

Academic Standards:

Faith-Based Initiatives: Separation of Church and State

Civics

Standard 13: Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity Level III, Benchmarks 3 & 8

<http://www.mcrel.org/compendium/reference.asp?item=benchmark&BenchmarkID=2574&subjectID=14>

3. Knows sources of political conflict that have arisen in the United States historically as well as in the present (e.g., geographic and sectional interests, slavery and indentured servitude, national origins, extending the franchise, extending civil rights to all Americans, the role of religion in American public life, engaging in wars)

United States History

Standard 4: Understands how political, religious, and social institutions emerged in the English colonies

Level III, Benchmark 5

<http://www.mcrel.org/compendium/reference.asp?item=benchmark&BenchmarkID=347&subjectID=5>

5. Understands the role of religion in the English colonies (e.g., the evolution of religious freedom, treatment of religious dissenters such as Anne Hutchison, the concept of the separation of church and state)

World History

Standard 44: Understands the search for community, stability, and peace in an interdependent world

Level II, Benchmark 6

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=6&standardID=44>

6. 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)

Level III, Benchmark 5

5. Understands the definition of "fundamentalism," and the political objectives of militant religious movements in various countries of the world, as well as the social and economic factors that contribute to the growth of these movements

Health

Standard 1: Knows the availability and effective use of health services, products, and information

Level III, Benchmark 1 & 2

<http://www.mcrel.org/compendium/reference.asp?item=standard&subjectID=17&standardID=1>

1. Knows the costs and validity of common health products, services, and information

2. Knows how to locate and use community health resources, products, and services that provide valid health information

Standard 2: Knows environmental and external factors that affect individual and community health

Level III, Benchmarks 1 & 2

<http://www.mcrel.org/compendium/reference.asp?item=standard&subjectID=17&standardID=2>

1. 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)

2. Understands how various messages from the media, peers, and other sources impact health practices (e.g., health fads, advertising, misconceptions about treatment and prevention options)

Level IV, Benchmark 1

1. Knows how the health of individuals can be influenced by the community (e.g., information offered through community organizations; volunteer work at hospitals, food banks, child care centers)

Language Arts

Writing

Standard 4: Gathers and uses information for research purposes

Level III, Benchmarks 1 & 6

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=7&standardID=4>

1. Gathers data for research topics from interviews (e.g., prepares and asks relevant questions, makes notes of responses, compiles responses)

6. Organizes information and ideas from multiple sources in systematic ways (e.g., time lines, outlines, notes, graphic representations)

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes

Level III, Benchmarks 1-4, 7-9, 12

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=7&StandardID=8>

1. Plays a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator)

2. Asks questions to seek elaboration and clarification of ideas

3. Uses strategies to enhance listening comprehension (e.g., takes notes; organizes, summarizes, and paraphrases spoken ideas and details)

4. Listens in order to understand topic, purpose, and perspective in spoken texts (e.g., of a guest speaker, of an informational video, of a televised interview, of radio news programs)

7. Makes oral presentations to the class (e.g., uses notes and outlines; uses organizational pattern that includes preview, introduction, body, transitions, conclusion; and point of view; uses evidence and arguments to support opinions; uses visual media)

8. Uses appropriate verbal and nonverbal techniques for oral presentations (e.g., modulation of voice, inflection, tempo, word choice, grammar, feeling, expression, tone, volume, enunciation, physical gestures, body movement, eye contact, posture)

9. Evaluates strategies used by speakers in oral presentations (e.g., persuasive techniques, verbal messages supported by nonverbal techniques, effect of word choice, use of slanted or biased material)

12. Understands elements of persuasion and appeal in spoken texts (e.g., purpose and impact of pace, volume, tone, stress, music in radio announcements; images conveyed by vocabulary and ideas)

[Close Window](#)