

Academic Standards: Religion, Culture, and Diversity

Visual Arts

Standard 1: Understands and applies media, techniques, and processes related to the visual arts

Level III, Benchmarks 1 & 2

<http://www.mcrel.org/compendium/reference.asp?item=standard&subjectID=13&standardID=1>

1. Understands what makes different art media, techniques, and processes effective (or ineffective) in communicating various ideas
2. Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas

Behavioral Studies

Standard 1: Understands that group and cultural influences contribute to human development, identity, and behavior

Level II, Benchmark 1 & 3

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=20&standardID=1>

1. 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)
3. Understands that people might feel uncomfortable around other people who dress, talk, or act very differently from themselves

Level III, Benchmark 1

1. Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it

Standard 2: Understands various meanings of social group, general implications of group membership, and different ways that groups function

Level II, Benchmarks 1-3, 6

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=20&standardID=2>

1. Understands that people often like or dislike other people because of membership in or exclusion from a particular social group
2. Understands that individuals tend to support members of their own groups and may think of them as being like themselves
3. Understands that different groups have different expectations for how their members should act
6. Understands that different groups, societies, and cultures may have different ways of meeting similar wants and needs

Level III, Benchmarks 3-5, 7-8

3. 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

4. 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)
5. 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
7. Understands that there are similarities and differences within groups as well as among groups
8. 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)

Standard 4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Level II, Benchmarks 1-3, 6

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=20&standardID=4>

1. Knows that communicating different points of view in a dispute can often help people to find a satisfactory compromise
2. Understands that resolving a conflict by force rather than compromise can lead to more problems
3. Understands that one person's exercise of freedom may conflict with the freedom of others and that rules can help to resolve conflicting freedoms
6. Knows various forms that institutions take (e.g., religious, social, political)

Level III, Benchmark 3

3. 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

Language Arts

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts

Level II, Benchmarks 1, 5-6

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

1. Uses reading skills and strategies to understand a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines)
5. Summarizes and paraphrases information in texts (e.g., includes the main idea and significant supporting details of a reading selection)
6. Uses prior knowledge and experience to understand and respond to new information

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 II, Benchmarks 1-4, 7, 10-12

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=7&standardID=8>

1. Contributes to group discussions
2. Asks questions in class (e.g., when he or she is confused, to seek others' opinions and comments)
3. Responds to questions and comments (e.g., gives reasons in support of opinions, responds to others' ideas)
4. Listens to classmates and adults (e.g., does not interrupt, faces the speaker, asks questions, summarizes or paraphrases to confirm understanding, gives feedback, eliminates barriers to effective listening)
7. Makes basic oral presentations to class (e.g., uses subject-related information and vocabulary; includes content appropriate to the audience; relates ideas and observations; incorporates visual aids or props; incorporates several sources of information)
10. Organizes ideas for oral presentations (e.g., uses an introduction and conclusion; uses notes or other memory aids; organizes ideas around major points, in sequence, or chronologically; uses traditional structures, such as cause-and-effect, similarity and difference, posing and answering a question; uses details, examples, and anecdotes to clarify information)
11. Listens for specific information in spoken texts (e.g., plot details or information about a character in a short story read aloud, information about a familiar topic from a radio broadcast)
12. Understands the main ideas and supporting details in spoken texts (e.g., presentations by peers or guest speakers, a current affairs report on the radio)

Civics

Standard 13: Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity

Level III, Benchmark 3

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=14&standardID=13>

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)

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/reference.asp?item=benchmark&BenchmarkID=2797&subjectID=6>

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)

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