

# Standards Charts

## California History—Social Science Content Standards

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>KINDERGARTEN Learning and Working Now and Long Ago</b>								
<b>K.1: 2.</b> Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.						X		
<b>K.2:</b> Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.				X				
<b>K.3:</b> Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.			X					X
<b>K.6: 1.</b> Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events...		X						
<b>K.6: 3.</b> Understand how people lived in earlier times and how their lives would be different today...			X	X				X
<b>GRADE 1 A Child's Place in Time and Space</b>								
<b>1.1: 2.</b> Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."				X				
<b>1.3: 3.</b> Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.				X				
<b>1.4: 3.</b> Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.		X	X	X			X	X
<b>1.6: 2.</b> Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.			X					
<b>GRADE 2 People Who Make a Difference</b>								
<b>2.3: 2.</b> Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.				X		X	X	
<b>2.4: 2.</b> Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.			X					
<b>2.5</b> Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives...						X		



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<b>GRADE 3 Continuity and Change</b>								
<b>3.1: 2.</b> Trace the ways in which people have used the resources of the local region and modified the physical environment...					X			
<b>3.4: 1.</b> Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.					X			
<b>3.5: 1.</b> Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.			X					X
<b>3.5: 2.</b> Understand that some goods are made locally, some elsewhere in the United States, and some abroad.			X					
<b>GRADE 4 California: A Changing State</b>								
<b>4.1: 5.</b> Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.					X			
<b>4.4: 4.</b> Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).				X	X			
<b>4.4: 5.</b> Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.				X				
<b>GRADE 5 United States History and Geography: Making a New Nation</b>								
<b>5.4: 6.</b> Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.	X							
<b>GRADE 6 World History and Geography: Ancient Civilizations</b>								
<b>6.4: 5.</b> Outline the founding, expansion, and political organization of the Persian Empire.						X		
<b>6.4: 7.</b> Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.						X		
<b>6.7: 4.</b> Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.							X	
<b>6.7: 8.</b> Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	X						X	

# HISTORICAL WITNESS

## ★ SOCIAL MESSAGING ★

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<b>GRADE 7 World History and Geography: Medieval and Modern Times</b>								
<b>7:1: 1.</b> Study the early strengths and lasting contributions of Rome ... and its ultimate internal weaknesses...	X						X	
<b>7:1: 3.</b> Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.			X					
<b>7:1: 4.</b> Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.	X							
<b>GRADE 8 United States History and Geography: Growth and Conflict</b>								
<b>8:1: 2.</b> Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights...				X				
<b>8:3: 7.</b> Understand the functions and responsibilities of a free press.							X	
<b>8:4: 4.</b> Discuss daily life, including traditions in art, music, and literature, of early national America...	X							
<b>8:6: 7.</b> Identify common themes in American art as well as transcendentalism and individualism...					X			
<b>8:7: 2.</b> Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it...	X							
<b>8:9: 6.</b> Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	X							
<b>8:10: 6.</b> Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.						X		
<b>8:10: 7.</b> Explain how the war affected combatants, civilians, the physical environment, and future warfare.						X		

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<b>GRADE 8 United States History and Geography: Growth and Conflict, cont'd</b>								
<b>8.11: 2.</b> Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	X							
<b>8.12: 5.</b> Examine the location and effects of urbanization, renewed immigration, and industrialization...		X						
<b>8.12: 6.</b> Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.								X
<b>8.12: 7.</b> Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.				X				
<b>GRADE 10 World History, Culture, and Geography: The Modern World</b>								
<b>10.2: 4.</b> Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.		X						
<b>10.3: 3.</b> Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.		X						
<b>10.3: 4.</b> Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.	X							X
<b>10.4: 1.</b> Describe the rise of industrial economies and their link to imperialism and colonialism...		X	X					
<b>10.4: 3.</b> Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.		X						
<b>10.8: 6.</b> Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.				X				

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<b>GRADE 11 United States History and Geography: Continuity and Change in the Twentieth Century</b>								
<b>11.1: 4.</b> Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power	X							
<b>11.5: 4.</b> Analyze the passage of the Nineteenth Amendment and the changing role of women in society.			X					
<b>11.5: 7.</b> Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.					X			
<b>11.6: 5.</b> Trace the advances/retreats of organized labor, from the creation of the AFL and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.	X							
<b>11.7: 5.</b> Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.				X				
<b>11.8: 7.</b> Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.					X			
<b>11.10: 5.</b> Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.				X				
<b>11.11: 5.</b> Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates					X			
<b>11.11: 7.</b> Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.				X	X			



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<b>GRADE 12 Principles of American Democracy</b>								
<b>12.3: 4.</b> Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.							X	
<b>12.8: 2.</b> Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.				X		X	X	
<b>12.8: 3.</b> Explain how public officials use the media to communicate with the citizenry and to shape public opinion.						X	X	
<b>12.10</b> Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.				X				
<b>GRADE 12 Principles of Economics</b>								
<b>12.4: 2.</b> Describe the current economy & labor market, including the types of goods/services produced, types of skills workers need, effects of rapid technological change & impact of international competition.			X					
<b>12.4: 1.</b> Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.								X

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<b>KINDERGARTEN</b>								
Artistic Perception 1.1: Recognize and describe simple patterns found in the environment and works of art.		X		X			X	
Artistic Perception 1.3: Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.		X	X	X		X	X	
Creative Expression 2.2: Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.			X			X	X	
Creative Expression 2.6: Use geometric shapes/forms (circle, triangle, square) in a work of art.		X				X	X	
Creative Expression 2.7: Create a three-dimensional form, such as a real or imaginary animal.	X					X	X	
Historical and Cultural Context 3.2: Identify and describe works of art that show people doing things together.			X	X				X
Historical and Cultural Context 3.3: Look at and discuss works of art from a variety of times and places.		X	X			X	X	X
Aesthetic Valuing 4.2: Describe what is seen (including both literal and expressive content) in selected works of art.		X	X	X		X	X	X
<b>GRADE 1</b>								
Artistic Perception 1.1: Describe and replicate repeated patterns in nature, in the environment, and in works of art.		X		X			X	
Artistic Perception 1.3: Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.		X	X			X		
Creative Expression 2.3: Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art.			X				X	

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<b>GRADE 1, cont'd</b>								
Creative Expression 2.4: Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.		X				X	X	X
Creative Expression 2.8: Create artwork based on observations of actual objects and everyday scenes.								X
Historical and Cultural Context 3.1: Recognize and discuss the design of everyday objects from various time periods and cultures.			X				X	
Historical and Cultural Context 3.2: Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).		X	X	X				X
Historical and Cultural Context 3.4: Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.		X					X	
Aesthetic Valuing 4.1: Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).						X	X	
Aesthetic Valuing 4.2: Identify and describe various reasons for making art.							X	
Connections, Relationships, Applications 5.4: Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.			X				X	
<b>GRADE 2</b>								
Artistic Perception 1.3: Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.		X	X	X		X	X	
Creative Expression 2.2: Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.								X
Historical and Cultural Context 3.1: Explain how artists use their work to share experiences or communicate ideas.		X	X			X	X	X
Historical and Cultural Context 3.2: Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.		X	X			X	X	



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<b>GRADE 3</b>								
Artistic Perception 1.4: Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).								X
Artistic Perception 1.5: Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.		X	X	X	X	X	X	
Creative Expression 2.4: Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.						X		
Creative Expression 2.5: Create an imaginative clay sculpture based on an organic form.	X							
Historical and Cultural Context 3.1: Compare and describe various works of art that have a similar theme and were created at different time periods.	X	X	X		X	X	X	X
<b>GRADE 4</b>								
Artistic Perception 1.1: Perceive and describe contrast and emphasis in works of art and in the environment.			X					
Artistic Perception 1.5: Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.		X	X	X	X	X	X	
Creative Expression 2.3: Use additive and subtractive processes in making simple sculptural forms.	X					X		
Creative Expression 2.7: Use contrast (light and dark) expressively in an original work of art.								X
Historical and Cultural Context 3.1: Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).		X	X	X	X	X	X	X
Historical and Cultural Context 3.2: Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.								X
Aesthetic Valuing 4.3: Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.		X			X	X	X	



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<b>GRADE 5</b>								
Artistic Perception 1.1: Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.		X	X	X		X	X	
Artistic Perception 1.3: Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.			X		X			
Creative Expression 2.7: Communicate values, opinions, or personal insights through an original work of art.	X	X		X	X	X	X	X
Aesthetic Valuing 4.1: Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.			X					
Aesthetic Valuing 4.2: Compare the different purposes of a specific culture for creating art.		X					X	
Connections, Relationships, Applications 5.2: Identify and design icons, logos, and other graphic devices as symbols for ideas and information.						X	X	
<b>GRADE 6</b>								
Artistic Perception 1.1: Identify and describe all the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).	X		X		X			
Artistic Perception 1.2: Discuss works of art as to theme, genre, style, idea, and differences in media.		X	X	X	X	X	X	X
Artistic Perception 1.3: Describe how artists can show the same theme by using different media and styles.		X			X	X	X	X
Creative Expression 2.1: Use various observational drawing skills to depict a variety of subject matter.	X							
Creative Expression 2.4: Create increasingly complex original works of art reflecting personal choices and increased technical skill.		X	X	X	X	X	X	
Creative Expression 2.5: Select specific media and processes to express moods, feelings, themes, or ideas.					X	X		
Creative Expression 2.6: Use technology to create original works of art.						X		
Historical and Cultural Context 3.1: Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).	X	X			X	X	X	
Historical and Cultural Context 3.2: View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.	X	X	X				X	

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<b>GRADE 6, cont'd</b>								
Historical and Cultural Context 3.3: Compare, in oral or written form, representative images or designs from at least two selected cultures.		X				X	X	
Aesthetic Valuing 4.1: Construct and describe plausible interpretations of what they perceive in works of art.		X	X	X	X	X	X	X
Aesthetic Valuing 4.2: Identify and describe ways in which their culture is being reflected in current works of art.		X					X	
Connections, Relationships, Applications 5.3: Create artwork containing visual metaphors that express the traditions and myths of selected cultures.			X					
Connections, Relationships, Applications 5.4: Describe tactics employed in advertising to sway the viewer's thinking and provide examples.		X					X	
<b>GRADE 7</b>								
Artistic Perception 1.1: Describe the environment and selected works of art, using the elements of art and the principles of design.		X	X	X	X	X	X	
Artistic Perception 1.2: Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.		X						
Artistic Perception 1.4: Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.					X			
Creative Expression 2.2: Use different forms of perspective to show the illusion of depth on a two-dimensional surface.					X			
Creative Expression 2.3: Develop skill in using mixed media while guided by a selected principle of design.			X			X		
Creative Expression 2.6: Create an original work of art, using film, photography, computer graphics, or video.						X		
Historical and Cultural Context 3.1: Research and describe how art reflects cultural values in various traditions throughout the world.			X	X				X
Historical and Cultural Context 3.2: Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.	X	X	X		X	X	X	
Aesthetic Valuing 4.2: Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.		X	X	X	X	X	X	X

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<b>GRADE 7, cont'd</b>								
Connections, Relationships, Applications 5.2: Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.	X		X					
Connections, Relationships, Applications 5.3: Examine art, photography, and other two and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.					X			
<b>GRADE 8</b>								
Artistic Perception 1.1: Use artistic terms when describing the intent and content of works of art.	X	X	X	X	X	X	X	
Creative Expression 2.1: Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).						X	X	
Creative Expression 2.3: Create an original work of art, using film, photography, computer graphics, or video.					X	X		
Historical and Cultural Context 3.1: Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.		X	X	X	X	X	X	X
Historical and Cultural Context 3.2: Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.	X							
Historical and Cultural Context 3.3: Identify major works of art created by women and describe the impact of those works on society at that time.				X				X
Aesthetic Valuing 4.2: Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.		X				X	X	
Aesthetic Valuing 4.3: Construct an interpretation of a work of art based on the form and content of the work.		X				X	X	
Connections, Relationships, Applications 5.2: Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.		X					X	
Connections, Relationships, Applications 5.3: Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.								X

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<b>GRADES 9–12 (Proficient)</b>								
<b>Artistic Perception 1.1:</b> Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.		X	X	X	X			X
<b>Artistic Perception 1.2:</b> Describe the principles of design as used in works of art, focusing on dominance and subordination.								X
<b>Artistic Perception 1.4:</b> Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.								X
<b>Creative Expression 2.1:</b> Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.			X					X
<b>Creative Expression 2.3:</b> Develop and refine skill in the manipulation of digital imagery (either still or video).						X		
<b>Creative Expression 2.5:</b> Create an expressive composition, focusing on dominance and subordination.								X
<b>Creative Expression 2.6:</b> Create a two or three-dimensional work of art that addresses a social issue.	X	X	X	X	X	X		X
<b>Historical and Cultural Context 3.1:</b> Identify similarities and differences in the purposes of art created in selected cultures.		X				X	X	
<b>Historical and Cultural Context 3.3:</b> Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.		X	X		X	X	X	
<b>Aesthetic Valuing 4.1:</b> Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.		X	X	X		X	X	X
<b>Aesthetic Valuing 4.2:</b> Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.			X					



## California Visual Arts Content Standards

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>GRADES 9–12 (Advanced)</b>								
<b>Artistic Perception 1.1:</b> Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.		X	X	X		X		
<b>Artistic Perception 1.4:</b> Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.			X					
<b>Artistic Perception 1.5:</b> Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.						X		
<b>Artistic Perception 1.6:</b> Describe the use of the elements of art to express mood in one or more of their works of art.		X	X					
<b>Artistic Perception 1.8:</b> Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.						X		
<b>Creative Expression 2.1:</b> Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.		X		X		X	X	X
<b>Creative Expression 2.2:</b> Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.			X	X	X	X	X	
<b>Creative Expression 2.4:</b> Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.			X	X		X	X	X
<b>Creative Expression 2.6:</b> Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.						X	X	
<b>Historical and Cultural Context 3.1:</b> Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.							X	
<b>Historical and Cultural Context 3.3:</b> Investigate and discuss universal concepts expressed in works of art from diverse cultures.						X	X	X
<b>Aesthetic Valuing 4.1:</b> Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.							X	
<b>Aesthetic Valuing 4.2:</b> Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.							X	
<b>Aesthetic Valuing 4.3:</b> Analyze and articulate how society influences the interpretation and message of a work of art.						X	X	
<b>Connections, Relationships, Applications 5.2:</b> Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.			X				X	

# HISTORICAL WITNESS

## ★ SOCIAL MESSAGING ★

### California English—Language Arts Content Standards

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>KINDERGARTEN</b>								
Writing 1.1: Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.			X					
Listening and Speaking 1.2: Share information and ideas, speaking audibly in complete, coherent sentences.			X			X		X
Listening and Speaking 2.1: Describe people, places, things (e.g., size, color, shape), locations, and actions.			X			X		X
<b>GRADE 1</b>								
Writing 1.2: Use descriptive words when writing.						X		
Writing 2.1: Write brief narratives (e.g., fictional, autobiographical) describing an experience.			X					
Written and Oral English Language Conventions 1.1: Write and speak in complete, coherent sentences.			X					
Written and Oral English Language Conventions 1.2: Identify and correctly use singular and plural nouns.						X		
Listening and Speaking 1.5: Use descriptive words when speaking about people, places, things, and events.						X		X
Listening and Speaking 2.4: Provide descriptions with careful attention to sensory detail.						X		X
<b>GRADE 2</b>								
Written and Oral English Language Conventions 1.1: Distinguish between complete and incomplete sentences.			X					
Written and Oral English Language Conventions 1.3: Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.						X		
<b>GRADE 3</b>								
Reading 2.6: Extract appropriate and significant information from the text, including problems and solutions.				X				
Writing 1.1: Create a single paragraph.								X
Writing 2.1: Write narratives.			X					
Writing 2.2: Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things or experiences.			X			X		X

(continues on next page)



## California English—Language Arts Content Standards

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>GRADE 3, cont'd</b>								
Writing 2.3: Write personal and formal letters, thank-you notes, and invitations.					X			
Written and Oral Language Conventions 1.2: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.						X		
Listening and Speaking 1.3: Respond to questions with appropriate elaboration.			X					
Listening and Speaking 2.3: Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.					X			
<b>GRADE 4</b>								
Reading 2.1: Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.				X				
Writing 1.2: Create multiple-paragraph compositions.								X
Writing 1.7: Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.					X			
Writing 2.1: Write narratives.			X					
Writing 2.3: Write information reports.					X			X
Listening and Speaking 1.1: Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.			X					
Listening and Speaking 1.8: Use details, examples, anecdotes, or experiences to explain or clarify information.					X	X		
<b>GRADE 5</b>								
Reading 2.3: Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.				X				
Writing 1.2: Create multiple-paragraph expository compositions.					X			X
Writing 2.1: Write narratives.			X					
Writing 2.4: Write persuasive letters or compositions.					X			



# HISTORICAL WITNESS

## ★ SOCIAL MESSAGING ★

### California English—Language Arts Content Standards

California English—Language Arts Content Standards	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>GRADE 6</b>								
Reading 2.4: Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.				X				X
Reading 3.6: Identify and analyze features of themes conveyed through characters, actions, and images.					X			
Writing 1.2: Create multiple-paragraph expository compositions.					X			
Writing 2.1: Write narratives.								X
Listening and Speaking 2.2: Deliver informative presentations.								X
<b>GRADE 7</b>								
Reading 3.1: Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).					X			
Writing 1.2: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.					X			
Writing 2.1: Write fictional or autobiographical narratives.								X
Listening and Speaking 1.4: Organize information to achieve particular purposes and to appeal to the background and interests of the audience.								X
<b>GRADE 8</b>								
Reading 3.7: Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)					X			
Writing 1.1: Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.					X			
Writing 2.1: Write biographies, autobiographies, short stories, or narratives.								X
Listening and Speaking 1.3: Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.								X



## California English—Language Arts Content Standards

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>GRADES 9–10</b>								
<b>Writing 1.1:</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.					X	X		
<b>Writing 1.2:</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	X							
<b>Writing 1.3:</b> Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.					X			
<b>Writing 2.1:</b> Write biographical or autobiographical narratives or short stories.	X							
<b>Writing 2.3:</b> Write expository compositions, including analytical essays and research reports.					X	X		
<b>Writing 2.4:</b> Write persuasive compositions.					X	X		
<b>Listening and Speaking 1.2:</b> Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.						X		
<b>Listening and Speaking 2.5:</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).					X			

# HISTORICAL WITNESS

## ★ SOCIAL MESSAGING ★

### California English—Language Arts Content Standards

#### GRADES 11–12

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>Writing 1.2:</b> Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.						X		
<b>Writing 1.3:</b> Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.					X	X		
<b>Writing 1.6:</b> Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).					X			
<b>Writing 2.1:</b> Write fictional, autobiographical, or biographical narratives.	X							
<b>Writing 2.3:</b> Write reflective compositions.					X			
<b>Writing 2.4:</b> Write historical investigation reports.					X	X		
<b>Listening and Speaking 1.1:</b> Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).						X		
<b>Listening and Speaking 1.2:</b> Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.						X		
<b>Listening and Speaking 1.3:</b> Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).						X		
<b>Listening and Speaking 2.2:</b> Deliver oral reports on historical investigations.					X			



## National Standards for History

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>GRADES K–4 History</b>								
<b>1A.</b> The student understands family life now and in the recent past; family life in various places long ago.	X					X		
<b>1B.</b> The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.		X				X		
<b>2A.</b> The student understands the history of his or her local community.								X
<b>3C.</b> 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.				X				X
<b>3D.</b> The student understands the interactions among all these groups throughout the history of his or her state.					X			
<b>4A.</b> Demonstrate understanding of how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.	X			X				X
<b>4B.</b> Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.						X		
<b>6A.</b> The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.					X			
<b>7A.</b> The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.	X	X	X		X	X	X	X
<b>8C.</b> The student understands changes in communication and their effects.							X	
<b>GRADES 5–12 Historical Thinking</b>								
<b>1.</b> Chronological Thinking	X	X	X	X	X	X	X	X
<b>2.</b> Historical Comprehension	X	X	X	X		X	X	
<b>3.</b> Historical Analysis and Interpretation	X	X		X	X	X	X	X
<b>4.</b> Historical Research Capabilities	X		X	X		X	X	X
<b>5.</b> Historical Issues-Analysis and Decision-Making	X		X	X		X	X	X

# HISTORICAL WITNESS

## ★ SOCIAL MESSAGING ★

### National Standards for History

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>GRADES 5–12 U.S. History</b>								
<b>Era 4: 2.</b> 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.	X							
<b>Era 5: 2.</b> The course and character of the Civil War and its effects on the American people.						X		
<b>Era 6: 1.</b> How the rise of corporations, heavy industry, and mechanized farming transformed the American people.		X						
<b>Era 8: 3.</b> 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.				X				
<b>Era 9: 4.</b> The struggle for racial and gender equality and for the extension of civil liberties.				X				
<b>Era 10: 2.</b> Economic, social, and cultural developments in contemporary United States.			X		X	X	X	X
<b>GRADES 5–12 World History</b>								
<b>Era 3: 2.</b> The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600–200 BCE.						X	X	
<b>Era 3: 3.</b> How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE–300 CE.	X							
<b>Era 3: 5.</b> Major global trends from 1000 BCE–300 CE.	X							
<b>Era 6: 1.</b> How the transoceanic interlinking of all major regions of the world from 1450–1600 led to global transformations.			X					
<b>Era 6: 4.</b> Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500–1750.							X	
<b>Era 7: 2.</b> The causes and consequences of the agricultural and industrial revolutions, 1700–1850.		X						
<b>Era 7: 4.</b> Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830–1914.			X					
<b>Era 8: 5.</b> Major global trends from 1900 to the end of World War II.								X
<b>Era 9: 2.</b> The search for community, stability, and peace in an interdependent world.			X	X	X			
<b>World History Across the Eras: 1.</b> Long-term changes and recurring patterns in world history.	X		X	X	X			X



## National Standards for Arts Education

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>GRADES K–4</b>								
1. Understanding and applying media, techniques, and processes.	X	X	X	X	X	X	X	X
2. Using knowledge of structures and functions.	X	X	X		X	X		
3. Choosing and evaluating a range of subject matter, symbols, and ideas.		X		X		X	X	X
4. Understanding the visual arts in relation to history and cultures.	X	X	X	X	X	X	X	X
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.	X						X	
6. Making connections between visual arts and other disciplines.	X	X	X	X	X	X	X	X
<b>GRADES 5–8</b>								
1. Understanding and applying media, techniques, and processes.		X	X	X	X	X	X	
2. Using knowledge of structures and functions.		X	X	X	X	X		
3. Choosing and evaluating a range of subject matter, symbols, and ideas.		X	X	X	X	X	X	
4. Understanding the visual arts in relation to history and cultures.	X	X	X	X	X	X	X	X
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.	X		X		X	X	X	X
6. Making connections between visual arts and other disciplines.	X	X	X	X	X	X	X	X
<b>GRADES 9–12</b>								
1. Understanding and applying media, techniques, and processes.	X	X	X		X	X	X	X
2. Using knowledge of structures and functions.			X		X	X	X	X
3. Choosing and evaluating a range of subject matter, symbols, and ideas.		X	X	X	X	X	X	X
4. Understanding the visual arts in relation to history and cultures.	X	X	X	X	X	X	X	X
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.	X	X	X	X		X	X	X
6. Making connections between visual arts and other disciplines.	X	X	X	X	X	X	X	X

# HISTORICAL WITNESS

## ★ SOCIAL MESSAGING ★

### National Standards for the English Language Arts

#### GRADES K–5

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
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. Among these texts are fiction and nonfiction, classic and contemporary works.				X				
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...			X	X				
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.					X	X		
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.			X		X			X
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.			X		X	X		X
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.					X			
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.					X			
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.					X			X
12. Students use spoken, written, and visual language to accomplish their own purposes...			X		X	X		X



## National Standards for the English Language Arts

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
<b>GRADES 6–8</b>								
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. Among these texts are fiction and nonfiction, classic and contemporary works.			X	X	X			X
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.					X			
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...				X	X			X
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.								X
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.					X			X
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.			X	X				X
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.			X	X				
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.								X
12. Students use spoken, written, and visual language to accomplish their own purposes...					X			X



# HISTORICAL WITNESS

## ★ SOCIAL MESSAGING ★

### National Standards for the English Language Arts

#### GRADES 9–12

	Breaking the Chains, Rising Out of Circumstances	Celebration and Satire	Depicting Women and Class in a Global Society	Flawed Democracies, Human Rights	Land Use and Lawmaking in California	The Many Different Sides of War	Putting a Spin on Current Events	What Is Work and Who Are the Workers?
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. Among these texts are fiction and nonfiction, classic and contemporary works.			X		X	X		
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...	X					X		
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	X				X	X		
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	X				X	X		
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.						X		X
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.	X		X		X	X		X
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	X		X		X			X
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.					X			
12. Students use spoken, written, and visual language to accomplish their own purposes...					X			X

