

CultureGrams World Edition

The World Edition database meets or develops these national standards:

1. Common Core State Standards Initiative
2. United States History Standards (National Center for History in the Schools)
3. World History Standards for Grades 5–12 (National Center for History in the Schools)
4. English Language Arts Standards (National Council of Teachers of English and the International Reading Association)
5. Social Studies Standards for High School (National Council for the Social Studies)
6. Social Studies Skills (Partnership for 21st Century Skills in cooperation with the National Council for the Social Studies)
7. Standards for the 21st-Century Learner (American Association of School Librarians)

1. Common Core State Standards Initiative

Literacy in History/Social Studies

Anchor Standards for Reading

Grades 6–12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

World Edition country reports are divided into concise and easy-to-understand categories and include a number of content types (photos, videos, recipes, data tables, and graphs) from which students can make inferences and draw conclusions. A citation generator is also provided so that users can accurately cite the evidence they use.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Each World Edition report is broken down into 25 categories that highlight the background, people, customs and courtesies, lifestyle, and society of a particular country. With this clear structure, students are able to identify main ideas and themes for summary and to examine how those concepts are developed.

Craft and Structure

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CultureGrams reports address a variety of topics that relate to a country's people and culture. Students can determine how the various parts work together to form the whole. For example, how does a country's geography and climate affect its economy? How have historical events shaped a culture's attitudes about religion or ethnicity? The structural consistency of the reports also enables students to compare cultural information across the reports.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

The World Edition includes a variety of multimedia (e.g., photos, slideshows, video, maps, recipes, flags, and graphs and tables) that students can integrate in papers, presentations, and other assignments.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Because World Edition reports are inherently comparative, students are able to draw from multiple reports to write or speak knowledgeably about religion, sports, holidays, food, or transportation among several countries or in a particular region of the world. They could describe both similarities and differences. Also, the Faces of the World interview feature offers insight from native interviewees; students could compare multiple respondents' answers to the same questions on topics that complement the information in the country report.

History/Social Studies

Grades 6–8

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

World Edition reports feature both primary sources (including most of the 25 standard report categories, interviews, multimedia) and secondary sources (such as the History sections, which can be used for analysis). A citation generator is also provided so that users can accurately cite the evidence they use.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CultureGrams reports are clearly organized and feature consistent categories, which make it easier to identify main ideas and to summarize content accurately.

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Each World Edition report uses a variety of terms specific to history and social studies. Their meanings can be determined from context or by going to the Concepts and Terminology page, where terms are explicitly defined. Foreign terms also appear and are defined both in the text and in a Glossary of Cultural Terms.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

World Edition texts contain sections organized in a variety of ways, including sequentially (History, Life Cycle); comparatively (Dating and Marriage, Family, Housing), where comparisons are drawn to other cultures, between males and females, or between rural and urban populations; and causally (explaining literacy rates in Education, economic strength or weakness in Economy, major health risks in Health, etc.).

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CultureGrams offers a wide variety of multimedia (photos, slideshows, and videos), data (static and customizable graphs and tables), and maps. All of these items are downloadable and are easily integrated into print or digital text.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

The World Edition offers factual and statistical information throughout the standard report categories. Opinions are found in Interviews, where people are asked to give their thoughts and

feelings on a variety of topics. Reasoned judgments are made in the form of cultural conclusions about each country, which are based facts and observations.

History/Social Studies

Grades 9–10

Key Ideas and Details

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

World Edition reports include both primary sources (including most of the 25 standard report categories, interviews, multimedia) and secondary sources (such as the History sections, which can be analyzed). For each interview, brief biographical information is given on the person interviewed. Many CultureGrams features contain dates indicating when the content was originally created (Photos, Slideshows, Videos, Interviews). A citation generator is available for all content.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Reports are clearly organized into 25 consistent categories, making it easier to identify the central ideas and how they are developed in each section.

Craft and Structure

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Each CultureGrams country report uses a variety of terms specific to history and social studies. Their meanings can be determined from context and by going to the Concepts and Terminology page, where terms are explicitly defined. Foreign terms also appear and are defined in the text and in a Glossary of Cultural Terms.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

In the Interviews feature, each person being interviewed offers his or her own answers to a set of uniform questions. Users can therefore easily compare answers to identical or similar questions to see how point of view shapes the responses in each interview.

Integration of Knowledge and Ideas

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CultureGrams offers customizable, downloadable graphs and tables. The data can be compared with information in the text, which frequently offers a broader context for understanding the statistics. This information can be analyzed and used in a print or digital text.

RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

The same topics are treated in different ways in the Interviews feature as well as in several categories of the reports themselves (History and Land and Climate are examples of secondary sources, while Family and Life Cycle are examples of primary sources). The organization of the texts into 25 uniform categories facilitates comparing and contrasting.

History/Social Studies

Grades 11–12

Key Ideas and Details

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CultureGrams features both primary sources (including most of the 25 standard report categories, the Interviews feature, multimedia) and secondary sources (such as the History sections, which can be analyzed).

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CultureGrams features both primary sources (including most of standard 25 categories, the Interviews feature, multimedia) and secondary sources (such as the History sections). The clear organization of the reports and the consistent categories facilitate more accurate summarizing.

Integration of Knowledge and Ideas

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CultureGrams offers a wide variety of multimedia (photos, slideshows, and videos), data (customizable graphs and tables), maps, and text-based content (25 report categories, Interviews, Famous People, Recipes). All of these can be used to address a diverse set of questions or problems.

RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

The History sections often include historical claims supported by citation of specific events. These claims could be challenged or corroborated by additional information. In fact, information in any CultureGrams category could be compared with information from other sources.

English Language Arts

Anchor Standards for Reading

Grades 6–12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Each World Edition report is broken down into 25 categories that highlight the background, people, customs and courtesies, lifestyle, and society of a particular country. With this clear structure, students are able to identify main ideas and themes for summary and to examine how those concepts are developed.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CultureGrams reports provide a cultural and historical backdrop that helps facilitate understanding of how individuals, events, and ideas interact over time and within a particular culture. Students can also learn to make broader connections—for example, how a country's climate and geography shape

its economy. The Famous People section includes concise profiles of individuals who were influential in shaping a country's culture, and the Faces of the World feature allows students to connect the text to the daily lives of native interviewees.

Craft and Structure

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CultureGrams reports address a variety of topics that relate to a country's people and culture. Students can determine how the various parts work together to form the whole. For example, how does a country's geography and climate affect its economy? How have historical events shaped a culture's attitudes about religion or ethnicity? The structural consistency of the reports also enables students to compare cultural information across the reports.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

The World Edition includes a variety of multimedia (e.g., photos, slideshows, video, maps, recipes, flags, and graphs and tables) that students can integrate in papers, presentations, and other assignments.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Reading: Informational Text

Grades 9–10

Key Ideas and Details

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Claims about a particular country or culture are made throughout the 25 report categories (for example, a claim that family is at the center of a country's society). These claims can be analyzed using textual evidence given throughout that section and other sections.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Each CultureGrams category contains a presentation of a series of ideas or events that can be analyzed. Students can examine the connections that are made both implicitly and explicitly within each category as well as across categories.

Craft and Structure

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Claims about various aspects of each country's culture appear throughout the 25 report categories (for example, a claim that family is at the center of a country's society). Students may explore how these central ideas are developed over the course of a section.

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CultureGrams aims to be an objective source on the world’s countries. Information is selected for inclusion and sentences are crafted with this purpose in mind.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

World Edition report categories such as Holidays, Diet, Personal Appearance, and Population often link to slideshows and videos on topics explained in those sections.

Reading: Informational Text

Grades 11–12

Key Ideas and Details

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Claims about various aspects of each country’s culture appear throughout the 25 report categories (for example, a claim that family is at the center of a country’s society). These can be analyzed using textual evidence given throughout that section and other sections.

Craft and Structure

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Each of the 25 World Edition report categories contains exposition on a different topic, composed with a unique structure. Students may be asked to evaluate the effectiveness these structures.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

The World Edition offers a wide variety of multimedia (photos, slideshows, and videos), data (static and customizable graphs and tables), maps, and text-based content (25 report categories, Interviews, Famous People, Recipes). All of these can be used to address a diverse set of questions or problems.

2. United States History Standards (National Center for History in the Schools)

Era 1: Three Worlds Meet (Beginnings to 1620)

Standard 1. Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.

- **1B** The student understands changes in Western European societies in the age of exploration.

Grades 7–12. Explain the causes and consequences of European Crusades in Iberia and analyze connections between the Christian crusading tradition and European overseas exploration.

Grades 9–12. Analyze relationships among the rise of centralized states, the development of urban centers, the expansion of commerce, and overseas exploration.

- **1C** The student understands developments in Western African societies in the period of early contact with Europeans.

Grades 9–12. Describe general features of family organization, labor division, agriculture, manufacturing, and trade in Western African societies.

Grades 7–12. Describe the continuing growth of Islam in West Africa in the 15th and 16th centuries and analyze interactions between Islam and local religious beliefs and practices.

Grades 9–12. Analyze varieties of slavery in Western Africa and the economic importance of the trans-Saharan slave trade in the 15th and 16th centuries.

Grades 9–12. Analyze the varying responses of African states to early European trading and raiding on the Atlantic African coast.

Standard 2. How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

- **2A** The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.

Grades 7–12. Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples.

Grades 9–12. Appraise the role of national and religious rivalries in the age of exploration and evaluate their long-range consequences.

- **2B** The student understands the Spanish and Portuguese conquest of the Americas.

Grades 5–12. Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos.

Grades 9–12. Describe the evolution and long-term consequences of labor systems such as *encomienda* and slavery in Spanish and Portuguese America.

Era 2: Colonization and Settlement (1585–1763)

Standard 1. Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

- **1A** The student understands how diverse immigrants affected the formation of European colonies.

Grades 5–12. Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean.

Grades 5–12. Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered.

Grades 5–12. Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century.

- **1B** The student understands the European struggle for control of North America.

Grades 7–12. Analyze relationships between Native Americans and Spanish, English, French, and Dutch settlers.

Grades 7–12. Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies.

Grades 9–12. Analyze Native American involvement in the colonial wars and evaluate the consequences for their societies.

Standard 2. How political, religious, and social institutions emerged in the English colonies.

- **2A** The student understands the roots of representative government and how political rights were defined.

Grades 5–12. Compare how early colonies were established and governed.

Grades 9–12. Analyze how gender, property ownership, religion, and legal status affected political rights.

Grades 7–12. Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments.

3. World History Standards for Grades 5–12 (National Center for History in the Schools)

Era 6: The Emergence of the First Global Age, 1450–1770.

Standard 1. How the transoceanic interlinking of all major regions of the world from 1450–1600 led to global transformations.

- **1A** The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries.

Grades 7–12. Analyze the motives, nature, and short-term significance of the major Iberian military and commercial expeditions to Sub-Saharan Africa, Asia, and the Americas.

- **1B** The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries.

Grades 5–12. Analyze Portuguese maritime expansion to Africa, India, and Southeast Asia and interactions between the Portuguese and the peoples of these regions.

Grades 5–12. Describe the political and military collision between the Spanish and the Aztec and Inca empires and analyze why these empires collapsed.

Grades 7–12. Explain the founding and organization of Spanish and Portuguese colonial empires in the Americas and Southeast Asia and assess the role of the Catholic Church in colonial administration and policies regarding indigenous populations.

Standard 4. Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500–1750.

- **4A** The student understands how states and peoples of European descent became dominant in the Americas between the 16th and 18th centuries.

Grades 7–12. Assess the moral, political, and cultural role of Catholic and Protestant Christianity in the European colonies in the Americas.

- **4B** The student understands the origins and consequences of the trans-Atlantic African slave trade.

Grades 7–12. Analyze the ways in which entrepreneurs and colonial governments exploited American Indian labor and why commercial agriculture came to rely overwhelmingly on African slave labor.

Grades 9–12. Analyze the emergence of social hierarchies based on race and gender in the Iberian, French, and British colonies in the Americas.

Standard 6. Major global trends from 1450 to 1770.

- **6A** The student understands major global trends from 1450 to 1770.

Grades 5–12. Explain major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-18th century.

Era 7: An Age of Revolutions, 1750–1914.

Standard 2. The causes and consequences of the agricultural and industrial revolutions, 1700–1850.

- **2C** The student understands the causes and consequences of the abolition of the trans-Atlantic slave trade and slavery in the Americas.

Grades 7–12. Assess the degree to which emancipated slaves and their descendants achieved social equality and economic advancement in various countries of the Western Hemisphere.

Standard 3. The transformation of Eurasian societies in an era of global trade and rising European power, 1750–1870.

- **3A** The student understands how the Ottoman Empire attempted to meet the challenge of Western military, political, and economic power.

Grades 5–12. Analyze why the empire was forced to retreat from the Balkans and the Black Sea region.

Standard 4. Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830–1914.

- **4D** The student understands the political, economic, and social transformations in the Americas in the 19th century.

Grades 5–12. Assess the successes and failures of democracy in Latin American countries in the decades following independence.

Standard 5. Patterns of global change in the era of Western military and economic dominance, 1800–1914.

- **5B** The student understands the causes and consequences of European settler colonization in the 19th century.

Grades 5–12. Compare the consequences of encounters between European migrants and indigenous peoples in such regions as the United States, Canada, South Africa, Australia, and Siberia.

- **5E** The student understands the varying responses of African peoples to world economic developments and European imperialism.

Grades 5–12. Assess the effects of the discovery of diamonds and gold in South Africa on political and race relations among British colonial authorities, Afrikaners, and Africans.

Grades 5–12. Explain major changes in the political geography of northern and Sub-Saharan Africa between 1880 and 1914.

Standard 6. Major global trends from 1750–1914.

- **6A** The student understands major global trends from 1750 to 1914.

Grades 7–12. Describe major patterns of long-distance migration of Europeans, Africans, and Asians and analyze causes and consequences of these movements.

Grades 7–12. Explain major changes in world political boundaries during this era and analyze why a relatively few European states achieved such extensive military, political, and economic power in the world.

Era 8: A Half-Century of Crisis and Achievement, 1900–1945.

Standard 2. The causes and global consequences of World War I.

- **2A.** The student understands the causes of World War I.

Grades 5–12. Analyze the precipitating causes of the war and the factors that produced military stalemate.

Standard 3. The search for peace and stability in the 1920s and 1930s.

- **3A.** The student understands postwar efforts to achieve lasting peace and social and economic recovery.

Grades 9–12. Explain how the collapse of the German, Hapsburg, and Ottoman empires and the creation of new states affected international relations in Europe and the Middle East.

- **3B** The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s.

Grades 7–12. Explain aims and policies of European colonial regimes in India, Africa, and Southeast Asia and assess the impact of colonial policies on indigenous societies and economies.

Grades 9–12. Analyze how social and economic conditions of colonial rule, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in India, Africa, and Southeast Asia.

Grades 9–12. Assess the challenges to democratic government in Latin America in the context of class divisions, economic dependency, and United States intervention.

Standard 5. Major global trends from 1900 to the end of World War II.

- **5A** The student understands major global trends from 1900 to the end of World War II.

Grades 9–12. Compare the ideologies, policies, and governing methods of 20th-century totalitarian regimes with those of contemporary democracies and absolutist states of earlier centuries.

Era 9: The 20th Century Since 1945: Promises and Paradoxes

Standard 1. How post–World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.

- **1B** The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.

Grades 7–12. Analyze major differences in the political ideologies and values of the Western democracies and the Soviet bloc.

- **1C** The student understands how African, Asian, and Caribbean peoples achieved independence from European colonial rule.

Grades 9–12. Analyze the impact of World War II and postwar global politics on the rise of mass nationalist movements in Africa and Southeast Asia.

Grades 5–12. Explain how international conditions affected the creation of Israel and analyze why persistent conflict developed between Israel and both Arab Palestinians and neighboring states.

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

- **2C** The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.

Grades 5–12. Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world and compare women’s progress toward social equality, economic opportunity, and political rights in various countries.

Grades 7–12. Explain why the Soviet and other communist governments collapsed and the Soviet Union splintered into numerous states in the 1980s and early 1990s.

Grades 9–12. Assess the success of democratic reform movements in challenging authoritarian governments in Africa, Asia, and Latin America.

Grades 5–12. Explain the dismantling of the apartheid system in South Africa and the winning of political rights by the black majority.

- **2D** The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

Grades 7–12. Analyze the causes, consequences, and moral implications for the world community of mass killings or famines in such places as Cambodia, Somalia, Rwanda, and Bosnia-Herzegovina.

Standard 3. Major global trends since World War II.

- **3A** The student understands major global trends since World War II.

Grades 7–12. Explain the changing configuration of political boundaries in the world since 1900 and analyze connections between nationalist ideology and the proliferation of sovereign states.

Grades 5–12. Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century.

Grades 9–12. Analyze causes of economic imbalances and social inequalities among the world's peoples and assess efforts made to close these gaps.

4. English Language Arts Standards (National Council of Teachers of English and the International Reading Association)

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 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.

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

Standard 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

5. Social Studies Standards for High School (National Council for the Social Studies)

Standard for Culture

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can:

- A. Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- C. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- D. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- E. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- F. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

Standard for Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so the learner can:

- C. Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

Standard for People, Places, and Environments

Social studies programs should include experiences that provide for the study of *people, places, and environments*, so that the learner can:

- A. Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape;
- H. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
- I. Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;
- J. Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.

Standard for Individual Development and Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can:

- A. Articulate personal connections to time, place, and social/cultural systems;
- B. Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- C. 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.

Standard for Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can:

- A. Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;
- B. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- C. Describe the various forms institutions take, and explain how they develop and change over time;
- E. Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- F. Evaluate the role of institutions in furthering both continuity and change.

Standard for Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can:

- D. Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity;
- E. Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings;
- F. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Standard for Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services*, so that the learner can:

- A. Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- F. Compare how values and beliefs influence economic decisions in different societies;
- H. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

Standard for Global Connections

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can:

- B. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- D. Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality;
- E. Analyze the relationship and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

Standard for Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of *the ideals, principles, and practices of citizenship in a democratic republic*, so that the learner can:

- E. Analyze and evaluate the influence of various forms of citizen action on public policy;
- G. Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.

6. Social Studies Skills (Partnership for 21st Century Skills in cooperation with the National Council for the Social Studies)

Creativity and Innovation.

- Being open and responsive to new and diverse perspectives.

Critical Thinking and Problem Solving.

- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain experience.

Communication.

- Articulate thoughts and ideas clearly and effectively through speaking and writing.

Collaboration.

- Demonstrating ability to work effectively with diverse teams.
- Assuming shared responsibility for collaborative work.

Information Literacy.

- Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.

ICT Literacy.

- Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.

Initiative and Self Direction

- Monitoring one's own understanding and learning needs.
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

Social and Cross-Cultural Skills

- Working appropriately and productively with others.
- Leveraging the collective intelligence of groups when appropriate.
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.

7. Standards for the 21st-Century Learner (American Association of School Librarians)

1. Inquire, think critically, and gain knowledge.

1.1 Skills

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.3 Responsibilities

1.3.1 Respect copyright/intellectual property rights of creators and producers.

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

3. Share knowledge and participate ethically and productively as members of our democratic

society.

3.1 Skills

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.2 Dispositions in Action

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

4. Pursue personal and aesthetic growth.

4.1 Skills

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.3 Responsibilities

4.3.2 Recognize that resources are created for a variety of purposes.

4.4 Self-Assessment Strategies

4.4.4 Interpret new information based on cultural and social context.

CultureGrams Kids Edition

The Kids Edition database meets or develops these national standards:

1. Common Core State Standards Initiative
2. World History Standards for K–4 and 5–12 (National Center for History in the Schools)
3. English Language Arts Standards (National Council of Teachers of English and the International Reading Association)
4. Social Studies Standards for Middle Grades (National Council for the Social Studies)
5. Social Studies Skills (Partnership for 21st Century Skills in cooperation with the National Council for the Social Studies)
6. Library Literacy Standards for Student Learning (American Association of School Librarians)
7. Standards for the 21st-Century Learner (American Association of School Librarians)

1. Common Core State Standards Initiative

Anchor Standards for Reading

Kindergarten–Grade 5

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Kids Edition country reports are divided into concise and easy-to-understand sections and include a number of content types (photos, videos, recipes, data tables, and graphs) from which students can make inferences and draw conclusions. A citation generator is also provided so that users can accurately cite the evidence they use.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Kids Edition reports are broken down into consistent sections that highlight the people and places, history, lifestyle, and society of a culture. The history sections include a time line of major events in addition to more detailed paragraphs explaining specific events. With this clear structure, students are able to identify main ideas and themes for summary and to examine how those concepts are developed.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CultureGrams reports provide a cultural and historical backdrop that helps facilitate understanding of how individuals, events, and ideas interact over time and within a particular culture. Students can also learn to make broader connections—for example, how a country's climate and geography shape its economy. The Famous People section includes concise profiles of individuals who were influential in shaping a country's culture, and the Faces of the World feature allows students to connect the text to the daily lives of native interviewees.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

The Kids Edition provides in-text definitions of key words and phrases. A "Can You Say It?" section in each country report teaches students how to say common phrases in one of a country's official languages.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CultureGrams reports are divided into clear and consistent categories. Students can determine how the various parts work together to form the whole. The structural consistency of the reports also enables students to compare cultural information across the reports.

6. Assess how point of view or purpose shapes the content and style of a text.

Kids Edition reports are reviewed by qualified in-country contributors and reflect native viewpoints; for example, the topic of each Culture Facts section is chosen and written by the contributor to reflect an important facet of their culture. Also, the Faces of the World interview feature offers insight from native interviewees. Each person being interviewed offers his or her own answers to a standard set of questions. Users can therefore easily compare answers to identical or similar questions to see what information is included and how point of view shapes each answer.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

The Kids Edition includes a variety of multimedia (e.g., photos, slideshows, video, maps, recipes, flags, and graphs and tables) that students can integrate in papers, presentations, and other assignments.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Kids Edition reports all have basically the same categories and similar types of information. As a result, it is easy to compare two or more country reports to see what similarities particular countries share or what differentiates them. Other features such as the interviews, tables and graphs, maps, and multimedia make for convenient and useful comparisons.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

The Kids Edition provides factual cultural information aimed at an upper-elementary audience. That information covers a variety of topics and is presented in a variety of formats (text, graphics, multimedia, tables and graphs, audio files, etc.).

English Language Arts

Reading: Informational Text

Grade 4

Key Ideas and Details

- RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Kids Edition country reports are divided into concise and easy-to-understand categories, which are accompanied by a number of content types (photos, videos, recipes, data tables and graphs). Students can refer to the content when drawing conclusions and make inferences.

- RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

The Kids Edition reports are broken down into consistent sections that highlight the people and places, history, lifestyle, and society of a country. History sections include a time line of major events in addition to more detailed paragraphs explaining specific events. Students can identify and summarize the main ideas as well as look at how the main ideas of each report are supported by the key details.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

History sections include a time line of major events in addition to more detailed paragraphs explaining specific events. This allows students to examine what happened and why. The rest of the report can also provide important context for understanding a country's history.

Craft and Structure

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Kids Edition content is presented in a number of different structures (chronological, comparative, conceptual, graphical, statistical, etc.). Students can identify these structures and analyze how they contribute to the overall effectiveness of the text.

Integration of Knowledge and Ideas

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

The Kids Edition includes a variety of multimedia (e.g., photos, slideshows, video, maps, recipes, flags, and graphs and tables) that students can interpret within the context of each country report.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Students can meet this standard by examining how Kids Edition reports describe a country's history, culture, and people. They can analyze the claims made in each text and the evidence that is provided.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

The Interview feature, for example, offers insight from native interviewees; students can compare respondents' answers to the identical questions on topics that relate to culture and daily life. Being able to view a topic from multiple perspectives provides greater understanding.

Grade 5

Key Ideas and Details

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CultureGrams country reports are divided into concise and easy-to-understand categories, which are accompanied by a number of content types (photos, videos, recipes, data tables and graphs). Students can refer to this content when drawing conclusions and make inferences. A citation generator is also provided so that users can accurately cite evidence to support their conclusions.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Kids Edition reports are broken down into standard sections that highlight the people and places, history, lifestyle, and society of the culture. Kids Edition history sections include a time line of major events in addition to more detailed paragraphs explaining specific events. Students can identify and summarize the main ideas as well as look at how the main ideas of each report are supported by the key details.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

History sections include a time line of major events and more detailed paragraphs explaining specific events. This allows students to examine what happened and why. The rest of the report can also provide important context for understanding a country's history.

Craft and Structure

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CultureGrams content is presented via a number of different structures (chronological, comparative, conceptual, graphical, statistical, etc.). Students can identify these structures and analyze how they contribute to the overall effectiveness of the text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

In the Interviews feature, each person being interviewed offers his or her own answers to a set of uniform questions. Users can therefore easily compare answers to identical or similar questions to see how point of view affects the responses in each interview.

Integration of Knowledge and Ideas

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Clear organization and consistent categories of information in all Kids Edition reports, plus the ease of navigation, make it possible for students to quickly locate the information they need, whether it's to find out what a particular country's flag looks like, to compare "Life as a Kid" content across multiple countries, or to create build-your-own data tables that compare the literacy rates of countries within a specific region.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Students can meet this standard by examining how Kids Edition reports describe a country's history, culture, and people. They can analyze the reasons given in a particular report and the evidence provided.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Because CultureGrams reports are inherently comparative, students are able to draw from multiple reports to write or speak knowledgeably about religion, sports, holidays, food, or transportation among several countries or in a particular region of the world. They could describe both similarities and differences. Also, the Faces of the World interview feature offers insight from native interviewees; students could compare multiple respondents' answers to the same questions on topics that complement the information in the country report.

Literacy in History/Social Studies

Grades 6–8

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Kids Edition texts offer a variety of evidence (text, photos, graphs and tables, recipes, flags, and maps) from which students can draw conclusions as they analyze CultureGrams content.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Content within Kids Edition reports provides both primary and secondary content, which are organized into consistent categories and subcategories. This clear structure lends itself to ready identification of main ideas and convenient summary.

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

The Kids Edition provides in-text definitions of key words and phrases. A "Can You Say It?" section in each country report teaches students how to say common phrases in one of the country's official languages.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

The structural consistency of the Kids Edition reports enables students to compare information across reports. Students can examine to see how that information is presented, whether sequentially, comparatively, causally, or conceptually.

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

The Kids Edition includes a variety of multimedia (e.g., photos, slideshows, video, maps, recipes, flags, and graphs and tables) that can be used by students in papers, presentations, and other assignments.

2. World History Standards for K–4 and 5–12 (National Center for History in the Schools)

PART A: National Standards for History (K–4)

Topic 4: The History of Peoples of Many Cultures Around the World

Standard 7. Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.

- **7A** The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.

Grades 3–4. Describe the effects geography has had on societies, including their development of urban centers, food, clothing, industry, agriculture, shelter, trade, and other aspects of culture.

Grades K–4. Compare and contrast various aspects of family life, structures, and roles in different cultures and in many eras with students' own family lives. [*Compare and contrast*]

Grades 3–4. Describe significant historical achievements of various cultures of the world. [*Obtain historical data*]

Grades K–4. Analyze the dance, music, and arts of various cultures around the world to draw conclusions about the history, daily life, and beliefs of the people in history. [*Draw upon visual data*]

Grades 3–4. Explain the customs related to important holidays and ceremonies in various countries in the past. [*Assess the importance of ideas and beliefs in history*]

PART B: National Standards for History (5–12)

Era 6: The Emergence of the First Global Age, 1450–1770.

Standard 1. How the transoceanic interlinking of all major regions of the world from 1450–1600 led to global transformations.

- **1A** The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries.

Grades 7–12. Analyze the motives, nature, and short-term significance of the major Iberian military and commercial expeditions to Sub-Saharan Africa, Asia, and the Americas.

- **1B** The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries.

Grades 5–12. Analyze Portuguese maritime expansion to Africa, India, and Southeast Asia and interactions between the Portuguese and the peoples of these regions.

Grades 5–12. Describe the political and military collision between the Spanish and the Aztec and Inca empires and analyze why these empires collapsed.

Standard 4. Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500–1750.

- **4A** The student understands how states and peoples of European descent became dominant in the Americas between the 16th and 18th centuries.

Standard 5. Transformations in Asian societies in the era of European expansion.

- **5B** The student understands the transformations in India, China, and Japan in an era of expanding European commercial power.

Grades 5–12. Analyze Japan's relations with Europeans between the 16th and 18th centuries and the consequences of its policy of limiting contacts with foreigners.

Standard 6. Major global trends from 1450–1770.

- **6A** The student understands major global trends from 1450 to 1770.

Grades 5–12. Explain major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-18th century.

Era 7: An Age of Revolutions, 1750–1914.

Standard 3. The transformation of Eurasian societies in an era of global trade and rising European power, 1750–1870.

- **3C** The student understands the consequences of political and military encounters between Europeans and the peoples of South and Southeast Asia.

Grades 5–12. Explain the advance of British power in India up to 1850 and appraise the efforts of Indians to resist European conquest and achieve cultural renewal.

- **3D** The student understands how China's Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries.

Grades 5–12. Analyze why China resisted political contact and trade with Europeans and how the opium trade contributed to European penetration of Chinese markets.

Standard 4. Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830–1914.

- **4D** The student understands the political, economic, and social transformations in the Americas in the 19th century.

Grades 5–12. Assess the successes and failures of democracy in Latin American countries in the decades following independence.

Standard 5. Patterns of global change in the era of Western military and economic dominance, 1800–1914.

- **5B** The student understands the causes and consequences of European settler colonization in the 19th century.

Grades 5–12. Compare the consequences of encounters between European migrants and indigenous peoples in such regions as the United States, Canada, South Africa, Australia, and Siberia.

- **5E** The student understands the varying responses of African peoples to world economic developments and European imperialism.

Grades 5–12. Explain major changes in the political geography of northern and Sub-Saharan Africa between 1880 and 1914.

Standard 6. Major global trends from 1750–1914.

- **6A** The student understands major global trends from 1750 to 1914.

Grades 7–12. Describe major patterns of long-distance migration of Europeans, Africans, and Asians and analyze causes and consequences of these movements.

Era 8: A Half-Century of Crisis and Achievement

Standard 2. The causes and global consequences of World War I.

- **2A** The student understands the causes of World War I.

Grades 5–12. Analyze the precipitating causes of the war and the factors that produced military stalemate.

Standard 4. The causes and global consequences of World War II.

- **4A** The student understands the causes of World War II.

Grades 5–12. Explain German, Italian, and Japanese military conquests and drives for empires in the 1930s.

Era 9: The 20th Century Since 1945: Promises and Paradoxes

Standard 1. How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.

- **1B** The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.

Grades 5–12. Explain how political, economic, and military conditions prevailing in the mid-1940s led to the Cold War.

- **1C** The student understands how African, Asian, and Caribbean peoples achieved independence from European colonial rule.

Grades 5–12. Explain how international conditions affected the creation of Israel and analyze why persistent conflict developed between Israel and both Arab Palestinians and neighboring states.

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

- **2C** The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.

Grades 5–12. Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

Grades 5–12. Explain the dismantling of the apartheid system in South Africa and the winning of political rights by the black majority.

- **2D** The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

Grades 5–12. Assess the progress that has been made since the 1970s in resolving conflicts between Israel and neighboring states.

Standard 3. Major global trends since World War II.

- **3A** The student understands major global trends since World War II.

Grades 5–12. Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century.

3. English Language Arts Standards (National Council of Teachers of English and the International Reading Association)

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 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.

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

Standard 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

4. Social Studies Standards for Middle Grades (National Council for the Social Studies)

I. Standard for Culture

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can:

- A. Compare similarities and differences in the ways groups, societies, and cultures address human needs and concerns;
- C. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development of culture;
- D. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs;
- E. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.

II. Standard for Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so the learner can:

- C. Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others;
- D. Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

III. Standard for People, Places, and Environments

Social studies programs should include experiences that provide for the study of *people, places, and environments*, so that the learner can:

- A. Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape;
- H. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
- I. Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;
- J. Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;
- K. Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.

IV. Standard for Individual Development and Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can:

- B. Describe personal connections to place—as associated community, nation, and the world;
- C. Describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;
- E. Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.

V. Standard for Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can:

- A. Demonstrate and understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups;
- B. Analyze group and institutional influences on people, events, and elements of culture;
- C. Describe the various forms institutions take and the interactions of people with institutions;
- F. Describe the role of institutions in furthering both continuity and change.

VI. Standard for Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can:

- D. Describe the ways nations and organizations respond to conflicts between forces of unity and diversity affecting order and security;
- F. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- I. Give examples and explain how governments attempt to achieve their stated ideals at home and abroad.

VII. Standard for Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services*, so that the learner can:

- A. Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed;
- F. Explain and illustrate how values and beliefs influence different economic decisions;
- G. Differentiate between various forms of exchange and money;
- I. Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.

IX. Standard for Global Connections

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can:

- A. Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- B. Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations;
- D. Explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.

5. Social Studies Skills (Partnership for 21st Century Skills in cooperation with the National Council for the Social Studies) Creativity and Innovation.

- Being open and responsive to new and diverse perspectives.

Critical Thinking and Problem Solving.

- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain experience.

Communication.

- Articulate thoughts and ideas clearly and effectively through speaking and writing.

Information Literacy.

- Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.

ICT Literacy.

- Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.

Initiative and Self Direction

- Monitoring one's own understanding and learning needs.
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

Social and Cross-Cultural Skills

- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.

6. Library Literacy Standards for Student Learning (American Association of School Librarians)

1. The student who is information-literate accesses information efficiently and effectively.
2. The student who is information literate uses informational critically and competently.
3. The student who is information-literate uses information accurately and creatively.
4. The student who is a dependent learner is information literate and pursues information related to personal interests.
5. The student who is a dependent learner appreciates literature and creative expression.
6. The student who is an independent learner strives for excellence in information seeking and knowledge generation.
7. The student who contributes positively to the learning community recognizes the importance of information to a democratic community.
8. The student who contributes positively to the learning community practices ethical behavior in regard to information and technology.
9. The student who contributes positively to the learning environment is information literate and participates effectively in groups to pursue and generate information.

All CultureGrams reports are consistently formatted for easy group research and comparisons.

7. Standards for the 21st-Century Learner (American Association of School Librarians)

1. Inquire, think critically, and gain knowledge.

1.1 Skills

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.2 Dispositions in Action

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.3 Responsibilities

1.3.1 Respect copyright/intellectual property rights of creators and producers.

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.3 Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

3. Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.3 Responsibilities

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

4. Pursue personal and aesthetic growth.

4.1 Skills

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

- 4.2.1 Display curiosity by pursuing interests through multiple resources.

4.3 Responsibilities

- 4.3.2 Recognize that resources are created for a variety of purposes.

4.4 Self-Assessment Strategies

- 4.4.4 Interpret new information based on cultural and social context.

CultureGrams States Edition

The States Edition database meets or develops these national standards:

1. Common Core State Standards Initiative
2. Standards in History for Grades K–4 (National Center for History in the Schools)
3. United States History Standards for Grades 5–12 (National Center for History in the Schools)
4. English Language Arts Standards (National Council of Teachers of English and the International Reading Association)
5. Social Studies Standards for Early Grades (National Council for the Social Studies)
6. Social Studies Skills (Partnership for 21st Century Skills in cooperation with the National Council for the Social Studies)
7. Library Literacy Standards for Student Learning (American Association of School Librarians)
8. Standards for the 21st-Century Learner (American Association of School Librarians)

1. Common Core State Standards Initiative

Anchor Standards for Reading

Kindergarten–Grade 5

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

States Edition texts offer a variety of kinds of evidence (text, photos, graphs and tables, recipes, flags, and maps) from which students can draw conclusions or make logical inferences. A citation generator is also provided so that users can accurately cite evidence to support their conclusions.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Content within States Edition reports is grouped into broad categories (The Place, History, The People, etc.) that can be analyzed in terms of how the information is developed. For example, students could look at a particular state's history, both the narrative sections and the time line, and summarize the key details. Students might also look more broadly at a particular text to determine how key concepts are developed related to a specific state's culture and identity.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

States Edition reports help students recognize how people, events, and ideas develop and interact, particularly with the historical information provided in each report. Students see interactions between native inhabitants and others, for example. Students can also learn to make broader connections—how climate and geography shape the economy or historical events, etc.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

The States Edition correlates with this standard by providing in-text definitions of key words and phrases.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

States Edition reports offer a variety of content and categories that students can analyze to see how the parts relate to the whole. Also, because the content categories are consistent across the reports, the reports are inherently comparative.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CultureGrams provides diverse content in a variety of formats in the States Edition—text, images, maps, tables and graphs, etc. Students may be asked to evaluate how effectively the content is presented with each state report.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Categories are consistent across the reports, so specific categories can be easily compared. Also, the Native America section focuses on the history and experience of indigenous peoples. Students can compare that information to what is found more broadly in the report, whether in history or population.

English Language Arts

Reading: Informational Text

Grade 4

Key Ideas and Details

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

States Edition texts offer a variety of kinds of evidence (text, photos, graphs and tables, recipes, flags, and maps) from which students can draw conclusions or make logical inferences.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

States Edition reports include many key details and examples from which students can learn about a state's geography, history, people, and culture. The clear and consistent organization of the reports helps facilitate more accurate summaries.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

The States Edition provides relevant historical information in the narrative history sections and in the time lines. Students have the opportunity to learn what happened and why from what is stated explicitly in the report as well as what is implied. Also, the other categories (Geography, Resources and Economy, Population, etc.) within each report provide contextual information that may help a user understand key historical events.

Craft and Structure

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

States Edition content is presented in a number of different structures (chronological, comparative, conceptual, graphical, statistical, etc.). Students can identify these structures and analyze how they contribute to the overall effectiveness of the text.

Integration of Knowledge and Ideas

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

The States Edition has graphs and tables (including Create-Your-Own), time lines, maps, photos, and even state bird song audio files, which all contribute to an overall understanding of each state.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Students can meet this standard by examining how States Edition reports describe a state's history, culture, and people. They can analyze the claims made and the evidence provided.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Students could use information from multiple state reports to get a broader view of such topics as early interactions between Native American groups and European settlers, the exploration and settlement of the American West, the Civil War, etc.

Grade 5

Key Ideas and Details

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

States Edition reports provide information from which students can draw conclusions and make inferences. A citation generator is also provided so that users can accurately cite evidence to support their conclusions.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Content within States Edition reports is grouped into broad categories (The Place, History, The People, etc.) so that the main ideas are easily understood and can be analyzed in terms of how they are supported.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

States Edition reports help students recognize how people, events, and ideas develop and interact, particularly with the historical information provided in each report. Students read about interactions between native inhabitants and others, for example. Students can also learn to make broader connections—how climate and geography shape the economy or historical events, etc.

Craft and Structure

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

States Edition content is presented in a number of different textual structures (chronological, comparative, conceptual, graphical, statistical, etc.). And because the categories and structure of each report are consistent, this information is comparative across the edition.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

One of the ways that States Edition reports correlate to this standard is via the Native America category. The Native America section focuses on the history and experience of indigenous peoples. Students can compare that information to what is found more broadly in the report, whether in history or other categories.

Integration of Knowledge and Ideas

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Students can meet this standard by examining how States Edition reports describe a state's history, culture, and people. They can also analyze what evidence (text, photos, graphs and tables, recipes, flags, and maps) is presented within each report.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

States Edition reports could be one source for such an integration effort, whether in written or oral form. A citation generator is also provided so that users can accurately cite CultureGrams information.

Literacy in History/Social Studies

Grades 6–8

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

States Edition texts offer a variety of evidence (photos, graphs and tables, recipes, flags, and maps). Students can draw conclusions as they analyze this content, which includes both primary and secondary information.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

The content within States Edition reports is organized into consistent categories and subcategories. This clear structure lends itself to ready identification of main ideas and convenient summary.

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

The States Edition correlates with this standard by providing in-text definitions of key words and phrases.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

The States Edition correlates with this standard by presenting information via a number of different structures (chronological, conceptual, comparative, visual, statistical, etc.). Students can evaluate how these structures function rhetorically.

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

The States Edition has a variety of content types that are more visual in nature—photos, graphs and tables (including Create-Your-Own), time lines, and maps. These visual elements can be used by students in print and digital texts they create for the classroom.

2. Standards in History for Grades K–4 (National Center for History in the Schools)

Standard 3. The people, events, problems, and ideas that created the history of their state.

- **3A** The student understands the history of indigenous peoples who first lived in his or her own state or region.

- **3B** The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.
- **3C** The student understands the various other groups from regions throughout the world who came into his or her own state or region over the long-ago and recent past.
- **3D** The student understands the interactions among all these groups throughout the history of his or her state.
- **3E** The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.

Standard 4. How democratic values came to be, and how they have been exemplified by people, events, and symbols.

- **4B** The student understands ordinary people who have exemplified values and principles of American democracy.
- **4C** The student understands historic figures who have exemplified values and principles of American democracy.

Standard 5. The causes and nature of various movements of large groups of people into and within the United States, now, and long ago.

- **5** The student understands the movements of large groups of people into his or her own and other states in the United States now and long ago.

3. United States History Standards for Grades 5–12 (National Center for History in the Schools)

Era 1: Three Worlds Meet (Beginnings to 1620)

Standard 2. How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

Era 2: Colonization and Settlement (1585–1763)

Standard 1. Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

- **1A** The student understands how diverse immigrants affected the formation of European colonies.
- **1B** The student understands the European struggle for control of North America.

Standard 3. How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.

Era 3: Revolution and the New Nation (1754–1820s)

Standard 1. The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

- **1A** The student understands the causes of the American Revolution.
- **1C** The student understands the factors affecting the course of the war and contributing to the American victory.

Standard 2. The impact of the American Revolution on politics, economy, and society.

- **2C** The student understands the Revolution’s effects on different social groups.

Era 4: Expansion and Reform (1801–1861)

Standard 1. United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

- **1A** The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.
- **1B** The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

Standard 2. How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

- **2A** The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.
- **2B** The student understands the first era of American urbanization.
- **2E** The student understands the settlement of the West.

Standard 4. The sources and character of cultural, religious, and social reform movements in the antebellum period.

- **4A** The student understands the abolitionist movement.
- **4C** The student understands changing gender roles and the ideas and activities of women reformers.

Era 5: Civil War and Reconstruction (1850–1877)

Standard 1. The causes of the Civil War.

Standard 2. The course and character of the Civil War and its effects on the American people.

Era 6: The Development of the Industrial United States (1870–1900)

Standard 1. How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

- **1A** The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.
- **1B** The student understands the rapid growth of cities and how urban life changed.
- **1D** The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement.

Standard 2. Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

- **2A** The student understands the sources and experiences of the new immigrants.

Standard 3. The rise of the American labor movement and how political issues reflected social and economic changes.

- **3B** The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.

Standard 4. Federal Indian policy and United States foreign policy after the Civil War.

- **4A** The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

Era 7: The Emergence of Modern America (1890–1930)

Standard 3. How the United States changed from the end of World War 1 to the eve of the Great Depression.

- **3C** The student understands how new cultural movements reflected and changed American society.

Era 8: The Great Depression and World War II (1929–1945)

Standard 1. The causes of the Great Depression and how it affected American society.

Standard 3. The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

- **3C** The student understands the effects of World War II at home.

Era 9: Postwar United States (1945 to early 1970s)

Standard 1. The economic boom and social transformation of postwar United States.

Standard 4. The struggle for racial and gender equality and for the extension of civil liberties.

- **4A** The students understands the “Second Reconstruction” and its advancement of Civil Rights.

Era 10: Contemporary United States (1968 to the present)

Standard 2. Economic, social, and cultural developments in contemporary United States.

- **2B** The student understands the new immigration and demographic shifts.
- **2D** The student understands contemporary American culture.

4. English Language Arts Standards (National Council of Teachers of English and the International Reading Association)

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 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.

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

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

5. Social Studies Standards for Early Grades (National Council for the Social Studies)

Standard for Culture

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can:

- A.** Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
- B.** Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
- C.** Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;
- D.** Compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
- E.** Give examples and describe the importance of cultural unity and diversity within and across groups.

Standard for Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so the learner can:

- A.** Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the difference in views;
- B.** Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
- E.** Demonstrate an understanding that people in different times and places view the world differently.

Standard for People, Places, and Environments

Social studies programs should include experiences that provide for the study of *people, places, and environments*, so that the learner can:

- A.** Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape;
- E.** Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;
- J.** Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.

Standard for Individual Development and Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can:

- B.** Describe personal connections to place—especially place as associated with immediate surroundings.

Standard for Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can:

- D.** Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;
- G.** Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

Standard for Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can:

- E.** Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
- H.** Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

Standard for Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services*, so that the learner can:

- D.** Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.

6. Social Studies Skills (Partnership for 21st Century Skills in cooperation with the National Council for the Social Studies)

Critical Thinking and Problem Solving.

- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain experience.

Information Literacy.

- Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.

ICT Literacy.

- Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.

Initiative and Self Direction

- Monitoring one's own understanding and learning needs.
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

7. Library Literacy Standards for Student Learning (American Association of School Librarians)

1. The student who is information-literate accesses information efficiently and effectively.
2. The student who is information-literate uses information critically and competently.
3. The student who is information-literate uses information accurately and creatively.
4. The student who is a dependent learner is information-literate and pursues information related to personal interests.
5. The student who is a dependent learner appreciates literature and creative expression.
6. The student who is an independent learner strives for excellence in information seeking and knowledge generation.
7. The student who contributes positively to the learning community recognizes the importance of information to a democratic community.
8. The student who contributes positively to the learning community practices ethical behavior in regard to information and technology.
9. The student who contributes positively to the learning environment is information-literate and participates effectively in groups to pursue and generate information.

8. Standards for the 21st-Century Learner (American Association of School Librarians)

1. Inquire, think critically, and gain knowledge.

1.1 Skills

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.2 Dispositions in Action

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of

resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.3 Responsibilities

1.3.1 Respect copyright/intellectual property rights of creators and producers.

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.4 Use technology and other information tools to analyze and organize information.

3. Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

4. Pursue personal and aesthetic growth.

4.1 Skills

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

4.2.1 Display curiosity by pursuing interests through multiple resources.