

Population Education: Meeting the Standards

Current curriculum standards require the integration of population education in a range of disciplines, most notably science and geography. The activities developed by Population Connection adhere to state and national content standards for the eleven disciplines outlined below. The charts on the following pages link specific standards to the teaching activities on the CD-ROM *Teaching Population: Hands-On Activities*. For a full description of each standard, visit: <http://www.populationeducation.org/media/upload/standards.pdf> or the sites listed below for each discipline.

Civics

Center for Civic Education
www.civiced.org

Economics

National Council on Economic Education
www.ncee.net

English Language Arts

International Reading Association and
National Council of Teachers of English
www.ncte.org/standards

ESL

Teacher of English to Speakers of Other
Languages, Inc.
www.tesol.org

Geography

National Council for Geographic Education
www.ncge.org

Health Education

Joint Committee on National Health
Education Standards
www.csuohio.edu/healthed

History

National Center for History in the Schools at
UCLA
www.sscnet.ucla.edu/nchs

Mathematics

National Council of Teachers of
Mathematics
www.nctm.org

Physical Education

National Association for Sport and Physical
Education
www.aahperd.org/naspe/template.cfm?template=standards.html

Science

National Science Education Standards of the
National Research Council
<http://books.nap.edu/catalog/4962.html>

Social Studies

National Council for the Social Studies
www.socialstudies.org

Population Connection Activities: Meeting the Standards

The matrix below identifies the nationally designated content standards that are met by the activities on *Teaching Population: Hands-On Activities*. Grade levels, where appropriate, are shown in *italics*.

ACTIVITY NAME	SCIENCE	SOCIAL STUDIES	MATH	HEALTH	LANG ARTS	GEOGRAPHY	CIVICS	ECON	PHYS ED	HISTORY	ESL
ADDING ARMADILLOS	(K-4) C-3, F-2 (5-8) C-4, F-2-3		II-1,3, IX-3, X-3			IV-12					
ALL IN THE FAMILY	(5-8) C-4, F-2 (9-12) C-4		II-1,3 IX-3 X-3			IV-12					2.2
BABY-O-MATIC		(9-12) I-b, III-h, VI-a, VII-f, VIII-e		(9-11) IV-3, VI-3		II-6; IV-9, 11; V-15		15		(5-12) US Era 10: 2-B	
THE CHIPS OF TRADE		(5-8) III-k; VII-a, e, i; IX-b, d, e				IV-9, 13; V-16		1, 5, 11			
CREATURES IN MOTION	(K-4) F-2, 4	(K-4) III-h; V-b, g; VI-a, f; IX-b	I-1		7	V-15			(K-2) V-4 (3-6) V-2		1.1,3; 2.1,3; 3.2,3
CROWDING CAN BE SEEDY	(K-4) C-3, F-2-4	(K-4) III-h; V-b, g; VI-a, f; IX-b	I-1 IX-3	(K-4) I-5; (5-8) I-5		IV-12 V-14, 16					1.1,3; 2.1,2,3; 3.2,3
EARTH: THE APPLE OF OUR EYE (ELEMENTARY)	(K-4) E-2, F-3-5	(K-4) III-h, k; VIII-c; IX-b, d, e	I-1, II-3, III-4, VI-2, IX-3, X-3			I-1,3; II-4; III-8; IV-9, 12-13; V-14-16; VI-18					1.3; 2.1,2,3
EARTH: THE APPLE OF OUR EYE (INTERMEDIATE & SECONDARY)	(5-8) D-1, E-2, F-3-5 (9-12) C-5, E-2, F-3-6	(5-8) III-h, k; VI-f; VIII-b; IX-b, d-e (9-12) III-h, k; VIII-b; IX-d-e	I-1, II-3, III-4, VI-2, IX-3, X-3			I-1,3; II-4; III-8; IV-9, 12-13; V-14-16; VI-18					1.3; 2.1,2,3
EARTH COOKIE	(K-4) F-3-4	(K-4) III-h, k; IX-d, e	I-1, II-3, III-4, VI-2, IX-3, X-3			III-8; V-14-16					2.2
ECO-ETHICS	(5-8) F-4 (9-12) F-1, 4	(5-8) I-a, d (9-12) I-a, d, f		(5-8) IV-1; VI-2, 5; VII-2-3 (9-11) IV-1; V-1, 7; VII-2-3	7	V-14	(5-8) V-C, E (9-12) V-C, E	2		(5-12) US Era 10: 2-E	1.1,2; 2.1,2; 3.3
EDUCATING WANJIKU		(5-8) I-a, d; V-b; VI-a, h (9-12) I-a, d; V-b; VI-a, h		(5-8) I-8; IV-1; V-8; VI.2-3, 5; VII-2	1	IV-10		15		(5-12) WH Era 9: 2-A 2-B	1.1,2; 2.1,2
ENERGY IMAGERY	(K-4) E-2; F-3, 5 (5-8) E-2; F-2, 5	(K-4) I-a, d; II-e; VII-a-b; VIII-a, c (5-8) I-a, d; II-e; VIII-b		(5-8) V-3	1	V-6-18				(K-4) 1.1, 4.8 (5-12) US Era 10: 2-E; WH Era 9: 2.D; WHAE:1	1.1; 2.1
EVERYTHING COUNTS	(K-4) I-2 (5-8) C-4, F-2		I-3; II-1,4; III-4; IV-2; V-1, VI-1; VII-2; VIII-2; IX-3		7	I-4, IV-9, VI-18	(K-4) I-D (5-8) III-B				
EVERYTHING IS CONNECTED	(5-8) F-2, 5; (9-12) C-4	(5-8) III-h, VIII-b, IX-b, d; (9-12) III-h, VII-a		(5-8) I-5, 8 (9-11) I-5	7, 12	V-14, 16				(5-12) WH Era 9:2-B	2.1,2
FAMILY PERSPECTIVE	(5-8) F-2; (9-12) C-6	(5-8) I-a, d; II-c; V-b (9-12) I-a, d; II-b; V-b	V-1, 4; VI-2	(5-8) IV-1; VI-3, 5 (9-11) VI-3		V-16 VI-17, 18				(5-12) US Era 10: 2-B; WH Era 9: 2-A, 2-B; WHAE:1	1.1; 2.1
FOOD FOR THOUGHT	(5-8) F-2 (9-12) F-1-4	(5-8) I-a, d; VI-a, h, f; VII-f; IX-d, e (9-12) I-a, d; VI-a, f; VII-f; IX-d, e		(5-8) I-5-8 (9-11) I-5		I-1, 3 IV-9 V-14, 16	(5-8) IV-B (9-12) IV-B-C	15		(5-12) WH Era 9: 2-A, 2-D, 3	1.1; 2.1,2,3; 3.2,3

ACTIVITY NAME	SCIENCE	SOCIAL STUDIES	MATH	HEALTH	LANG ARTS	GEOGRAPHY	CIVICS	ECON	PHYS Ed	HISTORY	ESL
FOR THE COMMON GOOD	(5-8) C-4; F-2, 4 (9-12) C-4, 6; F-3, 5	(5-8) I-d; III-k; VI-f; VII-f; IX-e; X-d, j (9-12) III-k; VI-a, f; VII-f; IX-b, d-e; X-j		(5-8) V-3 (9-11) V-3		V-14, 16	(5-8) V-D (9-12) V-D	1			1.1,3; 2.1,2,3; 3.2,3
GLOBAL WARMING BEGINS AT HOME USA	(5-8) E-2; F-3-5 (9-12) B-3; E-1, 2; F-3-6		I-1,3 V-3 IX-3			V-14, 16		2		(5-12) WH Era 9: 2-D	
GO FISH!	(K-4) F-2	(K-4) IX-b, e	I-1			V-16	(K-4)V-E	1			1.1; 2.1,2; 3.3
THE GOOD OLD DAYS	(5-8) F-2; (9-12) F-1-4	(5-8) I-a,d; VI-a,f,h; VII-f (9-12) I-a,d; VI-a,f; VII-f		(5-8) I-5,8; (9-11) I-5		I-1,3; IV-9: V-14,16	(5-8) II-B	15		(5-12) US Era 4:1-A, 2-A,B; US Era 6:1-B,C; US Era 9:1-B; US Era 10:2-A,B	1.1; 2.1,2,3; 3.2,3
GROWING PAINS IN TEXAS HILL COUNTRY	(5-8) C-2; F-2, 4 (9-12) F-1, 3-5	(5-8) I-d; III-h, k; VI-h; VII-i; X-d, j (9-12) III-h, k; X-d, f, i-j			1, 7, 12	II-4, 6; IV-9, 12-13; V-14; VI-18	(5-8) V-C, E (9-12) V-C, E	2		(5-12) US Era 10: 2-B, 2-E	1.1; 2.1,2; 3.3
A HILL OF BEANS	(5-8) C-4; E-2; F-2,5 (9-12) E-2; F-1-3	(5-8) I-a; V-b; VI-f; VII-a,i,j; VIII-b; IX-b,c,d (9-12) I-a; VI-f; VII-a,i,j; VIII-b; IX-b,c,d	I-1; II-1; IX-3; X-1,3			II-4,6; IV-9,11,13; V-15,16	(5-8) IV-B			(5-12) WH Era 9: 2-A,B, 3; WHAE:1	
HOW MUCH SPACE DO WE NEED?	(5-8) E-1; F-2, 4-5 (9-12) C-5; E-2; F-1, 3-6	(5-8) I-d; II-c, k; VII-f (9-12) VII-f	I-1-3; II-2-3; III-4; IV-1; V-1; VI-1-4; VIII-1, 4; IX-3	(5-8) I-5 (9-11) I-5		V-15, 16					2.1
THE HUNGER BANQUET	(5-8) F-2 (9-12) F-1	(5-8) V-a; VI-f; VII-a, i; IX-b, d (9-12) VI-f; VII-a, e; IX-b, d		(5-8) I-5, 8 (9-11) I-5		IV-10-11, 13	(5-8) IV-B	1		(5-12) WH Era 9: 2-B, 2-C, 2-D	1.1,3; 2.1,3; 3.2,3
LIVING ON \$500 A YEAR		(9-12) I-a; VII-f; IX-d		(9-11) I-5		IV-9		1		(5-12) WH Era 9: 2-A	1.1,2; 2.1,2
MARIA'S EDUCATION		(9-12) I-a; VII-f; IX-d		(9-11) I-5	1,5			1			1.1; 2.1,2
MEASURING A MILLION			I-1, 3; II-1; IV-1, 2; VI-2, 3								
MINING FOR CHOCOLATE	(K-4) E-2; F-3, 5 (5-8) E-2; F-4, 5	(K-4) III-k, VII-f; VIII-a (5-8) III-k, VII-f; VIII-b				V-14, 16		1			1.3; 2.2,3
MORE OR LESS	(K-4) C-3 (5-8) C-4; F-2, 4	(K-4) III-h; VII-a; IX-d		(5-8) VI-3	7	V-14-16		1			2.2
THE MORE THE MERRIER?	(5-8) C-4, F-2	(5-8) I-d, III-h, k		(5-8) I-5		V-14, 16			(3-6) V-2		1.3; 2.1,2,3; 3.3
MULTIPLYING MICE	(K-4) C-3, F-2 (5-8) C-4, F-2-3		II-1,3, IX-3, X-3								2.2,3
MYSTERIES OF THE US PYRAMIDS	(5-8) C-4	(5-8) II-b; III-c; VII-i; (9-12) II-b; VII-a,f	I-1,3; II-3; V-1,3; IX-3; X-1,3			II-4; IV-9	(5-8) II-B			(5-12) US Era 8: 1-B; US Era 9: 1-B; US Era 10: 2-B	2.2
NEEDS VS. WANTS	(5-8) F-2 (9-12) F-1, 4	(5-8) I-a, III-h, k, VII-f; (9-12) I-a, d, III-h, k, VII-f			7	V-16		1			1.1,2; 2.1
ON THE DOUBLE	(5-8) C-4, F-2	(5-8) II-b, III-h (9-12) II-c, IX-h	I-1, 3; II-1, 3; V-3; IX-3			IV-9				(5-12) WH Era 9: 2-A, 3	

ACTIVITY NAME	SCIENCE	SOCIAL STUDIES	MATH	HEALTH	LANG ARTS	GEOGRAPH Y	CIVICS	ECON	PHYS Ed	HISTORY	ESL
PANTHER HUNT	(K-4) C-3, F-2-4 (5-8) C-4, F-2	(K-4) VI-h, VII-a; IX-b, d; (5-8) VI-a, c, f; IX-b, f		(K-4) I-5; (5-8) I-5							
PEOPLE COUNT		(K-4) III-c, V-g, VI-c (5-8) III-c, VI-c	I-3, V-1, IX-3		7	IV-9	(K-4) I- D (5-8) IV-B				
PEOPLE ON THE MOVE		(5-8) I-a, d; III-i; VII-i; IX-b, d (9-12) I-a; III-i; IX- b, d; X-d				II-6; IV-9, 12	(5-8) IV-B			(5-12) US Era 10: 2-B, 2-E WH Era : 2-D	1.2, 2.1,2,3; 3.2
THE POP ECOLOGY FILES	(5-8) C-4, F-2-3 (9-12) C-6, F-2-5	(5-8) III-c	I-1; II-1, 2, 4; V-1-3; VI-1-2; VII- 1-3; VIII-1; IX-3; X-1-3			VI-18					2.2
POP QUIZ	(5-8) E-1, F-2 (9-12) E-2, F-2	(5-8) VII-i, IX-c (9-12) VII-h		(9-11) IV- 3		IV-9, 12				(5-12) WH Era 9: 2-A, 2- D	
POPULATION CIRCLE	(K-4) F-2 (5-8) C-4, F-2	(K-4) II-b, III-c, IX-d (5-8) II-b, III-c, IX- d	I-1, III-4, IX-3, X-3			IV-12, VI-18				(5-12) WH Era 9: 2-A WHAE: 1	1.1,3; 2.1,2,3; 3.2
POPULATION CLOCK	(5-8) C-4, F-2	(5-8) I-d; II-b; III-i	I-1, 3; II-3; V-1, 3; IX- 3; X-3			II-4, IV-9				(5-12) US Era 10: 2-B WH Era 9: 2- A, 3	
POPULATION RIDDLES	(K-4) C-3, F-2 (5-8) C-4, F-2		I-3, II-1, III- 4								2.2
POWER OF THE PYRAMIDS	(5-8) C-4	(5-8) II-b; III-c; VII-i (9-12) II-b; VII-a, f	I-1, 3; II-3; V-1, 3; IX-3; X-1,3			II-4, IV-9				(5-12) US Era 10: 2-B; WH Era 9:3	2.2
SOMETHING FOR EVERYONE	(5-8) C-4; F-2, 4 (9-12) C-4, 6; F-3, 5	(5-8) I-d; III-k; VI- f; VII-f; IX-e; X-d, j (9-12) III-k; VI-a, f; VII-f; IX-b, d-e; X-j		(5-8) V-3 (9-11) V-3		V-14, 16	(5-8) V- D (9-12) V-D	1			1.1,3; 2.1,2,3; 3.2,3
STAGE STEPPING	(5-8) C-4, F-2-3 (9-12) F-2, 5	(5-8) II-b, IX-d (9-12) II-b, IX-d	II-1, 3; IX- 3; X-3	(5-8) VI-3 (9-11) VI- 3							1.3; 3.2
STORK AND GRIM REAPER	(K-4) F-2 (5-8) F-2	(K-4) I-a; III-h (5-8) I-a; III-h	I-1, III-4, IV-1	(5-8) VI-3		II-4, IV-9				(5-12) US Era 10: 2-B, WH Era 9: 3	1.3; 2.1,3
TAKE A STAND	(5-8) E-2, F-4 (9-12) F-2	(5-8) I-a, d; III-k; VI-f; VII-f, i-j; VIII- a; IX-b (9-12) I-b, f; III-k; VI-f; VII-f; VIII-e; IX-b, d; X-d		(5-8) IV-1; V-3, 8; VI- 2; VII-2, 3 (9-11) IV- 1, V-7	12	IV-13				(5-12) US Era 10: 2-E	1.1,2; 2.1,2; 3.2,3
TIMBER!	(K-4) F-2, 3 (5-8) C-4, F-2	(K-4) III-h, k; VI-a (5-8) III-h, k; VIII-a	I-1, 2; II-1; V-1-3; VI- 2; VIII-1-3; IX-3			V-14, 16					1.3; 2.3
TRANSPORTATIO N TALLY	(5-8) E-2, F-5 (9-12) E-2; F-4, 6	(5-8) I-a; III-h, k; VIII-a, b (9-12) III-k; VII-a; VIII-a, b	I-1, 3; V-3; VI-2; IX-3			V-14, 16		2			
USA POPULATION CIRCLE	(K-4) F-2 (5-8) C-4; F-2	(K-4) II-b; III-c (5-8) II-b; III-c	I-1; III-4; IX-3; X-3			IV-12; VI-18					1.1,3; 2.1,2,3; 3.2
WATER, WATER EVERYWHERE	(K-4) F-3 (5-8) D-1, F-2 (9-12) C-5, F-3	(K-4) III-h (5-8) III-h (9-12) III-e	III-4, IV-1, IX-3, X-3			III-8					1.3; 2.2,3

ACTIVITY NAME	SCIENCE	SOCIAL STUDIES	MATH	HEALTH	LANG ARTS	GEOGRAPHY	CIVICS	ECON	PHYS Ed	HISTORY	ESL
WEB OF LIFE	(K-4) C-3, F-3-4	(K-4) III-h		(K-4) I-5	1	V-14					1.3; 2.1,2,3
WHEN THE CHIPS ARE DOWN	(K-4) C-3, F-3 (5-8) F-2	(K-4) VII-a, IX-b (5-8) VII-a, IX-b		(K-4) I-5 (5-8) I-5, 8		IV-13	(K-4) IV-B	1		(K-4) 3.5 (5-12) US Era 10: 2-B WH Era 9: 2-B, 2-D	2.1,3; 3.2
WHO POLLUTED THE POTOMAC?	(K-4) C-3, E-2, F-3-5 (5-8) C-4, E-2, F-2-5	(K-4) II-b; III-h, k; VIII-b; IX-d (5-8) II-b; III-h, k; VIII-b; IX-d		(K-4) I-5 (5-8) I-5	1	II-4, V-14, VI-18	(K-4) II-f (5-8) V-c	2			1.3; 2.1,2,3
WHO POLLUTED THE RIVER?	(K-4) C-3, E-2, F-3-5	(K-4) I-d, II-b; III-h, k; VIII-b; IX-d		(K-4) I-5	1	II-4, V-14, VI-18	(K-4) II-f	2			1.1,3; 2.1,2,3
A WOMAN'S PLACE	(9-12) F-1-2, 6	(9-12) I-a, d, f; II-e; III-h; VI-a; IX-b, d; X-j		(9-11) III-4; IV-1; V-1,3,5,7; VI-3; VII-3	1	II-4, 6, IV-10		1, 2		(5-12) WH Era 9:2-A, 2-C, 3; WHAE:1	1.1; 2.1,2
A WORLD OF DIFFERENCE	(5-8) C-4; F-2, 4 (9-12) C-4	(5-8) III-h, k; IX-d, e, X-j (9-12) III-h, k; IX-d	I-1, 3; III-4; V-3-4; IX-3; X-1			III-; V-14, 16; VI-18				(5-12) WH Era 9: 2-A	2.1,2
WORLD POPULATION DVD	(5-8) C-4, F-2 (9-12) F-2	(5-8) II-b-c; III-h-i; IX-c-d (9-12) II-b-c; III-h-i; VIII-b; IX-b, d, h	I-1; II-1; IV-1-2; X-3			I-3; IV-9, 12				(5-12) WH Era 9:2-A, 3 WHAE: 1	1.1,2; 2.2,3

Population Studies: Meeting the Standards

Grouped by grade levels, when appropriate.

Civics

Center for Civic Education, 1994
5146 Douglas Fir Rd.
Calabasas, CA 91302-1467

(Grades K-4)

- I. **What is Government as what should it do?**
 - D. What are some of the most important things governments do?
- II. **What are the basic values and principles of American democracy.**
 - F. How can people work together to promote the values and principles of American democracy?
- IV. **What is the relationship of the United States to other nations and to world affairs?**
 - B. How do nations interact with one another?
- V. **What are the roles of the citizen in American democracy?**
 - E. What dispositions or traits of character are important to the preservation and improvement of American democracy?

(Grades 5-8)

- II. **What are the foundations of the American political system?**
 - B. What are distinctive characteristics of American society?
- III. **How does the government established by the constitution embody the purposes, values, and principles of American democracy.**
 - B. What does the national government do?
- IV. **What is the relationship of the United States to other nations and to world affairs?**
 - B. How has the United States influenced other nations and how have other nations influenced American politics and society?
- V. **What are the roles of the citizen in American democracy?**
 - C. What are the responsibilities of citizens?
 - D. What dispositions or traits of character are important to the preservation and improvement of American democracy?
 - E. How can citizens take part in civic life?

(Grades 9-12)

- IV. **What is the relationship of the United States to other nations and to world affairs?**
 - B. How do the domestic politics and constitutional principles of the United States affect its relations with the world?
 - C. How has the United States influenced other nations and how have other nations influenced American politics and society?
- V. **What are the roles of the citizen in American democracy?**
 - C. What are the responsibilities of citizens?
 - D. What dispositions or traits of character are important to the preservation and improvement of American democracy?
 - E. How can citizens take part in civic life?

Economics (All Levels)

National Council on Economic Education, 1997
1140 Avenue of the Americas
New York, NY 10036

Standard 1:

Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

Standard 2:

Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all-or-nothing decisions.

Standard 5:

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.

Standard 11:

Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

Standard 15:

Investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.

ESL (All Levels)

Teachers of English to Speakers of Other Languages, 1997
700 South Washington Street, Ste 200
Alexandria, VA 22314

Goal 1. To use English to communicate in social settings:

- Standard 1: Students will use English to participate in social interactions.
- Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2. To use English to achieve academically in all content areas:

- Standard 1: Students will use English to interact in the classroom.
- Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3. To use English in socially and culturally appropriate ways:

- Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.
- Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Geography (All Levels)

National Council for Geographic Education, 1994
Geography Standards Project, 1600 M Street, NW,
Washington, DC 20036

I. The World in Spatial Terms

1. Knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
3. Knows and understands how to analyze the spatial organization of people, places, and environments on Earth's surface.

II. Places and Regions

4. Knows and understands the physical and human characteristics of place.
6. Knows and understands how culture and experience influence people's perceptions of places and regions.

III. Physical Systems

8. Knows and understands the characteristics and spatial distribution of ecosystems and Earth's surface.

IV. Human Systems

9. Knows and understands the characteristics, distribution, and migration of human populations on the Earth's surface.
10. Knows and understands the characteristics, distribution and complexity of Earth's cultural mosaics.
11. Knows and understands the patterns and networks of economic interdependence on Earth's surface.
12. Knows and understands the processes, patterns, and functions of human settlements.
13. Knows and understands how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

V. Environment and Society

14. Knows and understands how human actions modify the physical environment.
15. Knows and understands how physical systems affect human systems.
16. Knows and understands the changes that occur in the meaning, use, distribution, and importance of resources.

VI. The Uses of Geography

17. Knows and understands how to apply geography to interpret the past.
18. Knows and understands how to apply geography to interpret the present and plan for the future.

Health Education

Joint Committee on National Health Education Standards, 1995

(Grades K-4)

I. Students will comprehend concepts related to health promotion and disease prevention.

5. Describe how physical, social, and emotional environments influence personal health.

(Grades 5-8)

I. Students will comprehend concepts related to health promotion and disease prevention.

5. Analyze how environment and personal health are interrelated.
8. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.

IV. Students will analyze the influence of culture, media, technology and other factors on health.

1. Describe the influence of cultural beliefs on health behaviors and the use of health services.

V. Students will demonstrate the ability to use interpersonal communication skills to enhance health.

3. Describe healthy ways to enhance ways to express needs, wants, and feelings.
8. Demonstrate strategies to manage conflict in healthy ways.

VI. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

2. Analyze how health-related decisions are influenced by individuals, family, and community values.
3. Predict how decisions regarding health behaviors have consequences for self and others.
5. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.

VII. Students will demonstrate the ability to advocate for personal, family, and community health

2. Express information and opinions about health issues.
3. Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.

(Grades 9-11)

I. Students will comprehend concepts related to health promotion and disease prevention.

5. Analyze effectively how the environment influences the health of the community.

III. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

4. Develop strategies to improve or maintain personal, family and community health.

IV. Students will analyze the influence of culture, media, technology and other factors on health.

1. Analyze how cultural diversity enriches and challenges health behaviors.
3. Evaluate the impact of technology on personal, family and community health.

V. Students will demonstrate the ability to use interpersonal communication skills to enhance health.

1. Demonstrate skills for communicating effectively with family, peers, and others.
3. Demonstrate healthy ways to express needs, wants, and feelings.
5. Demonstrate Strategies for solving interpersonal conflicts without harming self or others.
7. Analyze the possible causes of conflict in schools, families and communities.

VI. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

3. Predict immediate and long-term impact of health decisions on the individual, family and community.

VII. Students will demonstrate the ability to advocate for personal, family and community health.

2. Express information and opinions about health issues.
3. Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.

History

National Center for History in the Schools at UCLA, 1996
231 Moore Hall 405 Hilgard Avenue, Los Angeles, CA 90024

(Grades K-4)

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

Standard 1: Family Life Now and in the Recent Past; Family Life in Various Places Long Ago

Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage

Standard 5: The Causes and nature of Various Movements of Large Groups of People into and within the United States, Now and Long Ago

Topic 4: The History of peoples of many cultures around the world.

Standard 8: Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.

(Grades 5-12)

U.S. History: Era 4: Expansion and Reform (1801 - 1861)

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

- A. Understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

- A. Understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.
- B. Understands the first era of American urbanization.

U.S. History: Era 6: The Development of the Industrial United States (1870 - 1900)

Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

- B. Understands the rapid growth of cities and how urban life changed.
- C. Understands how agriculture, mining and ranching were transformed.

U.S. History: Era 8: The Great Depression and World War II (1929 - 1945)

Standard 1: The causes of the Great Depression and how it affected American society.

- B. Understands how American life changed during the 1930's.

U.S. History: Era 9: Postwar United States (1945 to early 1970s)

Standard 1: The economic boom and social transformation of postwar United States.

- B. Understands how the social changes of the postwar period affected various Americans.

U.S. History: Era 10: Contemporary U.S. (1968 - present)

Standard 2: Economic, social and cultural developments in contemporary United States.

- A. Understands economic patterns since 1968.
- B. Understands the new immigration and demographic shifts.
- E. Understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.

World History: Era 9: The 20th Century Since 1945

Standard 2: The search for community, stability, and peace in an interdependent world

- A. Understands how population explosion and environmental changes have altered conditions of life around the world.
- B. Understands how increasing economic interdependence has transformed human society.
- C. Understands how liberal democracy, market economies, and human rights have reshaped political and social life.
- D. Understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

Standard 3: Understands major global trends since World War II

World History Across the Eras

Standard 1: Understands long-term changes and recurring patterns in world history.

Language Arts (All Levels)

International Reading Association and National Council of Teachers of English, 1996

IRA, P.O. Box 8139, Newark, DE 18714-8139

NCTE, 1111 W. Kenyon Rd., Urbana, IL 61801-1096

Standard 1:

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.

Standard 7:

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and non-print texts, artifacts, people) to communicate discoveries in ways that suit their purpose and audience.

Standard 12:

Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

Mathematics (All Levels)

**National Council of Teachers of Mathematics, 2000
1906 Association Dr., Reston, VA 20191-9988**

I. Numbers and Operations

1. Understand numbers, ways of representing numbers, relationships among numbers, and number systems
2. Understand meanings of operations and how they relate to one another
3. Compute fluently and make reasonable estimates

II. Algebra

1. Understand patterns, relations, and functions
2. Represent and analyze mathematical situations and structures using algebraic symbols
3. Use mathematical models to represent and understand quantitative relationships
4. Analyze change in various contexts

III. Geometry

4. Use visualization, spatial reasoning, and geometric modeling to solve problems

IV. Measurement

1. Understand measurable attributes of objects and the units, systems, and processes of measurement
2. Apply appropriate techniques, tools, and formulas to determine measurements

V. Data Analysis and Probability

1. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them
2. Select and use appropriate statistical methods to analyze data
3. Develop and evaluate inferences and predictions that are based on data
4. Understand and apply basic concepts of probability

VI. Problem Solving

1. Build new mathematical knowledge through problem solving
2. Solve problems that arise in mathematics and in other contexts
3. Apply and adapt a variety of appropriate strategies to solve problems
4. Monitor and reflect on the process of mathematical problem solving

VII. Reasoning and Proof

1. Recognize reasoning and proof as fundamental aspects of mathematics
2. Make and investigate mathematical conjectures
3. Develop and evaluate mathematical arguments and proofs

VIII. Communication

1. Organize and consolidate their mathematical thinking through communication
2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others
3. Analyze and evaluate the mathematical thinking and strategies of others
4. Select and use various types of reasoning and methods of use the language of mathematics to express mathematical ideas precisely

IX. Connections

1. Recognize and use connections among mathematical ideas
2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
3. Recognize and apply mathematics in contexts outside of mathematics

X. Representations

1. Create and use representations to organize, record, and communicate mathematical ideas
2. Select, apply, and translate among mathematical representations to solve problems
3. Use representations to model and interpret physical, social, and mathematical phenomena

Physical Education

National Association for Sport and Physical Education
1900 Association Dr, Reston, VA 20191-1598

(Grades K-2)

V. Understands the social and personal responsibility associated with participation in physical activity

4. Understands the social contributions of physical activity (e.g. learning to cooperate and interact with others, having a role in team sports).

(Grades 3-6)

V. Understands the social and personal responsibility associated with participation in physical activity

2. Works in a group to accomplish a set goal in both cooperative and competitive activities.

Science

National Science Education Standards of the National Research Council, 1996

2101 Constitution Ave., NW, Washington, DC 20418

(Grades K-4)

Content Standard C: Life Science

3. Organisms and environments

Content Standard E: Science and Technology

2. Understandings about science and technology

Content Standard F: Science in Personal and Social Perspectives

2. Characteristics and changes in populations
3. Types of resources
4. Changes in environments
5. Science and technology in local challenges

(Grades 5-8)

Content Standard C: Life Science

4. Populations and ecosystems

Content Standard D: Earth and Space Science

1. Structure of the Earth system

Content Standard E: Science and Technology

2. Understandings about science and technology

Content Standard F: Science in Personal and Social Perspectives

2. Populations, resources, and environments
3. Natural hazards
4. Risks and benefits
5. Science and technology in society

(Grades 9-12)

Content Standard B: Physical Science

3. Chemical reactions

Content Standard C: Life Science

4. Interdependence of organisms
5. Matter, energy, and organization in living systems
6. Behavior of organisms

Content Standard E: Science and Technology

2. Understandings about science and technology

Content Standard F: Science in Personal and Social Perspective

1. Personal and community health
2. Population growth
3. Natural resources
4. Environmental quality
5. Natural and human-induced hazards
6. Science and technology in local, national, and global challenges

Social Studies

**National Council for the Social Studies, 1995
3501 Newark St., N.W., Washington, DC 20016**

(Grades K-4)

I. Culture

- a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- d. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

II. Time, Continuity, and Change

- b. Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple time lines; identify examples of change; and recognize examples of cause and effect relationships.
- e. Demonstrate an understanding that people in different times and places view the world differently.

III. People, Places, and Environments

- c. Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.
- h. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.
- i. Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- k. Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.

V. Individuals, Groups, and Institutions

- b. Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.
- g. Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

VI. Power, Authority, and Governance

- a. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.
- c. Give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict.
- f. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.
- h. Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

VII. Production, Distribution, and Consumption

- a. Give examples that show how scarcity and choice govern our economic decisions.
- b. Distinguish between needs and wants.
- f. Describe the influence of incentives, values, traditions, and habits on economic decisions.

VIII. Science, Technology, and Society

- a. Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.

- b. Identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses.
- c. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment.
- e. Suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good.

IX. Global Connections

- b. Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.
- d. Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species.
- e. Examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.

(Grades 5-8)

I. Culture

- a. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- d. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.

II. Time, Continuity, and Change

- b. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- c. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.
- e. Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- f. Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.

III. People, Places, and Environment

- c. Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projection, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.
- h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- i. Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- k. Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.

V. Individuals, Groups, and Institutions

- a. Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- b. Analyze group and institutional influences on people, events, and elements of culture.

VI. Power, Authority, and Governance

- a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- c. Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
- f. Explain conditions, actions, and motivations that contribute to conflicts and cooperation within and among nations.
- h. Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.

VII. Production, Distribution, and Consumption

- a. Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.
- e. Describe the role of specialization and exchange in the economic process.
- f. Explain and illustrate how values and beliefs influence different economic decisions.
- i. Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.
- j. Use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education.

VIII. Science, Technology, and Society

- a. Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare.
- b. Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.

IX. Global Connections

- b. Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.
- c. Describe and analyze the effects of changing technologies on the global community.
- d. Explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- e. Describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people.
- f. Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights.

X. Civic Ideals and Practices

- d. Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- f. Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.
- j. Examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.

(Grades 9-12)

I. Culture

- a. Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- b. Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- d. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.

- f. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

II. Time, Continuity, and Change

- b. Apply key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- c. Identify and describe significant historical periods and patterns of change within and across cultures.
- e. Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

III. People, Places, and Environment

- e. Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as land forms, climate, vegetation, natural resources, and population.
- h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- i. Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors, in local, regional, national, and global settings.
- k. Propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations and the world.

V. Individuals, Groups, and Institutions

- b. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

VI. Power, Authority, and Governance

- a. Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.
- c. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security, and balance competing conceptions of a just society.
- f. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among nations.
- h. Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- j. Prepare a public policy paper and present and defend it before an appropriate forum in school or community

VII. Production, Distribution, and Consumption

- a. Explain how the scarcity of productive resources (human, capital, technological and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- f. Compare how values and beliefs influence economic decisions in different societies.
- h. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

VIII. Science, Technology, and Society

- b. Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place and human-environment interaction.

- e. Recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures.
- f. Formulate strategies and develop policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect.

IX. Global Connections

- b. Explain conditions and motivations that contribute to conflict, cooperation and interdependence among groups, societies, and nations.
- c. Analyze and evaluate the effects of changing technologies on the global community.
- d. Analyze the causes, consequences and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- e. Analyze the relationships and tensions between national sovereignty and global interests in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- h. Illustrate how individual behaviors and decisions connect with global systems.

X. Civic Ideals and Practices

- d. Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- f. Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- i. Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.
- j. Participate in activities to strengthen the “common good” based upon careful evaluation of possible options for citizen action