

Rosetta Stone Project: Resources & Standards

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THE ARCHER SCHOOL FOR GIRLS
LOS ANGELES, CALIFORNIA

RESOURCES

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Note: These web addresses are valid as of January 30, 2009.

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NATIONAL STANDARDS

National Standards for History and Social Science

National Center for History in the Schools

History Standards for grades 5–12, Era 2
<http://nchs.ucla.edu/standards/world-standards5-12.html>

Standard 1: The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus Valley

Standard 1A: The student understands how Mesopotamia, Egypt, and the Indus Valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia B.C.

Therefore, the student is able to:

Grade level 5–12

- Analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization (Compare and contrast differing sets of ideas)
- Compare the character of urban development in

Mesopotamia, Egypt, and the Indus Valley, including the emergence of social hierarchies and occupational specializations, as well as differences in the tasks that urban women and men performed (Compare and contrast differing values and institutions)

- Compare the forms of writing that developed in the three civilizations and how written records shaped political, legal, religious, and cultural life (Compare and contrast differing sets of ideas, values, and institutions)

Grade level 7–12

- Compare the development of religious and ethical belief systems in the three civilizations and how they legitimized the political and social order (Compare and contrast differing sets of ideas)

Grade level 9–12

- Analyze the character of government and military institutions in Egypt and Mesopotamia and ways in which central authorities commanded the labor services and tax payments of peasant farmers (Consider multiple perspectives)
- Describe architectural, artistic, literary, technological, and scientific achievements of these civilizations and relate these achievements to economic and social life (Analyze cause-and-effect relationships)

Contents of Historical Thinking Standards for Grades 5–12

http://nchs.ucla.edu/standards/thinking5-12_toc.html

Standard 3: Historical Analysis and Interpretation

- A. Compare and contrast differing sets of ideas
- B. Consider multiple perspectives
- C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual and the influence of ideas
- D. Draw comparisons across eras and regions in order to define enduring issues
- J. Hypothesize the influence of the past

Standard 4: Historical Research Capabilities

- A. Formulate historical questions
- B. Obtain historical data from a variety of sources
- C. Interrogate historical data
- D. Identify the gaps in the available records; marshal contextual knowledge and perspectives of the time and place

National Council for the Social Studies

<http://www.socialstudies.org/standards/strands>

Theme I: Culture and Cultural Diversity

Theme II: Time, Continuity, and Change

Theme V: Individuals, Groups, and Institutions

Theme VII: Production, Distribution, and Consumption

National Standards for Arts

Consortium of National Arts Education Associations

<http://artsedge.kennedy-center.org/teach/standards/>

NA-VA.5-8.3 CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

Achievement Standard:

- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

NA-VA.5-8.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

Achievement Standard:

- Students know and compare the characteristics of artworks in various eras and cultures
- Students describe and place a variety of art objects in historical and cultural contexts
- Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

NA-VA.5-8.5 REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

Achievement Standard:

- Students compare multiple purposes for creating works of art
- Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

NA-VA.5-8.6 MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

Achievement Standard:

- Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

National Standards for Geography

National Geographic Society

http://www.education-world.com/standards/national/soc_sci/geography/k_12.shtml

NSS-G.K-12.5 ENVIRONMENT AND SOCIETY

As a result of activities in grades K–12, all students should

- understand how human actions modify the physical environment
- understand how physical systems affect human systems
- understand the changes that occur in the meaning, use, distribution, and importance of resources

National Standards for English Language

National Council of Teachers of English

Standards for the English Language Arts

<http://www.ncte.org/standards>

Standard 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

Standard 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

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

National Standards for Foreign Language

American Council on the Teaching of Foreign Languages

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>

CULTURES

Gain Knowledge and Understanding of Other Cultures

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own