

RECOMMENDED NATIONAL STANDARDS

Mid-continent Research for Education and Learning (McRel)

Behavioral Sciences

- Standard 1. Understands that group and cultural influences contribute to human development, identity, and behavior
- Standard 2. Understands various meanings of social group, general implications of group membership, and different ways that groups function
- Standard 4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Agricultural Education

- Standard 1. Understands the connections between agriculture and society
- Standard 2. Understands trends, issues, and events that have influenced agricultural practices throughout history

Civics

- Standard 1. Understands ideas about civic life, politics, and government

Geography

- Standard 4. Understands the physical and human characteristics of place
- Standard 5. Understands the concept of regions
- Standard 6. Understands that culture and experience influence people's perceptions of places and regions
- Standard 11. Understands the patterns and networks of economic interdependence on Earth's surface
- Standard 12. Understands the patterns of human settlement and their causes
- Standard 14. Understands how human actions modify the physical environment
- Standard 15. Understands how physical systems affect human systems
- Standard 16. Understands the changes that occur in the meaning, use, distribution and importance of resources
- Standard 17. Understands how geography is used to interpret the past
- Standard 18. Understands global development and environmental issues

World History

- Standard 36. Understands patterns of global change in the era of Western military and economic dominance from 1800 to 1914
- Standard 40. Understands the search for peace and stability throughout the world in the 1920s and 1930s
- Standard 43. Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up

National Council for the Social Studies

IV. Individual development and identity

- Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self.
- Examine the interactions of ethnic, national or cultural influences in specific situations or events.

VI. Power, authority, and Governance

- Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.

IX. Global Connections

- Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- Illustrate how individual behaviors and decisions connect with global systems.

National Center for History in the Schools National Standards in United States and World History

World History

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

Standard 2A: The student understands how population explosion and environmental change have altered conditions of life around the world.

- Analyze how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations.
- Assess the effectiveness of efforts by governments and citizens' movements to protect the global natural environment



RECOMMENDED NATIONAL STANDARDS CTD.

National Center for History in the Schools National Standards in United States and World History Ctd.

Standard 2B: The student understands how increasing economic interdependence has transformed human society.

- Analyze why economic disparities between industrialized and developing countries have persisted or increased and how both neo-colonialism and authoritarian political leadership have affected development in African and Asian countries.

Standard 3: Major global trends since World War I

Standard 3A: The student understands major global trends since World War II.

- Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century. [Formulate historical questions]

Analyze causes of economic imbalances and social inequalities among the world's peoples and assess efforts made to close these gaps.

National Geographic National Geography Standards

Standard 4: The physical and human characteristics of places

Standard 6: How culture and experience influence people's perceptions of places and regions

Standard 14: How human actions modify the physical environment

Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources

Standard 18: How to apply geography to interpret the present and plan for the future

National Council of Teachers of English/ International Reading Association Standards for the English Language Arts

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 their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

North American Association for Environmental Education Learner Guidelines K-12

Strand 2: Knowledge of Environmental Processes and Systems

Strand 2.3—Humans and Their Societies

- A) Individuals and groups—Learners understand the influence of individual and group actions on the environment, and how groups can work to promote and balance interests.
- B) Culture—Learners understand cultural perspectives and dynamics and apply their understanding in context.
- C) Political and economic systems—Learners understand how different political and economic systems account for, manage, and affect natural resources and environmental quality.
- D) Global connections—Learners are able to analyze global social, cultural, political, economic, and environmental linkages.
- E) Change and conflict—Learners understand the functioning of public processes for promoting and managing change and conflict, and can analyze their effects on the environment.

Strand 2.4—Environment and Society

- A) Human/environment interactions—Learners understand that humans are able to alter the physical environment to meet their needs and that there are limits to the ability of the environment to absorb impacts or meet human needs.

- B) Places—Learners understand “place” as humans endowing a particular part of the Earth with meaning through their interactions with that environment.

Strand 3— Skills for Understanding and Addressing Environmental Issues

Strand 3.1—Skills for Analyzing and Investigating Environmental Issue

- A) Identifying and investigating issues—Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.
- B) Sorting out the consequences of issues—Learners are able to evaluate the consequences of specific environmental changes, conditions, and issues for human and ecological systems.

Strand 3.2—Decision-Making and Citizenship Skills

- B) Evaluating the need for citizen action—Learners are able to decide whether action is needed in particular situations and whether they should be involved.



RECOMMENDED NATIONAL STANDARDS CTD.

North American Association for Environmental Education Learner Guidelines K-12 Ctd.

- C) Planning and taking action—Learners know how to plan for action based on their research and analysis of an environmental issue. If appropriate, they take actions that are within the scope of their rights and consistent with their abilities and responsibilities as citizens.
- D) Evaluating the results of actions—Learners are able to evaluate the effects of their own actions and actions taken by other individuals and groups.

Strand 4— Personal and Civic Responsibility

- A) Understanding societal values and principles—
Learners know how to analyze the influence of shared and conflicting societal values.
- B) Recognizing citizens' rights and responsibilities— Learners understand the importance of exercising the rights and responsibilities of citizenship.

Additional Standards and Related Resources

Academic Benchmarks Standards Search

<http://www.academicbenchmarks.com/search/>

California Department of Education Curriculum Frameworks: Science Framework and Content Standards

<http://www.cde.ca.gov/ci/sc/cf/index.asp>

California Regional Environmental Education Community

[http://www.creec.org/stories/storyReader\\$38](http://www.creec.org/stories/storyReader$38)

Environmental Principles and Concepts for California elementary and secondary schools

<http://www.calepa.ca.gov/Education/Principles/>

Standards by State

<http://www.educationworld.com/standards/state/toc/index.shtml>

