  
Internet Connections - Physical Education

**Level II: Upper Elementary (Grades 3-6)**

- Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations
- Works in a group to accomplish a set goal in both cooperative and competitive activities
- Understands the role of physical activities in learning more about others of like and different backgrounds (e.g., gender, culture, ethnicity, and disability)
- Understands the physical challenges faced by people with disabilities (e.g., wheelchair basketball, dancing with a hearing disability)
- Understands the origins of different sports and how they have evolved

**THINKING AND REASONING - STANDARD: 1**

- Understands and applies the basic principles of presenting an argument

CCE: National Standards for Civics and Government, p. 93 (Implied)

GESP: National Geography Standards, p. 55 (Explicitly stated)

JHESC: National Health Education Standards, p. 23 (Implied)

NRC: National Science Education Standards, p. 176 (Implied)

Carnevale: Workplace Basics, p. 64 (Implied)

Internet Connections - Life Skills

**Level III: Middle School/Jr. High (Grades 6-8)**

- Evaluates arguments that are based on quantitative data and mathematical concepts
- 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)
- Questions conclusions based on very small samples of data, biased samples, or samples for which there is no central sample
- Makes basic distinctions between information that is based on fact and information that is based on opinion
- Identifies and questions false analogies
- 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
- Compares and contrasts the credibility of differing accounts of the same event

**THINKING AND REASONING - STANDARD: 2**

- Understands and applies basic principles of logic and reasoning

SCANS: Report for America 2000, p. xviii (Implied)

Carnevale: Workplace Basics, p. 64 (Implied)

Internet Connections - Life Skills

**Level III: Middle School/Jr. High (Grades 6-8)**

- Uses formal deductive connectors ("if...then," "not," "and," "or") in the construction of deductive arguments
- Understands that some aspects of reasoning have very rigid rules but other aspects do not
- Understands that when people have rules that always hold for a given situation and good information about the situation, then logic can help them figure out what is true about the situation
- Understands that reasoning by similarities can suggest ideas but cannot be used to prove things
- 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"
- Understands that a single example can never prove that something is true, but a single example can prove that something is not true
- Understands that some people invent a general rule to explain how something works by summarizing observations
- Understands that people over generalize by making up rules on the basis of only a few observations
- Understands that personal values influence the types of conclusions people make
- Recognizes situations in which a variety of conclusions can be drawn from the same information

**THINKING AND REASONING - STANDARD: 3**

- Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies)

CCE: National Standards for Civics and Government, p. 16 (Explicitly stated)

ACTFL: Standards for Foreign Language Learning, pp.54, 56 (Explicitly stated)

NCHS: National Standards for History: Basic Edition, p. 77 (Implied) NRC: National Science Education Standards; p. 135 (Implied)

NASPE: National Standards for Physical Education, p. 48 (Explicitly stated)

Carnevale: Workplace Basics, pp.90, 202 (Implied)

Internet Connections - Life Skills

**Level III: Middle School/Jr. High (Grades 6-8)**

- Compares consumer products on the basis of features, performance, durability, and cost, and considers personal tradeoffs
- Understands that an analogy not only contains some likenesses but also some differences
- Selects criteria or rules for category membership that are relevant and important
- Orders information and events chronologically or based on frequency of occurrence
- Orders information based on importance to a given criterion
- Articulates abstract relationships between existing categories of information
- Creates a table to compare specific abstract and concrete features of two items

- Compares different sources of information for the same topic in terms of basic similarities and differences
- Identifies the abstract relationships that form the basis for analogies

#### **THINKING AND REASONING - STANDARD: 4**

- Understands and applies basic principles of hypothesis testing and scientific inquiry

NRC: National Science Education Standards, p. 121 (Explicitly stated)

Carnevale: Workplace Basics, p. 64 (Implied)

Internet Connections - Life Skills

Level III: Middle School/Jr. High (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
- Verifies results of experiments
- Understands that there may be more than one valid way to interpret a set of findings
- Questions findings in which no mention is made of whether the control group is very similar to the experimental group
- Reformulates a new hypothesis for study after an old hypothesis has been eliminated
- Makes and validates conjectures about outcomes of specific alternatives or events regarding an experiment

#### **THINKING AND REASONING - STANDARD: 5**

- Applies basic trouble-shooting and problem-solving techniques

CCE: National Standards for Civics and Government, p. 26 (Explicitly stated)

SCANS: Report for America 2000, p. xviii (Implied) Carnevale: Workplace Basics, p. 182 (Explicitly stated)

Carnevale: Workplace Basics, p. 64 (Implied)

Internet Connections - Life Skills

Level III: Middle School/Jr. High (Grades 6-8)

- Identifies alternative courses of action and predicts likely consequences of each
- Selects the most appropriate strategy or alternative for solving a problem
- Examines different alternatives for resolving local problems and compares the possible consequences of each alternative

#### **THINKING AND REASONING - STANDARD: 6**

- Applies decision-making techniques

JHESC: National Health Education Standards, p. 22 (Implied)

NCSS: Curriculum Standards for Social Studies, p. 149 (Explicitly stated)

Internet Connections - Life Skills

Level III: Middle-School/Jr. High (Grades 6-8)

- Identifies situations in the community and in one's personal life in which a decision is required
- Secures factual information needed to evaluate alternatives
- Identifies the values underlying the alternatives that are considered and the criteria that will be used to make a selection among the alternatives

- Predicts the consequences of selecting each alternative
- Makes decisions based on the data obtained and the criteria identified
- When appropriate, takes action to implement the decision
- Makes effective decisions about consumer products based on important criteria, including external features, performance, durability, cost, and personal tradeoffs
- Analyzes personal decisions in terms of the options that were considered
- Uses a decision-making grid or matrix to make or study decisions involving a relatively limited number of alternatives and criteria
- Selects appropriate locations for specific service industries within the community

#### **UNITED STATES HISTORY - STANDARD: 1**

- Understands the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

NCHS: Basic Edition, p. 77 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 35 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands the migration and settlement patterns of peoples in the Americas (e.g., the archaeological and geological evidence that explains the movement of people from Asia to Americas, the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers, use of the Bering land bridge)
- Understands the significance of beliefs held by both Native Americans and Europeans (e.g., Native American beliefs about their origins in America, ideas of land use held by Native Americans and Europeans)
- Understands social, economic, and cultural characteristics of European society (e.g., the customary European family organization, gender roles, property holding, education and literacy, linguistic diversity, religion)
- Knows the geographic characteristics of Western and Central Africa and understands the impact of geography on settlement patterns, cultural traits, and trade (e.g., in political kingdoms such as Mali, Songhai, and Benin; in urban centers such as Timbuktu and Jenne)
- Compares political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the Western Hemisphere after 1492 (e.g., concepts of political authority, civic values, and the organization and practice of government; population levels, urbanization, family structure, and modes of communication; systems of labor, trade, concepts of property, and exploitation of natural resources; dominant ideas and values including religious beliefs and practices, gender roles, and attitudes toward nature)
- Understands the economic, social, and cultural influence of location and physical geography on different Native American societies (e.g., Iroquois and Pueblo, Northwest and Southeast societies)
- Understands how the Mohawk, Oneida, Onondaga, Cayuga, and Seneca united to form the Iroquois nation and to solve conflicts peaceably
- Knows legends of pre-Columbus explorations and the technological, scientific, and geographic factors that led to the age of exploration in the Americas

**UNITED STATES HISTORY - STANDARD: 2**

- Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization

NCHS: Basic Edition, p. 79 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 46 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Knows the features of the major European explorations that took place between the 15th and 17th centuries (e.g., the routes and motives of Spanish, French, Dutch, and English explorers; the goals and achievements of major expeditions; problems encountered on the high seas; fears and superstitions of the times; what sailors expected to find when they reached their destinations)
- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus (e.g., Spanish interactions with the Aztec, Inca, and Pueblo; the expeditions of Cabeza de Vaca and Francisco Vasquez de Coronado in the American Southwest; the conquest of Spanish America)

**UNITED STATES HISTORY - STANDARD: 3**

- Understands why the Americas attracted Europeans, why they brought enslaved Africans to their colonies and how Europeans struggled for control of North America and the Caribbean

NCHS: Basic Edition, p. 81 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 51 (Implied)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the lives of free and indentured immigrants who came to North America and the Caribbean from Europe (e.g., religious, political, and economic motives of free immigrants from different parts of Europe; why indentured servants risked the hardships of bound labor overseas; opportunities and challenges encountered by European immigrants)
- Understands growth and change in the European colonies during the two centuries following their founding (e.g., the arrival of Africans in the European colonies in the 17<sup>th</sup> century, the rapid increase of slave importation in the 18th century)
- Understands peaceful and conflictory interaction between English settlers and Native Americans in the New England, Mid-Atlantic, Chesapeake, and lower South colonies (e.g., how Native American and European societies influenced one another, differing European and Native American views of the land and its use)
- Understands the similarities and differences in backgrounds, motivations, and occupational skills between people in the English settlements and those in the French and Spanish settlements

**UNITED STATES HISTORY - STANDARD: 4**

- Understands how political, religious, and social institutions emerged in the English colonies

NCHS: Basic Edition, p. 82 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 58 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the influence of Enlightenment ideas on American society (e.g., Benjamin Franklin's experiments with electricity)
- Understands the development of colonial governments (e.g., how early colonies differed in the way they were established and governed, how characteristics of colonial self-government such as the right to vote and hold office were reflected in the Mayflower Compact)
- Understands Puritanism in colonial America (e.g., how Puritanism shaped New England communities, the changes in Puritanism during the 17th century, opposition to King James I, why Puritans came to America, the Puritan family structure)
- 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)

**UNITED STATES HISTORY - STANDARD: 5**

- Understands how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas

NCHS: Basic Edition, p. 83 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 64 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the factors that shaped the economic system in the colonies and the Americas (e.g., labor systems, natural resources, relations with other countries and the home country)
- Understands economic life in the New England, Chesapeake, and southern colonies (e.g., environmental and human factors; the work people did; the crops that plantation, yeoman, and family farmers grew; the New England merchant's trading triangle)
- Understands elements of African slavery during the colonial period in North America (e.g., relocation of enslaved Africans to the Caribbean and North America, the slave trade and "the middle passage")

**UNITED STATES HISTORY - STANDARD: 6**

- Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory

NCHS: Basic Edition, p. 86 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 72 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (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)
- Understands the events that contributed to the outbreak of the American Revolution and the earliest armed conflict of the Revolutionary War (e.g., opponents and defenders of England's new imperial policy, the idea of "taxation without representation," the battle at Lexington and Concord)
- Understands the major ideas in the Declaration of Independence, their sources, and how they became unifying ideas of American democracy (e.g., major terms, why the document was written, what the signers risked)
- Understands the major developments and chronology of the Revolutionary War and the roles of its political, military, and diplomatic leaders (e.g., George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Samuel Adams, John Hancock, Richard Henry Lee)
- Understands perspectives of and the roles played in the American Revolution by various groups of people (e.g., men, women, white settlers, free and enslaved African-Americans, and Native Americans)
- Understands the United States relationships with European countries and the contributions of each European power to the outcome of the Revolution (e.g., relations with France, Holland and Spain; consequences of the Treaty of Paris; Ben Franklin's negotiations with the French)

**UNITED STATES HISTORY - STANDARD: 7**

- Understands the impact of the American Revolution on politics, economy, and society

NCHS: Basic Edition, p. 87 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 80 (Implied)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the major political issues in the thirteen colonies after their independence from England (e.g., arguments over the Articles of Confederation, arguments over how to govern themselves)
- Understands the factors that led to Shay's Rebellion
- Understands the social, political, and economic effects of the American revolutionary victory on different groups (e.g., rural farmers, wealthy merchants, enslaved and free African Americans, abolitionists, women who contributed to the war effort)

**UNITED STATES HISTORY - STANDARD: 8**

- Understands the institutions and practices of government created during the Revolution and how these elements were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

NCHS: Basic Edition, p. 89 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 82 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the factors involved in calling the Constitutional Convention (e.g., Shay's Rebellion)
- Understands the issues and ideas supported and opposed by delegates at the Constitutional Convention (e.g., enduring features of the Constitution, such as the separation powers, and checks and balances; the Virginia Plan; the New Jersey Plan; the Compromise; abolition)
- Understands the significance of the Bill of Rights and its specific guarantees (e.g., the relevance of the Bill of Rights in today's society)
- Understands the differences in leaders (e.g., Alexander Hamilton and Thomas Jefferson) and the social and economic composition of each political party in the 1790s
- Understands the issues that impacted the lives of farmers in western Pennsylvania during the Whiskey Rebellion

**UNITED STATES HISTORY - STANDARD: 9**

- Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

NCHS: Basic Edition, p. 92 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 94 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the factors that led to U.S. territorial expansion in the Western Hemisphere (e.g., Napoleon's reasons for selling the Louisiana Territory, expeditions of American explorers and mountain men)
- Understands the War of 1812 (e.g., causes, sectional divisions, Native American support of the British, defining the war)
- Knows the foreign territorial claims in the Western Hemisphere in 1800 and the impact on American foreign policy (e.g., the origins and provisions of the Monroe Doctrine; the claims of Spain, France, Britain, and Russia; nations that declared their independence in 1823; how President Monroe dealt with European attempts to reestablish control)
- Understands the impact of territorial expansion on Native American tribes (e.g., the Cherokee, Chickasaw, Choctaw, Creek and Seminole removals, the significance of the Trail of Tears, the original lands held by various tribes of the Southeast and those held in the Old Northwest territory)
- Understands the origins of Manifest Destiny and its influence on the westward expansion of the United States (e.g., its role in the resolution of the Oregon dispute with Great Britain, how it led to the Mexican-American war)

- Understands elements of the relationship between Texas and Mexico in the mid-19<sup>th</sup> century (e.g., the Texas War for Independence, American settlement in Mexico's Texas, the American defeat at the Alamo)
- Understands events that led to the Mexican-American war (e.g., the idea of Manifest Destiny, U.S. annexation of Texas, the invasion of Mexico by U.S. troops) and the consequences of the Treaty of Guadalupe Hidalgo

#### UNITED STATES HISTORY - STANDARD: 10

- Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions

NCHS: Basic Edition, p. 94 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 101 (Explicitly stated)

Internet Connections - History

#### Level II: Elementary (Grades 5-6)

- Understands the lives of immigrants in American society during the antebellum period (e.g., factors that led to increased immigration from China, Ireland, and Germany; how immigrants adapted to life in the United States and to hostility from the nativist movement and the "Know- Nothing" party)
- Understands the major technological developments that influenced land and water transportation, the economy, international markets, and the environment between 1801 and 1860 (e.g., the importance of the spinning jenny, steam locomotive, and telegraph; the development of the canal system after 1825 and railroad system after 1860)
- Understands social and economic elements of urban and rural life in the early and mid-19th centuries (e.g., the impact of the factory system on gender roles and the daily life of men, women, and children; factors that caused rapid urbanization; city life in the 1840s; differences in urban and rural children's' lives, life in New England mill towns in the early 1800s, the impact of the canal and railroad on the locations and size of cities after 1820)
- Understands popular and high culture in growing urban areas during the 19th century (e.g., novels, theater, minstrel shows, P.T. Barnum's "American Museum")
- Understands how slavery shaped social and economic life in the South after 1800 (e.g., how the cotton gin and the opening of new lands in the South and West led to increased demands for slaves; differences in the lives of plantation owners, poor free black and white families, and slaves; methods of passive and active resistance to slavery; escaped slaves and the Underground Railroad)
- Understands elements of early western migration (e.g., the lure of the West and the reality of life on the frontier; motivations of various settlers; Mormon contributions to the settlement of the West; differences in the settlement of California and Oregon in the late 1840s and 1850s; routes taken by settlers of the Western U.S.; interactions between settlers and Native Americans and Mexicans in the western territories)

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Internet Connections - History

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**UNITED STATES HISTORY - STANDARD: 11**

- Understands the extension, restriction, and reorganization of political democracy after 1800

NCHS: Basic Edition, p. 96 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 110 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands elements of suffrage in the antebellum years (e.g., contradictions between the movement for universal white male suffrage and disenfranchisement of free African Americans and women, the influence of the West and western politicians in supporting equality in the political process)

- 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 the government)
- Understands divisive issues prior to the Civil War (e.g., the Missouri Compromise and its role in determining slave and non-slave land areas, the issues that divided the North and the South)

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NCHS: U.S. History, Expanded Edition, p. 110 (Explicitly stated)

Internet Connections - History

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#### **UNITED STATES HISTORY - STANDARD: 12**

- Understands the sources and character of cultural, religious, and social reform movements in the antebellum period

NCHS: Basic Edition, p. 97 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 114 (Explicitly stated)

Internet Connections - History

##### **Level II: Elementary (Grades 5-6)**

- Understands how literary and artistic movements fostered a distinct American identity among different groups and in different regions
- Understands the major characteristics of the abolition movement in the antebellum period (e.g., different viewpoints within the abolitionist movement, arguments of those opposed to and those who supported slavery, the Underground Railroad)
- Understands the religious revivals that swept the nation in the early 19th century (e.g., the importance of the Second Great Awakening, the messages of Great Awakening leaders such as Charles Finney and Peter Cartwright)
- Understands the role of women in the reform movements in antebellum America (e.g., the contributions of individuals of different racial and social groups, the types of reforms women sought, how fashion became a part of the movement for women's rights)

**UNITED STATES HISTORY - STANDARD: 13**

- Understands the causes of the Civil War

NCHS: Basic Edition, p. 100 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 122 (Explicitly stated)

Internet Connections - History

Level II: Elementary (Grades 5-6)

- Understands slavery prior to the Civil War (e.g., the importance of slavery as a principle cause of the Civil War, the growing influence of abolitionists, children's roles and family life under slavery)
- 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 economy and slavery of the South)

**UNITED STATES HISTORY - STANDARD: 14**

- Understands the course and character of the Civil War and its effects on the American people

NCHS: Basic Edition, p. 100 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 124 (Explicitly stated)

Internet Connections - History

Level II: Elementary (Grades 5-6)

- Understands the technological, social, and strategic aspects of the Civil War (e.g., the impact of innovations in military technology; turning points of the war; leaders of the Confederacy and Union; conditions, characteristics, and armies of the Confederacy and Union; major areas of Civil War combat)
- Understands the provisions and significance of the Emancipation Proclamation (e.g., reasons Abraham Lincoln issued it, public reactions to it in the North and the South)
- Understands the impact of the Civil War on social and gender issues (e.g., the roles of women on the home front and on the battlefield; the human and material costs of the war; the degree to which the war united the nation; how it changed the lives of women, men, and children)

**UNITED STATES HISTORY - STANDARD: 15**

- Understands how various reconstruction plans succeeded or failed

NCHS: Basic Edition, p. 101 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 128 (Explicitly stated)

Internet Connections - History

Level II: Elementary (Grades 5-6)

- Understands military, political, and social factors affecting the post Civil War period (e.g., the basic provisions of the 13th, 14th, and 15th amendments, and the political and social forces that opposed and supported them, how the lives of African Americans were changed by these amendments; demobilization of the Union and Confederate armies; how the leadership of Presidents Lincoln and Johnson affected reconstruction)
- Understands changes in social relations in the South during Reconstruction (e.g., the role of the Freedmen's Bureau, the impact of emancipation in the South, how former slaves improved their position in society, how people from the North traveled to aid in Reconstruction)

- Understands the lives of African Americans during the Reconstruction era (e.g., the progress of "Black Reconstruction" and the impact of legislative reform programs, contributions of individual African Americans who served as teachers and political leaders, why some abolition leaders voiced opposition to the 15th amendment)
- Understands the impact of the Reconstruction period on politics in the South (e.g., the increase in corruption in the post-Civil War period, the importance of political cartoonists in drawing attention to corruption)
- Understands how economic conditions and family life in the North and South changed over the war years

#### **UNITED STATES HISTORY - STANDARD: 16**

- Understands how the rise of corporations, heavy industry, and mechanized farming transformed American society

NCHS: Basic Edition, p. 104 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 138 (Explicitly stated)

Internet Connections - History

##### **Level II: Elementary (Grades 5-6)**

- Understands the impact of significant achievements and individuals of the late 19<sup>th</sup> century (e.g., the effects of major technological, transportation, and communication changes that occurred after 1870; careers of industrial and financial leaders of the late 19th century)
- Understands the economic and social changes that occurred in late 19th century American cities (e.g., where industries and transportation expanded; geographic reasons for building factories, commercial centers, and transportation hubs; why different groups moved from the farms to the big cities and how they adjusted; living conditions in the growing cities)
- Understands social development and labor patterns in the late 19th century West (e.g., major technological and geographic influences that affected farming, mining, and ranching; conflicts among farmers, ranchers, and miners during settlement; life on the Great Plains and the idea of "frontier")
- Understands environmental issues of the late 19th century (e.g., environmental costs of pollution and depletion of natural resources; efforts of reformers to control pollution and promote concern for the natural environment)

#### **UNITED STATES HISTORY - STANDARD: 17**

- Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

NCHS: Basic Edition, p. 106 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 146 (Explicitly stated)

Internet Connections - History

##### **Level II: Elementary (Grades 5-6)**

- Understands patterns of immigrant life after 1870 (e.g., where people came from and where they settled; how immigrants formed a new American culture; the challenges, opportunities, and contributions of different immigrant groups; ways in which immigrants learned to live and work in a new country)
- Understands the experiences of diverse groups and minorities in different regions of the country (e.g., the experiences of African Americans, Asian Americans, and

Hispanic Americans; the anti-Chinese movement in the West; the rise of lynching in the South; the impact of Jim Crow laws on African Americans)

- Understands social activities in the late 19th century (e.g., new forms of popular culture and leisure activities at different levels of American society, entertainment for children)

#### **UNITED STATES HISTORY - STANDARD: 18**

- Understands the rise of the American labor movement and how political issues reflected social and economic changes

NCHS: Basic Edition, p. 107 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 152 (Explicitly stated)

Internet Connections - History

##### **Level II: Elementary (Grades 5-6)**

- Understands changes in business and labor practices during the late 19th century (e.g., reasons for child labor and its consequences, changes in business operation, how workers' lives were affected after the Civil War)
- Understands characteristics of the labor conflicts of the late 19th century (e.g., causes and effects of escalating labor conflicts, causes and effects of coal mine strikes, the organizing efforts of Mother Mary Jones)
- Understands major political issues and events of the late 19th century (e.g., the issues and results of the 1896 election, why third parties were established, the importance of Thomas Nast's political cartoons, the lives of important political personalities)

#### **UNITED STATES HISTORY - STANDARD: 19**

- Understands federal Indian policy and United States foreign policy after the Civil War

NCHS: Basic Edition, p. 108 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 159 (Explicitly stated)

Internet Connections - History

##### **Level II: Elementary (Grades 5-6)**

- Understands significant events for Native American tribes in the late 19th century and how they responded (e.g., survival strategies of Native American societies during the "second great removal," movement to reservations in western states, the effect of government policies on Native American nations and Native American land holdings between 1870 and 1900)
- Understands the expansion of U.S. territories in the post-Civil War era (e.g., areas the U.S. annexed, primary interests in these areas)
- Understands critical features of the Spanish-American War (e.g., conditions that led to the war with Spain in 1898, character and outcome of the war, leading personalities of the Spanish-American War)

**UNITED STATES HISTORY - STANDARD: 20**

- Understands how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

NCHS: Basic Edition, p. 111 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 165 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands Progressive ideas and reform efforts (e.g., the Progressive idea of a democracy responsive to the needs of an industrial society, Progressive attempts at social and moral reform, conditions that inspired these reforms)
- Understands political and legislative elements of the Progressive movement (e.g., how the Progressives promoted political change and expanded democracy at state and local levels; the leadership of Presidents Roosevelt, Taft, and Wilson and their ideas for reform; the 16th, 17th, and 18th amendments; the movement for women's suffrage)
- Understands issues and perspectives of different groups during the Progressive era (e.g., African Americans and their alternative programs; women, Native Americans, organized workers)
- Understands 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)

**UNITED STATES HISTORY - STANDARD: 21**

- Understands the changing role of the United States in world affairs through World War I

NCHS: Basic Edition, p. 112 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 171 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands various U.S. foreign policies in the early part of the 20th century (e.g., the Open Door policy; places the U.S. claimed, occupied, or protected in the Caribbean after the Spanish-American War; the importance of the Panama Canal)
- Understands World War I prior to U.S. intervention (e.g., the causes in 1914, reasons for declaration of U.S. neutrality, locations of Allied and Central Powers, the extent of War in Europe and the use of new weapons and technology)
- Understands U.S. involvement in World War I (e.g., how the American Expeditionary Force contributed to the Allied victory, Wilson's Fourteen Points, the negotiation of the Versailles Treaty, the national debate over treaty ratification and the League of Nations)

**UNITED STATES HISTORY - STANDARD: 22**

- Understands how the United States changed between the post-World War I years and the eve of the Great Depression

NCHS: Basic Edition, p. 114 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 178 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands efforts to restrict immigrants and diverse groups of people in the post-World War I era (e.g., the closing of the "Golden Door," nativism and anti-immigrant attitudes)
- Understands how urban life changed in the 1920s (e.g., how scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, transformed production, work and daily life; how improvements in steel construction and elevators contributed to the changes; why people prized home ownership; why people left the cities for the suburbs)
- Understands the rise of a mass culture in the 1920s (e.g., the media and recreation available in the 1920s; how increased leisure time promoted the growth of professional sports, amusement parks, and national parks; the impact of recreational areas on the local environment)
- Understands influences on African American culture during the 1920s (e.g., the Harlem Renaissance)
- Understands the effects of women's suffrage on politics (e.g., the major events of women's suffrage movement from the Seneca Falls Convention of 1848 to the ratification of the 19th amendment; how the 19th Amendment changed political life in America)
- Understands how women's lives changed after World War I (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)
- Understands aspects of Prohibition (e.g., smuggling)

**UNITED STATES HISTORY - STANDARD: 23**

- Understands the causes of the Great Depression and how it affected American society

NCHS: Basic Edition, p. 117 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 188 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands economic aspects of the Great Depression (e.g., the causes and consequences of the stock market crash of 1929; the factors that contributed to the Great Depression; the effects of the depression on farmers, city workers, and military veterans)
- Understands the environmental and social impact of the Great Depression (e.g., the effects of the Great Depression and Dust Bowl on American farm owners, tenants, and sharecroppers; the effects of the depression on diverse groups and on local communities)

**UNITED STATES HISTORY - STANDARD: 24**

- Understands how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

NCHS: Basic Edition, p. 118 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 193 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the background and leadership styles of depression-era presidents (e.g., Herbert Hoover, Franklin D. Roosevelt)
- Understands the influences on and impact of the New Deal (e.g., how legislation and policies affected American workers and the labor movement, the condition of working men and women in the United States in the 1930s, how the New Deal affected the lives of local families, how women contributed to New Deal programs)
- Understands the significance and legacy of the New Deal (e.g., major New Deal programs still in effect today, support for and opposition to Roosevelt's "court packing" proposal and why he abandoned this proposal)

**UNITED STATES HISTORY - STANDARD: 25**

- Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

NCHS: Basic Edition, p. 119 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 199 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands events leading to U.S. involvement in World War II (e.g., reasons for American isolationist sentiment and its effects on international relations and diplomacy; American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941, global involvement of nations and people before World War II; the location of Pearl Harbor and events that brought the U.S. into the war)
- Understands significant military aspects of World War II (e.g., major turning points of the war; Axis and Allied military campaigns in the European and Pacific theaters; the financial, material, and human costs of the war and their economic consequences for the Allies and the Axis powers; the locations of the major theaters of war in North Africa, Europe, and the Pacific; the diverse contributions of men and women during the war)
- Understands events on the U.S. home front during World War II (e.g., economic and military mobilization; the internment of Japanese Americans and the implications for civil liberties)

**UNITED STATES HISTORY - STANDARD: 26**

- Understands the economic boom and social transformation of post-World War II United States

NCHS: Basic Edition, p. 122 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 206 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the impact of postwar scientific research on contemporary society (e.g., the work of pioneers in modern scientific research, the significance of research and scientific breakthroughs in promoting the U.S. space program)
- Understands how the American economy changed in the post-World War II period (e.g., reasons for sustained economic growth, economic opportunities for members of the armed forces)
- Understands influences on American society during the post-World War II years (e.g., the effects of the G.I. Bill, the influence of popular culture and the mass media)

**UNITED STATES HISTORY - STANDARD: 27**

- Understands how the Cold War and conflicts in Korean and Vietnam influenced domestic and international politics

NCHS: Basic Edition, p. 123 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 214 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands influences on international relations after World War II (e.g., the "flawed peace" resulting from World War II, the effectiveness of the United Nations in reducing international tensions and conflict)
- Understands shifts in international relations after World War II (e.g., effects of popular uprisings against communist governments in Eastern Europe on U.S. foreign policy, U.S. relations with Israel and how Arab-Israeli crises influenced U.S. foreign policy, how the modern state of Israel became an independent country after World War II)
- Understands the characteristics and impact of the Vietnam War (e.g., the war's effect on Vietnamese and Americans; effects on postwar politics and culture; the location of the war in Southeast Asia; how the war escalated during the 1960s)

**UNITED STATES HISTORY - STANDARD: 28**

- Understands domestic policies in the post-World War II period

NCHS: Basic Edition, p. 125 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 210 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the civil rights movement during President Truman's presidency (e.g., his support of civil rights, the effect on the Democratic party)
- Understands the impact of the Kennedy and Johnson administrations on domestic affairs (e.g., the domestic policies of the "New Frontier," legislation and programs)

enacted during Johnson's presidency, how Jacqueline Kennedy developed the Camelot images to depict her husband's presidency)

#### **UNITED STATES HISTORY - STANDARD: 29**

- Understands the struggle for racial and gender equality and for the extension of civil liberties

NCHS: Basic Edition, p. 125 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 220 (Explicitly stated)

Internet Connections - History

##### **Level II: Elementary (Grades 5-6)**

- Understands the development of the civil rights movement (e.g., the Supreme Court case *Brown v. Board of Education* and its significance in advancing civil rights; the resistance to civil rights in the South between 1954 and 1965; how the "freedom ride," "civil disobedience," and "non-violent resistance" were important to the civil rights movement; Martin Luther King Jr.'s "I Have a Dream" speech in the context of major events)
- Understands the involvement of diverse groups in the civil rights movement (e.g., the agendas, strategies, and effectiveness of African, Asian, Latino, and Native Americans, as well as the disabled, in advancing the movement for civil and equal rights; regional issues important to diverse groups and their efforts to attain equality and civil rights after World War II)
- Understands the development of the post-World War II women's movement (e.g., the major issues affecting women and the conflicts these issues engendered, the emergence of the National Organization for Women, post-World War II attitudes toward women)
- 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)

#### **UNITED STATES HISTORY - STANDARD: 30**

- Understands developments in foreign policy and domestic politics between the Nixon and Clinton presidencies

NCHS: Basic Edition, p. 128 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 229 (Explicitly stated)

Internet Connections - History

##### **Level II: Elementary (Grades 5-6)**

- Understands domestic politics from Nixon to Carter (e.g., the effectiveness of different social and environmental programs under the Nixon, Ford, and Carter administrations; the Nixon administration's involvement in Watergate, and the role of the media in exposing the scandal; how "law and order," the "Silent Majority," and the "New Federalism" were used by the Nixon administration)
- Understands elements of both the Reagan and Bush presidencies (e.g., the impact of the "Reagan Revolution" on federalism and public perceptions of the role of government, reasons for Reagan's popularity, how each administration dealt with major domestic problems)
- Understands the events that influenced U.S. foreign policy from the Carter to the Bush administrations (e.g., Reagan's efforts to reassert American military power and rebuild American prestige; crisis areas around the world and some of the major peace initiatives made during the Carter administration; geographic changes after the fall of

the U.S.S.R and communist states in eastern Europe; places in the Middle East, Central America, the Caribbean, Africa, and Asia where U.S. advisers and military forces were involved during the Reagan and Bush years)

#### **UNITED STATES HISTORY - STANDARD: 31**

- Understands economic, social, and cultural developments in the contemporary United States

NCHS: Basic Edition, p. 129 (Explicitly stated)

NCHS: U.S. History, Expanded Edition, p. 237 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands changes in the contemporary workplace (e.g., how scientific and technological changes and the computer revolution affect the economy and nature of work, of education and skills required for available jobs)
- Understands the factors that prompted new immigration in contemporary American society (e.g., new immigration policies after 1965, areas of the world from which most immigrants have come)
- Understands influences on religion in contemporary society (e.g., how changing immigration patterns affected religious diversity, issues related to religious belief)
- Understands aspects of contemporary American culture (e.g., the international influence of American culture, increased popularity of professional sports, influence of spectator sports on popular culture, sports and entertainment figures who advertise specific products)
- Understands contemporary issues concerning gender and ethnicity (e.g., the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women; issues involving justice and common welfare; how interest groups attempted to achieve their goals of equality and justice; how African, Asian, Hispanic, and Native Americans have shaped American life and retained their cultural heritage)

#### **WORLD HISTORY - STANDARD: 1**

- Understands the biological and cultural processes that shaped the earliest human communities NCHS: Basic Edition, p. 138 (Explicitly stated)
- NCHS: World History, expanded edition, p. 41 (Explicitly stated)
- Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands scientific evidence regarding early hominid evolution in Africa (e.g., daily life of individuals and communities in early hunter-gatherer populations; major anthropological discoveries, their locations, and their discoverers)
- Understands the social and cultural characteristics of hunter-gatherer communities in various continental regions (e.g., similarities and differences between hunter-gatherer communities in Africa, Eurasia, and the Americas and their responses to local environments; characteristics of Cro-Magnon communities of western Eurasia; location and composition of archaeological discoveries and what understanding these bring to Neanderthal culture and community life)

**WORLD HISTORY - STANDARD: 2**

- Understands the processes that contributed to the emergence of agricultural societies around the world

NCHS: Basic Edition, p. 139 (Explicitly stated)

NCHS: World History, expanded edition, p. 45 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the role of agriculture in early settled communities (e.g., how archaeological evidence explains the technology, social organization, and cultural life of settled farming communities in Southwest Asia; differences between wild and domestic plants and animals; how patterns of settlement were influenced by agricultural practices)
- Understands the development of early agricultural communities in different regions of the world (e.g., differences between hunter-gatherer, fishing, and agrarian communities; social, cultural, and economic characteristics of large agricultural settlements and their unique problems; the development of tropical agriculture in Southeast Asia)

**WORLD HISTORY - STANDARD: 3**

- Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley

NCHS: Basic Edition, p. 141 (Explicitly stated)

NCHS: World History, expanded edition, p. 52 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands influences on the development of various civilizations in the 4th and 3<sup>rd</sup> millennia BCE (e.g., how the natural environment of the Tigris-Euphrates, Nile, and Indus Valleys shaped the early development of civilization; different characteristics of urban development in Mesopotamia, Egypt, and the Indus Valley)
- Understands the characteristics of writing forms in Mesopotamia, Egypt, and the Indus Valley and how written records shaped political, legal, religious, and cultural life
- Understands how economic, political, and environmental factors influenced the civilizations of Mesopotamia, Egypt, and the Indus Valley (e.g., the impact of trade networks connecting various regions of Southwest Asia on Mesopotamian civilization; the importance of commercial, cultural, and political connections between Egypt and peoples of Nubia along the upper Nile; how geography and climate affected trade in the Nile Valley)

**WORLD HISTORY - STANDARD: 4**

- Understands how agrarian societies spread and new states emerged in the 3rd and 2nd millennia BCE

NCHS: Basic Edition, p. 142 (Explicitly stated)

NCHS: World History, expanded edition, p. 56 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands how the development of different types of tools influenced Chinese civilization (e.g., the uses and significance of bronze tool-making technology, weapons, and luxury goods in the 3rd and 2nd millennia BCE; the unique nature of Chinese writing tools, surfaces, and styles in the 2nd millennium BCE)
- Understands significant characteristics of early Chinese society and religion (e.g., the influence of the natural environment on Huang He [Yellow River] civilization compared to its impact on Mesopotamia, Egypt, and the Indus Valley; early Chinese urban societies and how they compare to those of Mesopotamia and the Indus Valley, the nature of Shang ancestor worship and what it illustrates about concepts of life and death in Shang society)
- Understands the role of technology in early agrarian societies (e.g., how the advent of the plow influenced new agrarian societies in Southwest Asia, the Mediterranean basin, and temperate Europe; how megalithic stone buildings, such as Stonehenge, indicate the emergence of complex agrarian societies in Europe; changes for humankind and civilization brought on by the bow and arrow and by pottery; what physical evidence indicated about the characteristics of the agrarian society of ancient Egypt and the life of the Pharaoh)

**WORLD HISTORY - STANDARD: 5**

- Understands the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE

NCHS: Basic Edition, p. 143 (Explicitly stated)

NCHS: World History, expanded edition, p. 60 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands how the rise of pastoral societies was linked to the climate and geography of the Central Asian steppes, and how kinship-based pastoral society differed from the social organization of agrarian states
- Understands how the invention of the chariot affected Southwest Asian societies (e.g., how the chariot changed transportation, the development of chariot warfare, how the chariot contributed to the spread of new ideas and technology)
- Understands characteristics of Mycenaean Greek society and culture (e.g., the political and social organization of the Mycenaean Greeks as revealed in archaeological and written records, how geography influenced the development of Mycenaean society, the significance of the story of the siege of Troy)
- Understands possible causes of the decline and collapse of Indus Valley civilization (e.g., possible causes for the disappearance of cities such as Mohenjo-Daro, the role changes played in the fall of Indus cities)

**WORLD HISTORY - STANDARD: 6**

- Understands major trends in Eurasia and Africa from 4000 to 1000 BCE

NCHS: Basic Edition, p. 145 (Explicitly stated)  
Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Knows areas of Eurasia and Africa where cities and dense farming populations appeared between 4000 and 1000 BCE, and understands the connection between the spread of agriculture and the acceleration of world population growth
- Understands how new ideas, products, techniques, and institutions spread from one region to another and the conditions under which people assimilated or rejected new ideas or adapted them to cultural traditions

**WORLD HISTORY - STANDARD: 7**

- Understands technological and cultural innovation and change from 1000 to 600 BCE

NCHS: Basic Edition, p. 147 (Explicitly stated)  
NCHS: World History, expanded edition, p. 70 (Explicitly stated)  
Internet Connections - History

**Level II: Elementary (Grades 5-6).**

- Understands patterns of Phoenician political organization, culture, and trade in the Mediterranean basin (e.g., dominant trade routes, traded goods of major Phoenician port cities such as Carthage)
- Understands the development of Greek city-states (e.g., common features of Greek city-states in the Aegean region; the political, social, and legal character of the polis; how geography influenced the location and development of Greek city-states)
- Understands elements of Judaism and how it compares to other religions (e.g., the differences between Jewish monotheism and the polytheism of Southwest Asia, the ethical teachings of Judaism illustrated in stories from the Hebrew Scriptures, the major events in the early history of Judaism through the Babylonian Captivity)
- Understands major technological, military, and political events in the development of Kushite society (e.g., the importance of Nile Valley trade and the decline of the New Kingdom as factors in the rise of the Kushite state in the 1st millennium BCE, how iron was used in Kushite society and which uses were most important to the kingdom)
- Understands characteristics of pastoral nomadic societies (e.g., the importance of the horse to the development of pastoral nomadism and cavalry warfare; reasons for conflict economic interdependence between pastoral nomadic peoples of Central Asia and major agrarian states of Eurasia, the location and range of nomadic peoples in the 1<sup>st</sup> millennium BCE and how they moved their herds and belongings)
- Understands geographical and architectural features of Egypt and Kush (e.g., the locations of Egypt and Kush on the African continent and the geographic features that either assisted or hampered communication between these two kingdoms, what architectural evidence suggests about the relationship between Egypt and Kush)

**WORLD HISTORY - STANDARD: 8**

- Understands how Aegean civilization emerged and how interrelations developed among peoples of the Eastern Mediterranean and Southwest Asia from 600 to 200 BCE

NCHS: Basic Edition, p. 149 (Explicitly stated)

NCHS: World History, expanded edition, p. 78 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the social and political characteristics of Greek city-states (e.g., significant similarities and differences between Athenian democracy and Spartan military aristocracy; hierarchical relationships in Greek societies and the civic, economic, and social tasks performed by men and women of different classes; the location and political structure of the major Greek city-states)
- Understands the major cultural elements of Greek society (e.g., the major characteristics of Hellenic sculpture, architecture, and pottery and how they reflected or influenced social values and culture; characteristics of Classical Greek art and architecture and how they are reflected in modern art and architecture; Socrates' values and ideas as reflected in his trial; how Greek gods and goddesses represent non-human entities, and how gods, goddesses, and humans interact in Greek myths)
- Understands significant military developments of the Persian Empire (e.g., major events of the wars between Persia and the Greek city-states; reasons for Persia's failure to conquer the Aegean region; the growth of and geographic influences on the Persian Empire, from the reign of Cyrus I through the wars with Greece; sources of the conflict between the Greeks and the Persians; the four major battles of the Persian wars)
- Understands Alexander's achievements as a military and political leader (e.g., reasons for the disintegration of the empire into smaller areas after his rule; the campaigns, battles, and cities founded in Alexander's imperial conquests)

**WORLD HISTORY - STANDARD: 9**

- Understands how major religious and large-scale empires arose in the Mediterranean Basin, China, and India from 500 BCE to 300 CE

NCHS: Basic Edition, p. 151 (Explicitly stated)

NCHS: World History, expanded edition, p. 86 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the origins and social framework of Roman society (e.g., the geographic location of different ethnic groups on the Italian peninsula in the late 6th century BCE and their influences on early Roman society and culture, how legends of the founding of Rome describe ancient Rome and reflect the beliefs and values of its citizens, what life was like for the common people living in Rome and Pompeii)
- Understands shifts in the political and social framework of Roman society (e.g., political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire; how values changed from the early Republic to the last years of the Empire as reflected through the lives of such Romans as Cincinnatus, Scipio Africanus, Tiberius Gracchus, Cicero, Julius Caesar, Augustus, Nero, Marcus Aurelius, and Constantine)
- Understands the significance of Jesus of Nazareth (e.g., the story of the life of Jesus, the messages of Jesus' prominent parables)

- Understands events in the rise of Christianity (e.g., the life of Paul the Apostle and his contribution to the spread of Christian beliefs, how Christianity spread widely in the Roman Empire, how the New Testament illustrates early Christian beliefs)
- Understands the fundamental elements of Chinese society under the early imperial dynasties (e.g., policies and achievements of the Qin emperor Shi Huangdi, the life of Confucius and the fundamentals of Confucianism and Daoism, what life was like for ordinary people in ancient China as illustrated in Chinese folktales)
- Understands the commercial and cultural significance of the trans-Eurasian "silk roads" to the Roman and Chinese Empires and the peoples of Central Asia
- Understands the origins of Buddhism and fundamental Buddhist beliefs (e.g., the life story of Buddha and his essential teachings; how the Buddhist teachings were a response to the Brahmanic system; the contributions of the emperor Ashoka to the expansion of Buddhism in India; how Indian epic stories reflect social values, and how the Jataka tales reveal Buddhist teachings)

#### **WORLD HISTORY - STANDARD: 10**

- Understands how early agrarian civilizations arose in Mesoamerica

NCHS: Basic Edition, p. 152 (Explicitly stated)

NCHS: World History, expanded edition, p. 94 (Explicitly stated)

Internet Connections - History

Level II: Elementary (Grades 5-6)

- Understands the major characteristics and contributions of Olmec civilization (e.g., how maize cultivation influenced the development of the Olmec civilization, the major contributions of Olmec civilization to Mesoamerican civilization, the achievements of Olmec civilization circa 1200 to 400 BCE, how geography influenced the development of Olmec civilization, the essential aspects of the Olmec civilization)

#### **WORLD HISTORY - STANDARD: 11**

- Understands major global trends from 1000 BCE to 300 CE

NCHS: Basic Edition, p. 153 (Explicitly stated)

Internet Connections - History

Level II: Elementary (Grades 5-6)

- Knows the different forms of slavery or coerced labor in various empires (e.g., the Han empire, the Maurya empire, the Greek city-states, the Roman empire)
- Understands how new religious or ethical systems contributed to cultural integration of large regions of Afro-Eurasia

#### **WORLD HISTORY - STANDARD: 12**

- Understands the Imperial crises and their aftermath in various regions from 300 to 700 CE

NCHS: Basic Edition, p. 156 (Explicitly stated)

NCHS: World History, expanded edition, p. 100 (Explicitly stated)

Internet Connections - History

Level II: Elementary (Grades 5-6)

- Understands possible reasons for the decline of the Roman and Han Empires (e.g., possible factors that motivated nomadic peoples to move into the Roman Empire)

and China, common patterns of decline and fall in the Roman and Han Empires, the chronological order of significant historical events for Rome from the late Empire through the reign of Justinian, how differences in architecture can illustrate unity and alienation between the Eastern and Western halves of the Roman Empire)

- Understands various characteristics of Christianity and Buddhism (e.g., methods used to spread the two religions to new areas and people; possible aspects of Christianity and Buddhism that appealed to people living between the 3rd and 5th centuries CE; the approximate geographical realms of Buddhism, Christianity, Hinduism, and Confucianism until the 5th century CE)
- Understands fundamental Hindu beliefs (e.g., how the concept of dharma reflects a social value for the ideal king, husband and wife, brother and friend; the concepts of Brahma, dharma, and karma, the caste system, ritual sacrifice, and reincarnation)
- Understands significant religious and cultural features of the Gupta era (e.g., Gupta achievements in art, literature, and mathematics; the relationship among various religions in India during Gupta times)
- Understands the influence of Hinduism and Buddhism in East and Southeast Asia (e.g., the role of trade in spreading these religions; the geographical limits of Hindu and Buddhist influence; the presence and influence of Hinduism and Buddhism in India, Malaysia, and Southeast Asia; how ocean currents affected cultural contact between India and Southeast Asia, and the evidence for this contact)

#### **WORLD HISTORY - STANDARD: 13**

- Understands the causes and consequences of the development of Islamic civilization between the 7th and 10th centuries

NCHS: Basic Edition, p. 157 (Explicitly stated)

NCHS: World History, expanded edition, p. 108 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands the spread of Islam in Southwest Asia and the Mediterranean region (e.g., the life of Muhammad, his devotion to God, and the basic beliefs and values he preached; how Islam spread in Southwest Asia and the Mediterranean and evidence for its influence; importance to Islam of the Hegira [Hirjah], the Ka'abah, the Qur'an, the Sunnah, the Hajj, the daily prayer [Salat], the poor due [Zakat] and Ramadan)
- Understands the influence of Islamic ideas and practices on other cultures and social behavior (e.g., the origin and development of Islamic law; the influence of Islamic law and Muslim practice on family life, morals, marriage, inheritance, and slavery; the possible appeal of Islam to culturally diverse non-Muslims across Afro-Eurasia in the Abbasid era)
- Understands how the Byzantine state withstood attacks between the 8th and 10<sup>th</sup> centuries (e.g., military technology and the successful defense of Byzantium against Arab Muslim attacks)
- Understands the effect of geography on different groups and their trade practices (e.g., nomads, town-dwellers, trade practices on the Arabian peninsula; the goods traded and the origins of these goods)
- Understands the significance of Baghdad (e.g., the trade network and goods traded, its role as a center of commerce in the 8th to 10th centuries CE)
- Understands the impact of the invention of paper on various cultures (e.g., Chinese, Muslim, later European culture) and its route from its source through Muslim lands to Europe)

**WORLD HISTORY - STANDARD: 14**

- Understands major developments in East Asia and Southeast Asia in the era of the Tang Dynasty from 600 to 900 CE

NCHS: Basic Edition, p. 159 (Explicitly stated)

NCHS: World History, expanded edition, p. 114 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands geographic and political features of Tang China (e.g., the imperial conquests of the empire in Southeast and Central Asia; the locations of major cities in Tang China and their attraction for diverse people of differing religions; major geographical features of the area incorporated by the Tang Dynasty, the location of the network of canals, and how the Great Canal changed life in China; features of government and administration of Tang China)
- Understands characteristics of Japanese society through the imperial period (e.g., aspects of the indigenous development of Japanese society until the 7th century CE; the establishment of the imperial state in Japan and the role of the emperor in government; the political, social, and cultural role of women and their contributions to the court of Heian; how the geography of Japan affected its development and its relations with China and Korea)
- Understands the importance of the commercial state of Srivijava and the Straits of Malacca in Southeast Asia as a trade link between India and China (e.g., how the monsoon winds and geography of the strait contributed to Srivijava's wealth and power)

**WORLD HISTORY - STANDARD: 15**

- Understands the political, social, and cultural redefinitions in Europe from 500 to 1000 CE

NCHS: Basic Edition, p. 159 (Explicitly stated)

NCHS: World History, expanded edition, p. 118 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the influence of the monastery in European development (e.g., the importance of monasteries, convents, and missionaries from Britain and Ireland in the Christianizing of Western and Central Europe; the individual duties of monks and nuns)
- Understands the development of the Merovingian and Carolingian states (e.g., their success at maintaining public order and local defense in western Europe)
- Understands the significance of Norse migrations and invasions (e.g., how Norse explorations stimulated the emergence of independent lords and the knightly class; locations of Norse settlements, including routes to North America, Russia, Western Europe, and the Black Sea)
- Understands the significance of Charlemagne (e.g., his government, laws, conquests, personal values)
- Knows the life story and major achievements of King Alfred of England, and understands how he earned the title "Alfred the Great"

**WORLD HISTORY - STANDARD: 16**

- Understands the development of agricultural societies and new states in tropical Africa and Oceania

NCHS: Basic Edition, p. 161 (Explicitly stated)

NCHS: World History, expanded edition, p. 122 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Knows the routes by which migrants settled the Pacific Islands and New Zealand and the navigational techniques they used on long distance voyages

**Level III: Middle School/Jr. High (Grades 7-8)**

- Understands influences on state-building in West Africa (e.g., how the natural environments of West Africa defined agricultural production, and the importance of the Niger River in promoting agriculture, commerce, and state-building; the growth of the Ghana empire; how Islam, labor specialization, regional commerce and the trans-Saharan camel trade promoted urbanization in West Africa; 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)
- Understands the establishment of agricultural societies on the Pacific Islands and New Zealand (e.g., the plants and animals that early migrants carried with them; how these "introductions" affected the existing island flora and fauna; possible links between the cultures of Southeast Asia, the Pacific Islands, and New Zealand)
- Understands the role of oral history in understanding West African history (e.g., the griot "keeper of tales" and other sources used to understand history)

**WORLD HISTORY - STANDARD: 17**

- Understands the rise of centers of civilization in Mesoamerica and Andean South America in the 1st millennium CE

NCHS: Basic Edition, p. 162 (Explicitly stated)

NCHS: World History, expanded edition, p. 124 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the significant features of Mayan civilization (e.g., locations of Mayan city-states, road systems, and sea routes in Mesoamerica and the influence of the environment on these developments; the role and status of elite women and men in Mayan society as indicated by their portrayal in Mayan monumental architecture; the importance of religion in Mayan society; the structure and purpose of Mayan pyramids; ceremonial games among the Mayans)
- Understands different farming methods of Teotihuacan and Moche civilization (e.g., agricultural methods, water utilization, and herding methods used by the Teotihuacan and Moche peoples, and how the natural environment of the Andes helped to influence these methods)
- Understands methods used to study Zapotec, Teotihuacan, and Moche civilizations (e.g., locations of these communities and their major archaeological remains, what archaeological evidence such as clay pottery and figures reveal about Moche civilization, what remains of planned cities reveal about the structure of Zapotec and Teotihuacan civilization)

**WORLD HISTORY - STANDARD: 18**

- Understands major global trends from 300 to 1000 CE

NCHS: Basic Edition, p. 162 (Explicitly stated)  
Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands major changes in the religious map of Eurasia and Africa between 300 and 1000 CE (e.g., the success of Christianity, Buddhism, Hinduism, and Islam in making converts among peoples of differing ethnic and cultural traditions)
- Knows the maritime and overland trade routes linking regions of Afro-Eurasia and understands the importance of international trade for African and Eurasian societies

**WORLD HISTORY - STANDARD: 19**

- Understands the maturation of an interregional system of communication, trade, and cultural exchange during a period of Chinese economic power and Islamic expansion

NCHS: Basic Edition, p. 166 (Explicitly stated)  
NCHS: World History, expanded edition, p. 132 (Explicitly stated)  
Internet Connections - History

**Level II: Elementary (Grades 5-6):**

- Understands the impact of urbanization and commercial expansion on Chinese society between the 10th and 13th centuries (e.g., the effects of major technological and scientific inventions in the Song era on Chinese life, China's trade with Southeast Asia and the lands rimming the Indian Ocean, how this trade affected China internally)
- Understands different elements of Japanese feudal society (e.g., Japanese government during the Kamakura and Ashikaga periods, and whether it was feudalism; the rise of the warrior class in feudal Japan and the values it prescribed; how the economic and social status of women and peasants changed in feudal Japanese society; how art and aesthetic values were cherished in the warrior culture in Japan and what this art reveals about Japanese values; how the Japanese successfully defended themselves against Mongol invasions in the 13th century)
- Understands the cultural characteristics of Islamic society (e.g., the importance of scientific, literary, and artistic contributions made by the Islamic civilization between the 11th and 13th centuries; how these contributions helped communication between different Islamic peoples; the diverse, multiethnic character of the Islamic state)
- Understands features of trade routes in Asia, Europe, and Africa (e.g., how goods traveled from East Asia to Europe and the importance of the Indian Ocean to the societies of Asia, East Africa, and Europe; the usefulness of the camel in desert transportation and trade)

**WORLD HISTORY - STANDARD: 20**

- Understands the redefinition of European society and culture from 1000 to 1300 CE

NCHS: Basic Edition, p. 168 (Explicitly stated)

NCHS: World History, expanded edition, p. 140 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the significance of developments in medieval English legal and constitutional practice and their importance for modern democratic thought and institutions
- Understands the systems of feudalism and manorialism (e.g., the principles of feudalism, manorialism, and serfdom, and their widespread use in parts of Europe in the 11th century; how population growth and agricultural expansion affected the legal, economic, and social position of peasant men and women; how the lives of peasants and serfs differed; how their lives were affected by the manors and castles)
- Understands the influence of Christianity in Medieval Europe (e.g., how successful the Christian states were in overthrowing Muslim powers in Central and Southern Iberia, the reasons for and consequences of the European Crusades against Syria and Palestine)
- Understands the lives of different groups of people in Medieval Europe (e.g., life in Jewish communities and what Jews added to the cultural and economic development of Europe; the influence of ideals of chivalry and courtly love on feudal society; how the status of women changed in medieval European life) Understands the significance of the university in Medieval Europe (e.g., how universities contributed to literacy, learning, and scientific advancement; why universities were founded in certain parts of Europe; the meaning of the word "university")
- Understands the significance of William the Conqueror in English society (e.g., why William invaded England; how he won control of England after the Battle of Hastings; what changes he made in governing England)
- Understands aspects of the architecture of Medieval Europe (e.g., different architectural styles from this period; how some elements may still be seen in local, modern architecture)

**WORLD HISTORY - STANDARD: 21**

- Understands the rise of the Mongol Empire and its consequences for Eurasian peoples from 1200 to 1350

NCHS: Basic Edition, p. 169 (Explicitly stated)

NCHS: World History, expanded edition, p. 146 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the significance of Chinggis Khan (e.g., the major achievements of Chinggis Khan, the geographical extent of Chinggis Khan's conquests, the role military technology may have played in the success of Mongol military campaigns)
- Understands Mongol interaction with different cultures (e.g., how Mongol rule affected economy, society, and culture in China and Korea; how Southeast Asians and Japanese resisted incorporation into the Mongol empire; how citizens responded to Mongol rule)

**WORLD HISTORY - STANDARD: 22**

- Understands the growth of states, towns, and trade in Sub-Saharan-Africa between the 11th and 15th centuries

NCHS: Basic Edition, p. 170 (Explicitly stated)

NCHS: World History, expanded edition, p. 150 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands influences on the economic development of Sub-Saharan empires (e.g., the importance of agriculture, gold production, and the trans-Saharan caravan trade to the growth of the Mali and Songhay Empires; the importance of trade within the major city-states and populations of Sub-Saharan Africa)
- Understands social and religious features of West Africa (e.g., what art reveals about the societies and rulers of Benin and Ile-Ife, the story of Solomon and Sheba and the role of Sheba in African history)
- Understands the emergence of commercial towns on the East African coast and the significance of Swahili as the language of trade

**WORLD HISTORY - STANDARD: 23**

- Understands patterns of crisis and recovery in Afro-Eurasia between 1300 and 1450

NCHS: Basic Edition, p. 171 (Explicitly stated)

NCHS: World History, expanded edition, p. 154 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the origins and impact of the plague (e.g., how the plague started and spread across Eurasia and North Africa; the impact of the plague on daily life in urban Southwest Asia and Europe; how Christian and Muslim communities responded to the plague, and how the plague changed the lives of survivors)
- Understands major changes in the social, political, and cultural characteristics of European society after the 14th century (e.g., the effect of population decline on European agrarian and commercial economies; causes of and major figures in the Hundred Years War; the causes of peasant rebellions in Europe between 1300 and 1500; how the techniques of painting, sculpting, and architecture changed in this period)
- Understands the origins and early expansion of the Ottoman Empire up to the capture of Constantinople in 1453

**WORLD HISTORY - STANDARD: 24**

- Understands the expansion of states and civilizations in the Americas between 1000 and 1500

NCHS: Basic Edition, p. 172 (Explicitly stated)

NCHS: World History, expanded edition, p. 160 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands how the Aztec Empire arose in the 14th century (e.g., major aspects of Aztec government, society, religion and culture; the construction of Tenochtitl n, the "Foundation of Heaven")

- Understands social and political elements of Incan society (e.g., Incan methods for expansion and unification of their empire, daily life for different people in Incan society, the food plants that formed the basis of Incan as compared with Aztec agriculture)
- Understands what archaeological, artistic, and written sources can illustrate about pre-European life in the Americas

#### **WORLD HISTORY - STANDARD: 25**

- Understands major global trends from 1000 to 1500 CE

NCHS: Basic Edition, p. 173 (Explicitly stated)

Internet Connections - History

Level II: Elementary (Grades 5-6)

- Understands influences on the growth of long-distance exchanges between different regions (e.g., the continuing spread of Islam, and the importance of Muslim civilization in mediating long-distance commercial, cultural, and intellectual exchanges; why new ports, manufacturing centers, merchant communities, and long-distance trade routes emerged in the region of the "Southern Seas," from the Arabian Sea to the coasts of China)

#### **WORLD HISTORY - STANDARD: 26**

- Understands how the transoceanic inter-linking of all major regions of the world between 1450 and 1600 led to global transformations

NCHS: Basic Edition, p. 176 (Explicitly stated)

NCHS: World History, expanded edition, p. 168 (Explicitly stated)

Internet Connections - History

Level II: Elementary (Grades 5-6)

- Understands the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages
- Understands what contributed to increasing oceanic travel in the 15th and 16th centuries (e.g., major Spanish and Portuguese technological innovations in shipbuilding, navigation, and naval warfare; navigational inventions such as the compass, astrolabe, and quadrant; trade routes of prominent Asian and European explorers and how prevailing wind currents influenced these routes; the features of Chinese and Arab sailing vessels that made long-distance travel easier)
- Understands the character and impact of Portuguese maritime expansion to Africa, India, and Southeast Asia upon local populations (e.g., relations between King Affonso II of the Kongo and Portuguese, why Bartholomew de las Casas was considered the "defender of the Indians")
- Understands features of Spanish exploration and conquest (e.g., why the Spanish wanted to invade the Incan and Aztec Empires, and why these empires collapsed after the conflict with the Spanish; interaction between the Spanish and indigenous populations such as the Inca and the Aztec; different perspectives on Cortes' journey into Mexico)
- Understands the cultural and biological exchange between the Americas and Afro-Eurasia in the late 15th and 16th centuries (e.g., the exchange of animals between the Americas and Afro-Eurasia; how the exchange of plants between the Americas and other countries affected societies and commerce; the roots of "cowboy" culture in the Americas)

- Knows the major accomplishments of Columbus (e.g., his voyages off the coast of Africa and to North America)

#### **WORLD HISTORY - STANDARD: 27**

- Understands how European society experienced political, economic, and cultural transformations in an age of global intercommunication between 1450 and 1750

NCHS: Basic Edition, p. 177 (Explicitly stated)

NCHS: World History, expanded edition, p. 174 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands the social characteristics of European society from 1450 to 1750 (e.g., how lifestyles were different among varied social classes in early modern Europe, changes in institutions of serfdom, changes in the social status of women)
- Understands significant contributions of the Renaissance and Reformation to European society (e.g., major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe; the life and accomplishments of select figures from the Renaissance to the Reformation)
- Understands the English civil war and the Revolution of 1688 (e.g., how these events affected government, religion, economy, and society in England; how the English Revolution influenced political institutions and attitudes in the English colonies and the outbreak of the American Revolution; new freedoms granted to the English people after 1688) Understands the significance of the Scientific Revolution and the Age of Enlightenment (e.g., the impact of astronomical discoveries from Copernicus to Newton; principal ideas of the Enlightenment, from rationalism to theories of education; the word "revolution" and what is meant by the term "Scientific Revolution"; the lives and achievements of significant figures of the Scientific Revolution; how Diderot's encyclopedia contributed to the Age of Enlightenment)
- Understands the role of gunpowder in changing European warfare (e.g., through the necessary redesign of fortifications)

#### **WORLD HISTORY - STANDARD: 28**

- Understands how large territorial empires dominated much of Eurasia between the 16th and 18th centuries

NCHS: Basic Edition, p. 179 (Explicitly stated)

NCHS: World History, expanded edition, p. 182 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands the power and limit of imperial absolutism under the Ming Dynasty (e.g., variations in control over society and the bureaucracy)
- Understands how China viewed its role in the world during the Ming Dynasty (e.g., why China's attitude toward external political and commercial relations changed after the Zheng He voyages from 1405 to 1433, the Chinese belief that other countries had a tributary relationship to the celestial empire)
- Understands political and cultural achievements of the Ottoman Empire (e.g., the significance of the capture of Constantinople for Christians and Ottomans; how the Ottoman military succeeded against various enemies; artistic, architectural, and literary achievements of the Ottoman Empire in the 15th and 16th centuries;

achievements of Sulieman the Magnificent; the extent of the Byzantine and Ottoman Empires in the 14th and 15th centuries)

- Understands political achievements of the Safavid and Mughal Empires (e.g., how Persia was unified by the Turkic Safavids, the political and cultural achievements of the Safavid Golden Age under Shah Abbas I, the Mughal conquest of India and how the Turkic warrior class united diverse peoples of the Indian continent)
- Understands the network of Afro-Eurasian trade in the 16th and 17th centuries (e.g., the importance of Indian textiles, spices, and other products in the trade; how spices brought to Europe by Vasco da Gama initiated the spice trade between India and Europe)

#### **WORLD HISTORY - STANDARD: 29**

- Understands the economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas between 1500 and 1750

NCHS: Basic Edition, p. 181 (Explicitly stated)

NCHS: World History, expanded edition, p. 188 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands European influence in the Americas between the 16th and 18th centuries (e.g., European activity and control in the Americas in the form of territorial empires, trading-post empires, plantation colonies, and settler colonies; how the Netherlands, England, and France became naval, commercial, and political powers in the Atlantic basin; the locations of the British and French in the Americas, and their interest in trade there; the concept of mercantilism and its advantages and disadvantages for the colonies and the mother country)
- Understands features of the labor system and economy in the Americas (e.g., why sugar, tobacco, coffee, tea, and other crops grown in the colonies became so important in the world economy; different jobs performed by indigenous peoples in the Americas)
- Understands elements of the trans-Atlantic African slave trade (e.g., how slaves were transported to the Americas via the "middle passage"; how European firms and governments organized and financed the slave trade; conditions of slave life on plantations in the Caribbean, Brazil, and British North America; how slaves resisted servitude and preserved their African heritage)
- Understands elements of the slave trade in Africa (e.g., how the Atlantic slave trade affected population, economic systems, family life, polygynous marriage, and the use of male and female slave labor in West and Central Africa; what narratives reveal about the experiences of Africans sold into slavery)

#### **WORLD HISTORY - STANDARD: 30**

- Understands the transformation in Asian societies in the era of European expansion

NCHS: Basic Edition, p. 182 (Explicitly stated)

NCHS: World History, expanded edition, p. 194 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands the impact of European military and commercial involvement in Asia (e.g., how the Netherlands, England, and France became naval and commercial powers in the Indian Ocean basin in the 17th and 18th centuries; the impact of British and

French commercial and military penetration on politics, economy, and society in India; why the Dutch wanted military and commercial influence in Indonesia and how this imperialism affected the region's economy and society; why Asian trade was so important within the British economic and political structure)

- Understands social and political features of Japanese society under the Tokugawa shogunate (e.g., centralized feudalism in Japan and how Japan achieved political stability, economic growth, and cultural dynamism; the nature of the relationship between Japan and European powers between the 16th and 18th centuries)
- Understands the role of art in conveying ideas in China and Japan (e.g., how nature is portrayed in Chinese and Japanese brush paintings)
- Knows what groups of people in India most frequently converted to Islam between the 16th and 18th centuries, and the major vehicle for conversion

#### **WORLD HISTORY - STANDARD: 31**

- Understands major global trends from 1450 to 1770

NCHS: Basic Edition, p. 184 (Explicitly stated)

NCHS: World History, expanded edition, p. 200 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands major shifts in world demography and urbanization between 1450 and 1770 and reasons for these changes
- 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 influence in Africa, Asia, and the Americas as of the mid-18th century
- 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 astrolabe and lateen sails)

#### **WORLD HISTORY - STANDARD: 32**

- Understands the causes and consequences of political revolutions in the late 18th and early 19th centuries

NCHS: Basic Edition, p. 187 (Explicitly stated)

NCHS: World History, expanded edition, p. 206 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands the ideas and events that shaped the Revolution in France (e.g., the causes, character, and consequences of the American and French revolutions; the meaning of the revolutionary slogan in France, "Liberty, Equality, Fraternity," and the social ideals it embodied; the legacy of leading ideas of the revolution; how the wars of the revolutionary and Napoleonic periods changed Europe and Napoleon's effects on the aims and outcomes of the revolution; connections between political events in the Americas and France between 1770 and 1815)
- Understands the origins and development of Latin American independence movements (e.g., how the American, French, and Haitian revolutions and South American rebellions influenced the development of independence movements in Latin America; the political and ideological objectives, and the success of the independence movements between 1808 and 1830; how the colonial powers and

independent countries of Latin America changed between 1790 and 1828; the role of geography in the outcome of the Latin American independence movements)

### **WORLD HISTORY - STANDARD: 33**

- Understands the causes and consequences of the agricultural and industrial revolutions from 1700 to 1850

NCHS: Basic Edition, p. 188 (Explicitly stated)

NCHS: World History, expanded edition, p. 210 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands the emergence and impact of industrialism in 18th-century England (e.g., the effects of the agricultural revolution on population growth, industrialization, and patterns of land-holding; major characteristics of industrialization; how the industrial revolution affected population shifts; how the industrial revolution in the textile industry changed the way people worked; how figures such as John Kay, James Hargreaves, James Watt, Edmund Cartwright, and Richard Arkwright contributed to industrialization in England)
- Understands the impact of the industrial revolution in Europe and the Atlantic Basin (e.g., connections between population growth, industrialization, and urbanization; the quality of life in early 19-century cities; the effects of urbanization on the development of class distinctions, family life, and the daily working lives of men, women, and children; advances made in communication and transportation; effects upon the political and economic status of women)
- Understands aspects of the abolition movement in the 18th and 19th centuries (e.g., 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; why and how the slave trade continued after it had been outlawed; major accomplishments of the American abolitionist Frederick Douglass)

### **WORLD HISTORY - STANDARD: 34**

- Understands how Eurasian societies were transformed in an era of global trade and the emergence of European power from 1750 to 1870

NCHS: Basic Edition, p. 190 (Explicitly stated)

NCHS: World History, expanded edition, p. 216 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands changes in social and political elements of the Ottoman Empire during the 18th and 19th centuries (e.g., reasons for the empire's retreat from the Balkans and Black Sea region; the lives of different members of Ottoman society such as the janissary, attendees of the Palace School, the role of women)
- Understands political characteristics of Egypt (e.g., the impact of the French invasion of Egypt in 1798, the reign and major accomplishments of Muhammad Ali of Egypt, why he was known as the "father of modern Egypt")
- Understands aspects of Russian expansion and settlement in the late 18th and 19<sup>th</sup> centuries (e.g., why Russia was successful in wars of expansion against the Ottoman empire; why and how Russia expanded across Asia into Alaska, and along the California coast; what archaeological evidence reveals about daily life in the Russian settlements at Sitka and Bogeda Bay)

- 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
- Understands Chinese policies toward foreign trade and immigration to other countries (e.g., why China resisted political contact and trade with Europeans, and how the opium trade contributed to European penetration of Chinese markets; motivations behind the Chinese trading policy and China's desire to keep out foreigners; motivations behind Chinese immigration to the U.S. and Southeast Asia)
- Understands events and ideas that led to the modernization of Japan (e.g., the internal and external causes of the Meiji Restoration; the goals and policies of the Meiji state, and the impact of these upon Japan's modernization; what Commodore Matthew Perry accomplished in Japan in the 1850s and what his voyage meant for the Japanese)
- Understands the emergence of European trading companies and their impact on Indian culture (e.g., the origins of both the French and British East India companies, what their charters enabled them to do, and how the home countries viewed the role of these companies in India; the trading relationship between the East India companies and Indian rulers)

#### WORLD HISTORY - STANDARD: 35

- Understands patterns of nationalism, state-building, and social reform in Europe and the Americas from 1830 to 1914

NCHS: Basic Edition, p. 192 (Explicitly stated)

NCHS: World History, expanded edition, p. 226 (Explicitly stated)

Internet Connections - History

#### Level II: Elementary (Grades 5-6)

- Understands the emergence of nationalist movements in Italy and Germany (e.g., the major leaders of unification and nationalism in Italy and Germany, and why these movements succeeded; the appeal of Garibaldi's nationalist Redshirts to Italians)
- Understand causes of large-scale population movements from rural areas to cities in continental Europe and how these movements affected the domestic and working lives of men and women
- Understands the impact of cultural achievements on 19th-century Europe and America (e.g., movements in literature, music, and the visual arts, and ways in which they shaped or reflected social and cultural values)
- Understands the political and social changes in 19th-century Latin America (e.g., where democracy failed and succeeded in Latin American nations after independence was achieved, how geography possibly influenced nation-building in Latin America, the class system in Latin America and its racial core)
- Understands aspects of education in 19th-century Europe (e.g., aspects of the basic school day for male and female students in the 19th century; how significantly education, or lack thereof, affected the lives and prospects of 19th century Europeans; differences in the daily lives of children from working, middle class, and upper class families)
- Understands how major events in the United States affected the rest of the hemisphere

**WORLD HISTORY - STANDARD: 36**

- Understands patterns of global change in the era of Western military and economic dominance from 1800 to 1914

NCHS: Basic Edition, p. 194 (Explicitly stated)

NCHS: World History, expanded edition, p. 234 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the impact of new inventions and technological developments in various regions of the world (e.g., how new inventions transformed patterns of global communication, trade, and state power; how new machines, fertilizers, transport systems, and commercialization affected agricultural production; significant inventions and inventors in 19th-century Europe and America)
- Understands the experiences and motivations of European migrants and immigrants in the 19th century (e.g., why migrants left Europe in large numbers in the 19th century and regions of the world where they settled; the consequences of encounters between European migrants and indigenous peoples in such regions as the United States, Canada, South Africa, Australia, and Siberia; the general appeal of Canada to European immigrants in the second half of the 19th century)
- Understands factors that contributed to European imperialist expansion between 1850 and 1914 (e.g., advances in transportation, medicine, and weaponry that helped European imperial expansion in the late 19th century)
- Understands political and economic changes in Japanese society in the 19th and 20<sup>th</sup> centuries (e.g., Japan's rapid industrialization, technological advancement, and national integration in the late 19th and 20th centuries; the death of the Meiji emperor in 1912 and the main achievements of Meiji Japan)
- Understands events that shaped African relations with other countries (e.g., the rise of the Zulu empire and its effects on African societies and European colonial settlements; how the discovery of gold and diamonds in South Africa affected British investors and race relations among Africans, Afrikaners, and British colonial authorities; the relationship between European and African merchants and the types of products traded between the two in the period after slavery ended)
- Understands major changes in the political geography of Africa between 1880 and 1914
- Understands 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
- Knows the causes, course, and consequences of the Boxer Rebellion

**WORLD HISTORY - STANDARD: 37**

- Understands major global trends from 1750 to 1914

NCHS: Basic Edition, p. 196 (Explicitly stated)

NCHS: World History, expanded edition, p. 242 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- 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., the changes large cities around the world went through during this period, such as Guangzhou [Canton], Cairo,

Tokyo, Buenos Aires, Bombay, San Francisco, and London) Understands the experiences of immigrants to North and South America in the 19<sup>th</sup> century

#### **WORLD HISTORY - STANDARD: 38**

- Understands reform, revolution, and social change in the world economy of the early 20<sup>th</sup> century

NCHS: Basic Edition, p. 199 (Explicitly stated)

NCHS: World History, expanded edition, p. 248 (Implied)

Internet Connections - History

##### **Level II: Elementary (Grades 5-6)**

- Understands factors that transformed American and European society in the early 20<sup>th</sup> century (e.g., how industrial development affected the culture and working lives of middle and working class people in the United States, Japan, and Europe; major scientific, medical, and technological advances in Europe and the United States at the turn of the century; popular attitudes regarding material progress and the West's global leadership)
- Understands the consequences of the significant revolutions of the early 20<sup>th</sup> century (e.g., the prominent figures in the Mexican Revolution and its significance as the first 20<sup>th</sup> century movement in which peasants played a prominent role)
- Understands why Dr. Sun Yátsen is considered an important figure in the history of modern China

#### **WORLD HISTORY - STANDARD: 39**

- Understands the causes and global consequences of World War I

NCHS: Basic Edition, p. 200 (Explicitly stated)

NCHS: World History, expanded edition, p. 252 (Explicitly stated)

Internet Connections - History

##### **Level II: Elementary (Grades 5-6)**

- Understands the origins and significant features of World War I (e.g., the precipitating causes of the war; the factors that led to military stalemate in some areas; which countries joined each of the two alliances - the Allied Powers and the Central Powers - and the advantages and disadvantages for the formation of alliances; major areas of combat in Europe and Southwest Asia)
- Understands the immediate and long-term consequences of World War I (e.g., the principal theaters of conflict in World War I in Europe, Southeast Asia, Sub-Saharan Africa, East Asia, and the South Pacific; major turning points in the war; the short-term demographic, social, economic, and environmental consequences of the war's violence and destruction; the hardships of trench warfare) Understands the roles of significant individuals, and the events that led to the Russian Revolution of 1917 (e.g., causes of the Russian Revolution of 1917 and how the revolutionary government progressed from moderate to radical; the historical importance of Russian leaders such as Tsar Nicholas II, Rasputin, and Lenin)
- Understands the rise of Joseph Stalin, and his impact on the Soviet Union (e.g., 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; what life was like for common people under Stalin's rule)

- Understands how the homefront contributed to World War I (e.g., how massive industrial production and innovations in military technology affected strategy and tactics, and the scale, duration, brutality, and efficiency of the war)

#### **WORLD HISTORY - STANDARD: 40**

- Understands the search for peace and stability throughout the world in the 1920s and 1930s

NCHS: Basic Edition, p. 201 (Explicitly stated)

NCHS: World History, expanded edition, p. 258 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands treaties and other efforts to achieve peace and recovery from World War I (e.g., the conflicting aims and aspirations of the conferees at Versailles, and how the major powers responded to the terms of the settlement; why and how the League of Nations was founded, and its initial goals and limitations; the nations that were and were not invited to participate in the League of Nations; changes made to political boundaries after the peace treaties ending World War I, and which countries were winners or losers)
- Understands how the settlements of World War I influenced the Middle East, Africa, Asia, and Latin America (e.g., the mandate system created by the League of Nations and how it changed European rule in the Middle East and Africa, how World War I settlements contributed to the rise of both Pan-Arabism and nationalist struggles for the independence in the Middle East, how the readjustment of national borders in Africa after World War I affected people in East and West Africa)
- Understands the emergence of a new mass and popular culture between 1900 and 1940 (e.g., how new modes of transportation affected world commerce, international migration, and work and leisure habits; how the new media - newspapers, magazines, commercial advertising, film, and radio - contributed to the rise of mass culture around the world; the new approaches to visual art represented by the works of Pablo Picasso and Henri Matisse; the types of leisure activity and sports people enjoyed; changes in clothing fashions for men and women, and how they reflected changes in social attitudes and values)
- Understands the economic and social impact of the Great Depression (e.g., how the Great Depression affected industrialized economies and societies around the world; the human cost of the depression; how governments, businesses, social groups, families and individuals coped with hardships of world depression)

#### **WORLD HISTORY - STANDARD: 41**

- Understands the causes and global consequences of World War II

NCHS: Basic Edition, p. 204 (Explicitly stated)

NCHS: World History, expanded edition, p. 266 (Explicitly stated)

Internet Connections - History

#### **Level II: Elementary (Grades 5-6)**

- Understands the rise of fascism and Nazism in Europe and Japan (e.g., the ideologies of fascism and Nazism, and how fascist regimes seized power and gained mass support in Germany, Italy, Spain, and Japan; German, Italian, and Japanese military conquests and drives for empires in the 1930s; how Hitler, Franco, and Mussolini rose to power; the causes of the Spanish Civil War and how this war coincided with the rise of fascism in Europe; what Nazi oppression in Germany was like)

- Understands influences on the outcome of World War II (e.g., the major turning points in the war; the principal theaters of conflict in Western Europe, Eastern Europe, the Soviet Union, North Africa, Asia, and the Pacific; the political and diplomatic leadership of individuals such as Churchill, Roosevelt, Hitler, Mussolini, and Stalin)
- Understands the human costs of World War II (e.g., how and why the Nazi regime forged a "war against the Jews," and the devastation suffered by Jews and other groups in the Nazi Holocaust; social problems as a consequence of the war)

#### **WORLD HISTORY - STANDARD: 42**

- Understands major global trends from 1900 to the end of World War II

NCHS: Basic Edition, p. 205 (Explicitly stated)

Internet Connections - History

Level II: Elementary (Grades 5-6)

- Understands major shifts in world geopolitics between 1900 and 1945, and understands the growing role of the United States in international affairs
- Understands how new technologies and scientific breakthroughs both benefited and imperiled humankind

#### **WORLD HISTORY - STANDARD: 43**

- Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up

NCHS: Basic Edition, p. 208 (Explicitly stated)

NCHS: World History, expanded edition, p. 270 (Explicitly stated)

Internet Connections - History

Level II: Elementary (Grades 5-6)

- Understands the shift in political and economic conditions after World War II (e.g., 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; the United States' economic position and international leadership post-World War I and post-World War II; aspects of social and political conflict in China in the period following the war)
- Understands the development of the Cold War (e.g., how political, economic, and military conditions in the mid-1940's led to the Cold War; the significance of international Cold War crises such as the Berlin blockade, the Korean War, the Polish worker's protest, the Hungarian revolt, the Suez crisis, the Cuban missile crisis, the Indonesian civil war, and the Soviet invasion of Czechoslovakia; how the United States and the Soviet Union competed for power and influence in Europe)
- Understands political and social change in the developing countries of the Middle East, Africa, and Asia after World War II (e.g., how Israel was created, and why persistent conflict developed between Israel and both Arab Palestinians and neighboring states; the African experience under European colonial rule; major social and economic forces that compelled many Vietnamese to seek refuge in foreign countries)
- 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)

**WORLD HISTORY - STANDARD: 44**

- Understands the search for community, stability, and peace in an interdependent world

NCHS: Basic Edition, p. 210 (Explicitly stated)

NCHS: World History, expanded edition, p. 274 (Implied)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands global influences on the environment (e.g., how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations; how effective governments and citizens' groups have been at protecting the global natural environment)
- Understands the impact of increasing economic interdependence in different regions of the world (e.g., how global communications and changing international labor demands have shaped new patterns of world migration since World War II, the effects of the European Economic Community and its growth on economic productivity and political integration in Europe, the emergence of the Pacific Rim economy and economic growth in South Korea and Singapore in recent decades, the effects of new transport and communications technology on patterns of world trade and finance)
- Understands efforts to improve political and social conditions around the world (e.g., the progress of human and civil rights around the globe since the 1948 U.N. Declaration of Human Rights; how the apartheid system was dismantled in South Africa and the black majority won voting rights; the progress made since the 1970s in resolving conflict between Israel and neighboring states)
- Understands how feminist movements and social conditions have affected the lives of women around the world, and the extent of women's progress toward social equality, economic opportunity, and political rights in various countries
- Understands scientific and technological trends of the second half of the 20th century (e.g., worldwide implications of the revolution in nuclear, electronic, and computer technology; the social and cultural implications of medical successes such as the development of antibiotics and vaccines and the conquest of smallpox; the "consumer societies" of industrialized nations compared with those in predominantly agrarian nations)
- Understands cultural trends of the second half of the 20th century (e.g., the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide; how the world's religions have responded to challenges and uncertainties in society and the world)

**WORLD HISTORY - STANDARD: 45**

- Understands major global trends since World War II

NCHS: Basic Edition, p. 213 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands the causes, consequences, and major patterns of international migration in the late 20th century compared to world population movements of the 19th century and the first half of the 20th
- Understands the advancement of human rights and democratic ideals and practices in the world during the 20th century

**WORLD HISTORY - STANDARD: 46**

- Understands long-term changes and recurring patterns in world history

NCHS: Basic Edition, p. 214 (Explicitly stated)

Internet Connections - History

**Level II: Elementary (Grades 5-6)**

- Understands why humans have built cities and how the character, function, and number of cities have changed over time
- Understands major patterns of long-distance trade from ancient times to the present and how trade has contributed to economic and cultural change in particular societies or civilizations
- Understands the economic and social importance of slavery and other forms of coerced labor in various societies
- Understands how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another
- Understands ways in which human action has contributed to long-term changes in the natural environment in particular regions or worldwide