

Academic Standards:

Immigration: U.S. Policy in the New Millennium

Geography Standards and Benchmarks (4th Ed.)

Human Systems

Standard 9, Level IV, Benchmarks 1-4

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=8&standardID=9>

Understands population issues (e.g., the ongoing policies to limit population growth, the policy in the former Soviet Union to encourage ethnic Russians to have large families, economic considerations such as a country's need for more or fewer workers)

1. Knows how human mobility and city/region interdependence can be increased and regional integration can be facilitated by improved transportation systems (e.g., the national interstate highway system in the United States, the network of global air routes)
2. Knows how international migrations are shaped by push and pull factors (e.g., political conditions, economic incentives, religious values, family ties)
3. Understands the impact of human migration on physical and human systems (e.g., the impact of European settlers on the High Plains of North America in the nineteenth century, impact of rural-to-urban migration on suburban development and the resulting lack of adequate housing and stress on infrastructure, effects of population gains or losses on socioeconomic conditions)

Standard 10, Level VI, Benchmarks 1-4

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=8&standardID=10>

1. Knows how cultures influence the characteristics of regions (e.g., level of technological achievement, cultural traditions, social institutions)
2. Understands how human characteristics make specific regions of the world distinctive (e.g., the effects of early Spanish settlement in the southwestern United States, the impact of Buddhism in shaping social attitudes in Southeast Asia, the specific qualities of Canada's culture regions resulting from the patterns of migration and settlement over four centuries)
3. Knows the role culture plays in incidents of cooperation and conflict in the present-day world (e.g., conflicts in sub-Saharan Africa in the 1960s, Central Europe in the 1980s and 1990s, states within the former Soviet Union in the 1990s; cooperation such as the religious and linguistic ties between Spain and parts of Latin America; ethnic ties among the Kurds living in Iran, Iraq, and Turkey)
4. Understands how communication and transportation technologies contribute to cultural convergence or divergence (e.g., convergence created by electronic media, computers, and jet aircraft; divergence created by technologies used to reinforce nationalistic or ethnic elitism or cultural separateness and independence)

Standard 12, Level IV, Benchmarks 1-5

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=8&standardID=12>

1. Understands how the functions of cities today differ from those of towns and villages and cities in earlier times (e.g., more specialized economic and social activities, greater concentration of services, greater availability of the same services)
2. Knows the shape of cities in the United States and factors that influence urban morphology (e.g., transportation routes, physical barriers, zoning regulations)
3. Knows the similarities and differences in settlement characteristics of economically developing and developed nations (characteristics of cities; residential and transportation patterns; travel distance to schools, shopping areas, and health care facilities)
4. Knows the consequences of factors such as population changes or the arrival/departure of a major industry or business on the settlement patterns of an area (e.g., stress on infrastructure, problems of public safety and fire protection, crisis in delivering school and medical services)
5. Understands the physical and human impact of emerging urban forms in the present-day world (e.g., the rise of megalopoli, edge cities, and metropolitan corridors; increasing numbers of ethnic enclaves in urban areas and the development of legislation to protect the rights of ethnic and racial minorities; improved light-rail systems within cities providing ease of access to ex-urban areas)

Language Arts Standard and Benchmarks (3rd Ed.)

Listening and Speaking

Standard 8, Level IV, Benchmarks 1-8

1. Uses criteria to evaluate own and others' effectiveness in group discussions and formal presentations (e.g., accuracy, relevance, and organization of information; clarity of delivery; relationships among purpose, audience, and content; types of arguments used; effectiveness of own contributions)
2. Asks questions as a way to broaden and enrich classroom discussions
3. Uses a variety of strategies to enhance listening comprehension (e.g., focuses attention on message, monitors message for clarity and understanding, asks relevant questions, provides verbal and nonverbal feedback, notes cues such as change of pace or particular words that indicate a new point is about to be made; uses abbreviation system to record information quickly; selects and organizes essential information)
4. Adjusts message wording and delivery to particular audiences and for particular purposes (e.g., to defend a position, to entertain, to inform, to persuade)
5. Makes formal presentations to the class (e.g., includes definitions for clarity; supports main ideas using anecdotes, examples, statistics, analogies, and other evidence; uses visual aids or technology, such as transparencies, slides, electronic media; cites information sources)
6. Makes multimedia presentations using text, images, and sound (e.g., selects the appropriate medium, such as television broadcast, videos, web pages, films, newspapers, magazines, CD-ROMS, Internet, computer-media-generated images; edits and monitors for quality; organizes, writes, and designs media messages for specific purposes)
7. Uses a variety of verbal and nonverbal techniques for presentations (e.g., modulation of voice; varied inflection; tempo; enunciation; physical gestures; rhetorical questions; word choice, including figurative language, standard English, informal usage, technical language) and demonstrates poise and self-control while presenting
8. Responds to questions and feedback about own presentations (e.g., clarifies and defends

ideas, expands on a topic, uses logical arguments, modifies organization, evaluates effectiveness, sets goals for future presentations)

Standard 31, Level IV, Benchmarks 3-4

3. Understands how the rise of religious groups and movements influenced political issues in contemporary American society (e.g., the position of major religious groups on such issues as abortion, gay rights, women in the clergy, and educational issues; the causes and significance of religious evangelism and its effect on American political and religious culture in the 1980s; how Supreme Court decisions since 1968 have affected the meaning and practice of religious freedom)
4. Understands major contemporary social issues and the groups involved (e.g., the current debate over affirmative action and to what degree affirmative action policies have reached their goals; the evolution of government support for the rights of the disabled; the emergence of the Gay Liberation Movement and civil rights of gay Americans; continuing debates over multiculturalism, bilingual education, and group identity and rights vs. individual rights and identity; successes and failures of the modern feminist movement)

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