

Humanities Essential Standards

Geography

History

Language Arts

Arts:

- **Visual & Performing**
- **Music**

**Standards and Benchmarks
For Grades K-12**

Spring 2005

Poudre School District
Curriculum and Instruction
2407 LaPorte Avenue
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POUDRE SCHOOL DISTRICT
-Humanities Standards and Benchmarks for Grades K-12-

Rationale and Philosophical background

Poudre School District courses bearing a humanities title offer students an opportunity for integrated study in seven areas of the humanities: art and architecture, dance, history, literature, music, philosophy/religion and theater. General humanities courses emphasize the exploration of the disciplines, the development of aesthetic appreciation, and the application of knowledge to questions central to each of the disciplines. Students are offered a chance to discover and develop individual interests, aptitudes, and talents while exploring aesthetic concerns. Study of the humanities is viewed as an integral part in the academic preparation of all Poudre R-1 students.

Students need and benefit from the opportunity to study areas of the humanities in integrated classes. In the humanities classroom students discover how various disciplines are interconnected as well as how individuals and their creative accomplishments have inspired and influenced others through time. This integrated study of the humanities reinforces complex thinking strategies and problem solving. Through such integrated studies, students practice the highest levels of learning: synthesis and analysis.

In a world increasingly interconnected through travel, commerce, and the exchange of ideas, it is essential for students to have at least a basic understanding of how their own and other cultures view the world or discern what is meaningful in life. Students benefit by contemplating the creative outpourings of distinct cultures and individuals as well as by considering how these achievements reflect cultural or personal values. The opportunity for students to explore and discover their own creative talents and interests is of equal importance. Humanities courses in Poudre School District offer students opportunity to begin such important explorations.

Humanities definition

The humanities do not belong to a specific discipline; hence, the decisions about the humanities must be cross-curricular in nature. The act that established the National Endowment for the Humanities says, "The term 'humanities' includes, but is not limited to the study of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics, the social science which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life." The Fine Arts are an essential part of the understanding of heritage and tradition.

In addition, humanities courses provide students opportunities to meet PSD adopted standards in **History, Geography, Language Arts, Music and Art.**

Geography

Standard 1: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future

1.1 Benchmark: Know how to apply geography to understand the past and present

Indicators:

- Identify how changing environments affect the behavior of people
- Analyze the fundamental role that environments have played in history
- Identify issues using geographical knowledge and perspectives

History

Standard 2: Students understand the chronological organization of history and know how to organize events and people into major eras

2.1 Benchmark: Know the general chronological order of people and events in history

Indicators:

- Identify events and people that characterize each of the major areas studied

Standard 3: Students understand that societies are diverse and have changed over time

3.1 Benchmark: Know how various societies were affected by contacts and exchanges among diverse peoples

3.2 Benchmark: Understand the impact of social and political organizations in various societies

Indicators:

- Analyze how tradition and change have influenced social roles and the social organization of various societies
- Explain how social organization has been related to distributions of economic wealth, social privilege, and political power
- Identify how political power has influenced history and affected culture

Standard 4: Students know that religious and philosophical ideas have been powerful cultural forces throughout history

4.1 Benchmark: Know the historical development of religions and philosophies

Indicators:

- Describe religious and philosophical developments in various cultures
- Study of world religions and philosophies should include an introduction to central concepts and beliefs, ethics, and key terms relevant within a particular tradition

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4.2 Benchmark: Know how societies have been affected by religions and philosophies

Indicators:

- Identify how religious and philosophical beliefs have influenced society

Language Arts

Standard 5: Reading

Students read and understand a variety of materials

5.1 Benchmark: Comprehension Skills

Use a variety of comprehension skills in reading (e.g., preview, predict, compare and contrast, self-monitor, summarize)

Indicators:

- Use inferences to evaluate and synthesize ideas within texts, between texts, between the reader's experience and the texts and between the text and world events

5.2 Benchmark: Prior Knowledge

Make connections between texts and prior knowledge and identify knowledge needed before reading about a topic

Indicators:

- Seek out and synthesize background information about the subject, author, text structure and historical context to make predictions about content and purposes of texts

5.3 Benchmark: Reading Purpose

Adjust reading strategies for different purposes

Indicators:

- Evaluate the validity of opinions and facts expressed
- Formulate opinions and support them with details from texts and personal experience

5.4 Benchmark: Word Recognition Strategies

Use a variety of word recognition skills and resource

Indicators:

- Expand independent use of a variety of sources to locate meanings and pronunciations of unfamiliar words

***Skills listed on this document should be mastered at the grade level where they appear.**

5.5 Benchmark: Vocabulary

Use information from reading to increase vocabulary and enhance language usage

Indicators:

- Understand that vocabulary expresses differences in conversational registers (e.g., formal vs. informal, standard usage vs. slang)
- Understand that vocabulary is dynamic and that discerning readers understand the subtleties of these changes

Standard 6: Writing and Speaking

Students write and speak for a variety of purposes and audiences

6.1 Benchmark: Genre

Students write and speak in a variety of genres

Indicators:

- Incorporate material from a variety of appropriate sources independently in writing and speaking
- Apply knowledge of **genres** and **purposes** to literary analysis

6.2 Benchmark: Audience and Purpose

Write and speak for a variety of audiences and purposes

Indicators:

- Use appropriate vocabulary for a specific audience
- Determine appropriate formats based on **purpose**

6.3 Benchmark: Writing Process

Use the steps of the writing process (e.g., plan, draft, revise, edit, share)

Indicators:

- Apply strategies independently to plan, draft, revise and edit writing for a variety of purposes and audiences

6.4 Benchmark: Organization

Use a variety of strategies to organize written and oral presentations (e.g., lists, outlining, cause/effect, comparison/contrast)

Indicators:

- Collect, evaluate and organize information from a variety of sources to produce research products

6.5 Benchmark: Product Presentation

Use appropriate strategies to publish writing and in oral presentations

Indicators:

- Reflect appropriate presentation requirements in writing and in speaking

***Skills listed on this document should be mastered at the grade level where they appear.**

Standard 7: Language Structure

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling

7.1 Benchmark: Grammar and Usage

Use conventions of grammar and usage in writing and speaking

Indicators:

- Apply knowledge and demonstrate control of grammar and usage as outlined in the 7th-9th grade Essential Standards

7.2 Benchmark: Sentence Structure

Use correct sentence structure in writing

Indicators:

- Apply knowledge and demonstrate control of sentence structure as outlined in the 7th-9th grade Essential Standards

7.3 Benchmark: Punctuation

Use conventions of punctuation in writing

Indicators:

- Apply knowledge and demonstrate control of punctuation as outlined in the 7th-9th grade Essential Standards

7.4 Benchmark: Capitalization

Use conventions of capitalization in writing

Indicators:

- Apply knowledge and demonstrate control of capitalization as outlined in the 7th-9th grade Essential Standards

7.5 Benchmark: Spelling

Use conventions of spelling in writing

Indicators:

- Apply knowledge and demonstrate control of spelling as outlined in the 7th-9th grade Essential Standards

Standard 8: Thinking and Viewing

Students apply thinking skills to their reading, writing, speaking, listening and viewing

8.1 Benchmark: Thinking and Analytical Skills

Use thinking and analytical skills in writing, reading, speaking, listening and viewing

Indicators:

- Make accurate predictions, draw conclusions and analyze texts

8.2 Benchmark: Problem Solving

Use reading, writing, speaking, listening and viewing to define and solve problems

Indicators:

- Independently practice collaboration to gather and to share information with others (e.g., Socratic Seminar, Shared Inquiry)

8.3 Benchmark: Opinions

Recognize, express and support opinions orally and in writing

Indicators:

- Compare and analyze the opinions of others and formulate and defend personal opinions in an articulate manner

8.4 Benchmark: Author's Point of View

Know the purpose, perspective and historical and cultural influences of a speaker, author or director

Indicators:

- Evaluate, synthesize and analyze the author's purpose
- Identify historical/cultural context in a variety of texts

8.5 Benchmark: Evaluation

Use a variety of criteria to evaluate the literary quality of texts (e.g., purpose, concept, theme development, historical perspective, dialogue)

Indicators:

- Use a variety of criteria to evaluate information (e.g., reliability, accuracy, relevancy)

Standard 9: Literature and Culture

Students read and recognize literature as a record of human experience

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9.1 Benchmark: Culture

Read to learn about culture

Indicators:

- Understand how historical context shapes and informs the literature of the era
- Understand cultures and traditions expressed in a variety of texts and genres, including both classical and contemporary texts

The Arts

Visual & Performing Arts

Standard 10: Students relate the visual and performing arts to various historical and cultural traditions.

10.1 Benchmark: Identify universal concepts expressed in art in visual and written form.

Indicators:

- Compare and contrast the purposes/characteristics of visual and performing arts from major time periods and cultures.
- Identify an artist who has achieved notoriety and recognize ways that his or her work reflects, plays a role and influences culture.
- Recognize the functions of dance and theater within the culture in which it is performed.
- Relate the role of theater arts to culture and history as relevant to a specific culture studied in the course.
- Give examples of architecture as it relates to specific cultures and major historical areas studied.

Music

Standard 11: Students will listen to, analyze, evaluate, and describe music according to the worldview and time periods of the culture.

Indicators:

- Demonstrate an understanding of musical context by revealing knowledge of the historical period, style, and culture in which a composition was created.
- Identify performance traditions of the time or place in which the piece emerged.
- Relate music to various historical and cultural traditions.