



NATIONAL CURRICULUM AND LIBRARY STANDARDS WORLD EDITION

Use of the CultureGrams World Edition database helps you meet these national standards:

1. UNITED STATES HISTORY

National Center for History in the Schools

2. WORLD HISTORY

National Center for History in the Schools

3. SOCIAL STUDIES

National Council for the Social Studies

4. ENGLISH LANGUAGE ARTS

National Council of Teachers of English and the International Reading Association

5. LIBRARY STANDARDS

American Association of School Librarians



1. UNITED STATES HISTORY

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's 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.



2. WORLD HISTORY STANDARDS FOR GRADES 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.

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 1450–1770.

- **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.

- **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

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.
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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 why 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, with the Soviet Union splintering 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.

3. 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 historic 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 historic movements;
- F. Evaluate the role of institutions in furthering both continuity and change.

Standard for Power, Authority, and 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 historic 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 historic 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.



4. ENGLISH LANGUAGE ARTS

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 a respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.



5. LIBRARY STANDARDS

<p>Nine Literacy Standards for Student Learning</p>	<p>CultureGrams Online Database</p>
<p>1. The student who is information-literate accesses information efficiently and effectively.</p>	<p>Concise content, a consistent format, and a fully functional search feature helps users find exactly what they need in a fast, efficient manner. Our new build-your-own statistical comparison tables make country comparisons a snap!</p>
<p>2. The student who is information-literate uses information critically and competently.</p>	<p>A CultureGrams report doesn't just provide the facts—it details the whys and hows of a culture. This contextual information allows students to enhance their critical thinking skills as they compare countries and make educated analyses and inferences.</p>
<p>3. The student who is information-literate uses information accurately and creatively.</p>	<p>Our lesson plans include creative ways for K–12 educators to use CultureGrams in a variety of subject areas—from theater and dance to pre-algebra! CultureGrams are written and reviewed by natives, so students and educators can trust them to accurately depict the world's cultures.</p>
<p>4. The student who is an independent learner is information-literate and pursues information related to personal interests.</p>	<p>Students with an interest in a particular country or culture will find the intriguing information found in CultureGrams to be extremely valuable for projects in any class—whether it be dance, social studies, English, or even math.</p>
<p>5. The student who is an independent learner appreciates literature and creative expression.</p>	<p>With CultureGrams, students gain a strong appreciation of cultural differences and expression throughout the world.</p>
<p>6. The student who is an independent learner strives for excellence in information seeking and knowledge generation.</p>	<p>CultureGrams allows the students to hone their research skills by using a reliable database as they search for cultural information. CultureGrams is the only such site or product that offers such up-to-date, comprehensive, and accurate information on the cultures of the world.</p>



<p>7. The student who contributes positively to the learning community recognizes the importance of information to a democratic community.</p>	<p>Students will value the non-biased information found in CultureGrams as they seek to accurately understand and interpret the nations and cultures of the world.</p>
<p>8. The student who contributes positively to the learning community practices ethical behavior in regard to information and technology.</p>	<p>Schools with subscriptions to the CultureGrams Online Database have unlimited printing rights, enabling students and teachers to print and make copies without violating copyright laws.</p>
<p>9. The student who contributes positively to the learning environment is information-literate and participates effectively in groups to pursue and generate information.</p>	<p>All CultureGrams reports are consistently formatted for easy group research and comparisons.</p>