

NATIONAL STANDARDS ADDRESSED BY CREATIVE CHANGE'S PROGRAMS

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**ECONOMICS (Council for Economic Education:
<http://www.councilforeconed.org/ea/standards/>)**

Creative Change programs ⇨	Economics for the Common Good	Ecological Footprint, Energy	Our Town (sustainable communities)	Taste of Change (food)	All Together Now (multiculturalism)	Sustainable by Design
Standards met ↓						
1. Scarcity	✓	✓	✓	✓		✓
2. Marginal cost/benefit	✓	✓	✓	✓		✓
3. Allocation of goods and services/markets	✓					✓
4. Role of incentives	✓	✓	✓	✓		✓
5. Gain from trade	✓			✓		
6. Specialization and trade	✓	✓		✓		✓
7. Markets (price and quantity determination)	✓			✓		✓
8. Role of price in market system	✓		✓	✓		✓
9. Role of competition	✓		✓	✓		✓
10. Role of economic institutions	✓			✓		✓
11. Role of money	✓	✓	✓	✓		✓
12. Role of interest rates	✓	✓	✓	✓		✓
13. Role of resources in determining income	✓	✓	✓	✓		✓
14. Profit and the entrepreneur	✓			✓		✓
15. Growth	✓	✓	✓	✓		✓
16. Role of government	✓		✓	✓		✓
17. Using cost/benefit analysis to evaluate government programs	✓		✓	✓		✓
18. Macroeconomy (income/employment, prices)	✓	✓		✓		
19. Unemployment and inflation	✓	✓	✓	✓		✓
20. Monetary and fiscal policy	✓	✓	✓	✓		✓

CIVICS/GOVERNMENT (Center for Civic Education: <http://www.civiced.org/>)

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Standards met ↓						
I. What are civic life, politics, and government?						
Purposes of government; role of law in society	√	√	√		√	
II. What are the foundations of the American political system?						
Characteristics of American society	√				√	
Values and principles of American democracy	√				√	
III. How does the government established by the constitution embody the purposes, values, and principles of American democracy?						
National government: organization and function	√					
State/local government: organization and function	√	√	√	√		
Participation in the American political system	√	√	√	√	√	√
IV. What is the relationship of the United States to other nations and to world affairs?						
Effects of domestic politics on world relations	√	√				
US influence on other nations; their influence on US	√	√		√		
V. What are the roles of the citizen in American democracy?						
What is citizenship?	√	√	√		√	
Rights of citizens	√	√	√		√	
Responsibilities of citizens	√	√	√		√	
Civic traits important to preserving democracy	√	√	√	√	√	√
Participation in public life	√	√	√	√	√	√

GEOGRAPHY (National Council of Geographic Education:
<http://www.ncge.org/i4a/pages/index.cfm?pageid=3314>)

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Standards met ⇩						
I. The World In Spatial Terms						
1. Use maps, globes, tools, and technologies to acquire, process, and report information	✓	✓	✓	✓	✓	✓
2. Use mental maps to organize information about people, places, and environments	✓	✓	✓	✓	✓	✓
3. Analyze the spatial organization of people, places, environments on Earth's surface	✓	✓	✓		✓	
II. Places and Regions						
4. Physical and human characteristics of places		✓	✓	✓	✓	✓
5. People create regions to interpret Earth's complexity	✓	✓	✓	✓	✓	
6. How culture and experience influence people's perceptions of places and regions	✓	✓	✓		✓	
III. Physical Systems						
7. Physical processes that shape Earth's patterns		✓	✓	✓		
8. Characteristics, distribution, and migration of human populations on Earth's surface		✓	✓		✓	
IV. Human Systems						
9. Characteristics and spatial distribution of ecosystems on Earth's surface	✓	✓	✓	✓		✓
10. Characteristics, distribution, and complexity of Earth's cultural mosaics	✓	✓	✓	✓	✓	✓
11. Patterns and networks of economic interdependence on Earth's surface	✓	✓		✓		✓
12. Process, patterns, and functions of human settlement			✓	✓		
13. Influence of cooperation and conflict on the division and control of Earth's surface	✓	✓		✓	✓	
14. Human actions modify the physical environment	✓	✓	✓	✓	✓	✓
V. Environment and society						
15. Physical systems affect human systems	✓	✓	✓	✓	✓	✓
16. Changes in resource use and distribution	✓	✓	✓	✓	✓	✓
VI. The Uses of geography						
17. How to apply geography to interpret the past		✓	✓	✓	✓	
18. Using geography to interpret the present and plan for the future	✓	✓	✓	✓	✓	✓

**HISTORY (National Center for History in the Schools at UCLA:
http://nchs.ucla.edu/standards)**

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Standards met ⇩						
1. Chronological Thinking						
A. Distinguish between past, present, and future	✓	✓	✓	✓	✓	✓
B. Identify the temporal structure of a historical narrative		✓		✓	✓	✓
C. Establish temporal order in constructing historical narratives		✓	✓	✓		✓
2. Historical Comprehension						
A. Identify the author or source of a historical document			✓		✓	✓
B. Reconstruct the meaning of a historical passage			✓		✓	
C. Identify the central question(s) of a historical narrative and its purpose/perspective/point of view			✓		✓	
D. Distinguish between facts and interpretations	✓	✓	✓	✓	✓	
E. Read historical narratives imaginatively	✓	✓	✓	✓	✓	
F. Appreciate historical perspectives; consider historical context	✓	✓	✓	✓	✓	
G. Draw upon historical data in maps	✓	✓	✓	✓	✓	
H. Utilize visual and mathematical data presented in graphs, charts, tables, etc.	✓	✓	✓	✓	✓	✓
I. Draw upon the visual, literary, and musical sources in history	✓	✓	✓	✓	✓	✓
3. Historical Analysis and Interpretation						
A. Compare and contrast differing sets of ideas, value, personalities, etc.	✓		✓	✓	✓	✓
B. Consider multiple perspectives of peoples in the past	✓	✓	✓		✓	✓
C. Analyze cause-and-effect relationships, bearing in mind multiple causation		✓	✓	✓	✓	✓
D. Draw comparisons across eras and regions to define enduring issues			✓	✓		✓
E. Distinguish between unsupported opinions and hypotheses grounded in historical evidence	✓	✓	✓	✓	✓	✓
F. Compare competing historical narratives	✓	✓	✓	✓	✓	✓
G. Challenge arguments of historical inevitability by showing how different choices could have led to different consequences	✓	✓	✓	✓	✓	✓
H. Hold interpretations of history as tentative	✓	✓	✓	✓	✓	✓
I. Evaluate major debates among historians	✓	✓	✓	✓	✓	✓
J. Hypothesize the influence of the limitations and opportunities made possible by past decisions	✓	✓	✓	✓	✓	✓

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Standards met ⇓						
4. Historical Research Capabilities						
A. Formulate historical questions from encounters with documents	✓	✓	✓	✓	✓	
B. Obtain historical data from a variety of sources	✓	✓	✓	✓	✓	
C. Interrogate historical data by uncovering the social, political, and economic context	✓	✓	✓	✓	✓	
E. Employ quantitative analysis in order to explore topics such as changes in family size, migration, wealth distribution, and changes in the economy	✓	✓	✓	✓	✓	
F. Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions	✓	✓	✓	✓	✓	
5. Historical Issues-analysis and Decision-Making						
A. Identify issues and problems in the past and analyze the interests, values, etc. of those involved in the situation	✓	✓	✓	✓	✓	
B. Marshall evidence of antecedent circumstances and current factors contributing to contemporary problems and alternative courses of action	✓	✓	✓	✓	✓	
C. Identify relevant historical antecedents and differentiate from those that are inappropriate and irrelevant to contemporary issues	✓	✓	✓	✓	✓	
D. Evaluate alternative courses of action and the long- and short-term consequences	✓	✓	✓	✓	✓	✓
E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated opinions	✓	✓	✓	✓	✓	
F. Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives	✓	✓	✓	✓	✓	

SCIENCE (National Science Teachers Association:
<http://www.nsta.org/publications/nse.aspx>)

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Standards met ↓						
Unifying concepts and processes						
Systems, order, and organization	√	√	√	√		√
Evidence, models, and explanation	√	√	√	√		√
Science as inquiry						
Abilities necessary to do scientific inquiry	√	√	√	√		√
Understanding about scientific inquiry	√	√	√	√		√
Physical science						
Properties and changes of properties of matter (gr. 5-8)	√	√				√
Structure and properties of matter (gr. 9-12)	√	√				√
Conservation of energy and disorder increase (gr. 9-12)	√	√				√
Life Science						
Populations and ecosystems (gr. 5-8)	√	√	√	√		√
Interdependence of organisms (gr. 9-12)	√	√	√	√		√
Matter, energy, and organization in living systems (gr. 9-12)	√	√	√	√		√
Earth and Space Science						
Energy in the earth system	√	√	√	√		√
Geochemical cycles	√	√	√	√		√
Science and Technology						
Understanding about science and technology	√	√	√	√	√	√
Science in Personal and Social Perspectives						
Personal and community health (gr. 5-12)	√	√	√	√	√	√
Population growth (gr. 9-12)	√	√	√	√	√	
Populations, resources, and environments (gr. 5-12)	√	√	√	√	√	
Natural resources (gr. 9-12)	√	√	√	√	√	√
Risks and benefits (gr. 5-8)	√	√	√	√	√	√
Environmental quality (gr. 9-12)	√	√	√	√	√	√
Natural and human-induced hazards	√	√	√	√	√	√
Science and technology in society (gr. 5-8), and in local, national, and global challenges (gr. 9-12)	√	√	√	√	√	√
History and Nature of Science Standards						
History of science (gr. 5-8) and historical perspectives (gr. 9-12)	√	√	√	√	√	√

**LANGUAGE ARTS (National Council of Teachers of English:
<http://ncte.org/standards>)**

Creative Change programs →	Economics for the Common Good	Ecological Footprint, Energy	Our Town (sustainable communities)	Taste of Change (food)	All Together Now (multiculturalism)
Standards met ↓					
1. Read and understand texts for new information, to respond to workplace needs and societal demands, and for personal fulfillment	✓	✓	✓	✓	✓
2. Read a wide range of literature from many periods and genres.	✓	✓	✓	✓	✓
3. Apply strategies to comprehend, interpret, evaluate and appreciate texts	✓	✓	✓	✓	✓
4. Adjust their use of spoken, written, and visual language to communicate with different audiences for different purposes	✓	✓	✓	✓	✓
5. Employ a wide range of strategies to write and use different writing process elements	✓	✓	✓	✓	✓
6. Apply knowledge of language structure, language convention, media techniques, figurative language, and genre	✓	✓	✓	✓	✓
7. Conduct research on issues and interests by generating ideas and questions. Gather, evaluate and synthesize data from a variety of sources	✓	✓	✓	✓	✓
8. Use a variety of technological and information sources	✓	✓	✓	✓	✓
9. Develop an understanding of and respect for diversity	✓	✓	✓	✓	✓
10. ESL students use their first language to develop competency in the English language arts					
11. Participate as knowledgeable, reflective, creative and critical members of literary communities	✓	✓	✓	✓	✓
12. Use spoken, written, and visual language to accomplish their own purposes	✓	✓	✓	✓	✓