

## Academic Standards: Traditions and Transformations

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### Music

#### Standard 7, Level III, Benchmarks 1, 3

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=11&StandardID=7>

1. Understands distinguishing characteristics (e.g., relating to instrumentation, texture, rhythmic qualities, melodic lines, form) of representative music genres and styles from a variety of cultures
3. Understands the functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed in various cultures of the world

### Historical Understanding

#### Standard 1, Level III, Benchmarks 2, 4

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=3&StandardID=1>

2. Knows how to construct and interpret multiple tier time lines (e.g., a time line that contains important social, economic, and political developments in colonial history; a time line that compares developments in the English, French, and Spanish colonies in North America)
4. Understands patterns of change and continuity in the historical succession of related events

#### Standard 2, Level II, Benchmarks 1-5, 7

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=3&StandardID=2>

1. Knows how to view the past in terms of the norms and values of the time
2. Understands that specific individuals had a great impact on history
3. Understands that specific ideas had an impact on history
4. Understands that "chance events" had an impact on history
5. Understands that specific decisions and events had an impact on history
7. Predicts how events might have turned out differently in one's local community if specific individuals or groups had chosen different courses of action

#### Standard 2, Level III, Benchmarks 1, 2

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=3&StandardID=2>

1. Understands that specific individuals and the values those individuals held had an impact on history
2. Analyzes the influence specific ideas and beliefs had on a period of history

### Geography

#### Standard 13, Level III, Benchmarks 1, 2

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=8&standardID=13>

1. Understands factors that contribute to cooperation (e.g., similarities in religion, language, political beliefs) or conflict (e.g., economic competition for scarce resources, boundary disputes, cultural differences, control of strategic locations) within and between regions and countries
2. Knows the social, political, and economic divisions on Earth's surface at the local, state, national, and international levels (e.g., transnational corporations, political alliances, economic groupings, world religions)

### **Behavioral Studies**

#### **Standard 1, Level III, Benchmarks 1, 2**

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=20&StandardID=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
2. Understands that usually within any society there is broad general agreement on what behavior is "unacceptable," but that the standards used to judge behavior vary for different settings and different subgroups and may change with time and in response to different political and economic conditions

### **Language Arts (Writing)**

#### **Standard 4, Level III, Benchmarks 1, 6**

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)

### **Language Arts (Listening and Speaking)**

#### **Standard 8, 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)

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