

CONTENT STANDARDS ADDRESSED BY *INSPIRED BY AMERICA*

The following list shows content standards as defined by the California Department of Education addressed by *Inspired by America*. This list, organized by subject, may help teachers outside of California acquire a sense of the program's content, however, if you would like more information about standards in your own state are addressed by *Inspired by America*, please contact Kim Bigelow, Cypress Education Director at kim@cypressquartet.com or at 415-681-9045.

Inspired by America is a 90 minute presentation. A program designed for viewing by the general public, its crossover with school content standards is most suitable for middle and high school aged students. Since the basic content overlaps with concepts addressed in 5th Grade History/Social Studies, music, and visual arts curriculum, these standards are provided as well.

History/Social Studies Standards

5th Grade:

History/Social Studies

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

6. 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.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6 Students understand the course and consequences of the American Revolution.

7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

6th, 7th, and 8th Grades:

History/Social Studies: Analytical, Research, and Interpretation Skills

- ***Chronological and Spatial Thinking***

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

- ***Research, Evidence, and Point of View***
 1. Students frame questions that can be answered by historical study and research.
 2. Students distinguish fact from opinion in historical narratives and stories.
 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

- ***Historical Interpretation***
 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
 4. Students recognize the role of chance, oversight, and error in history.
 5. Students recognize that interpretations of history are subject to change as new information is uncovered.
 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

In addition to Analytical, Research, and Interpretation Skills for 6th and 7th Grades:

History/Social Studies: The subject's focus during these school years is on world history, civilizations, and early modern times. However, comparisons, parallels, and differences can be illustrated and analyzed between the history of the United States and other areas of the world. *Inspired by America* addresses seeing the context of the world and universe as a place where the United States exists, and compares it briefly to major historical presences in the world. This would reinforce standards learned in 5th grade while increasing the "Analytic, research, and interpretation" skills required in 6-8th grades.

In addition to Analytical, Research, and Interpretation Skills for 8th Grade:

History/Social Studies

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

This overall standard is generally addressed by *Inspired by America*

8.4 Students analyze the aspirations and ideals of the people of the new nation.

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8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

9th Grade through 12th Grade:

History/Social Studies: Analysis Skills

• ***Chronological and Spatial Thinking***

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
 4. Students relate current events to the physical and human characteristics of places and regions.
- ***Historical Research, Evidence, and Point of View***
 1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
 2. Students identify bias and prejudice in historical interpretations.
 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.
 - ***Historical Interpretation***
 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
 5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
 6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

In addition to the Analysis Skills, for 10th Grade:

History/Social Studies

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

**In addition to the Analysis Skills, for 11th Grade:
History/Social Studies**

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. 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.

**In addition to the Analysis Skills, for 12th Grade:
History/Social Studies**

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

12.10 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.

Music Standards:

5th Grade:

Music

1.0 Artistic Perception

Listen to, Analyze, and Describe Music

1.4 Analyze the use of music elements in aural examples from various genres and cultures.

1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.

3.0 Historical and Cultural Context

Diversity of Music

3.2 Identify different or similar uses of musical elements in music from diverse cultures.

3.5 Describe the influences of various cultures on the music of the United States.

5.0 Connections, Relationships, Applications

Connections and Applications

5.1 Explain the role of music in community events.

6th Grade:

Music

1.0 Artistic Perception: *Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music. Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.*

Listen to, Analyze, and Describe Music

1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.

1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations).

3.0 Historical and Cultural Context: *Understanding the Historical Contributions and Cultural Dimensions of Music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.*

Role of Music

3.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.

Diversity of Music

3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.

4.0 Aesthetic Valuing: *Responding to, Analyzing, and Making Judgments About Works of Music. Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.*

Analyze and Critically Assess

4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.

Derive Meaning

4.2 Explain how various aesthetic qualities convey images, feeling, or emotion.

4.3 Identify aesthetic qualities in a specific musical work.

5.0 Connections, Relationships, Applications: *Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers. Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.*

Connections and Applications

5.1 Describe how knowledge of music connects to learning in other subject areas.

7th Grade:

Music

3.0 Historical and Cultural Context: *Understanding the Historical Contributions and Cultural Dimensions of Music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.*

Role of Music

3.1 Compare music from various cultures as to some of the functions music serves and the roles of musicians.

3.2 Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, South American).

Diversity of Music

3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.

3.4 Perform music from diverse genres and cultures.

3.5 Identify instruments from a variety of cultures visually and aurally.

3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.

5.0 Connections, Relationships, Applications: *Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers. Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.*

Connections and Applications

5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.

5.2 Identify and describe how music functions in the media and entertainment industries.

Careers and Career-Related Skills

5.3 Identify various careers for musicians in the entertainment industry.

8th Grade:

Music

3.0 Historical and Cultural Context: *Understanding the Historical Contributions and Cultural Dimensions of Music. Students analyze the role of music in past and present cultures*

throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.2 Identify and explain the influences of various cultures on music in early United States history.

3.3 Explain how music has reflected social functions and changing ideas and values.

Diversity of Music

3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.

3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works of Music. Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.

4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.

5.0 Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers. Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

5.2 Describe how music is composed and adapted for use in film, video, radio, and television.

Careers and Career-Related Skills

5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.

9th Through 12th Grades: To reach the “Proficient” level, students must reach the following music standards.

3.0 Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.

3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Diversity of Music

3.3 Describe the differences between styles in traditional folk genres within the United States.

3.4 Perform music from various cultures and time periods.

3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works of Music. Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Derive Meaning

4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.

4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

5.0 Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers. Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

5.2 Analyze the role and function of music in radio, television, and advertising.

Careers and Career-Related Skills

5.3 Research musical careers in radio, television, and advertising.

Visual Art Standards related to Inspired by America:

5th Grade:

Visual Art

2.0 Creative Expression

Skills, Processes, Materials, and Tools

2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

4.0 Aesthetic Valuing

Derive Meaning

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.

4.2 Compare the different purposes of a specific culture for creating art.

Make Informed Judgments

4.3 Develop and use specific criteria as individuals and in groups to assess works of art.

5.0 Connections, Relationships, Applications

Careers and Career-Related Skills

5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

6th Grade:

Visual Art

1.0 Artistic Perception

Develop Perceptual Skills and Visual Arts Vocabulary

1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.

1.3 Describe how artists can show the same theme by using different media and styles.

3.0 Historical and Cultural Context

Role and Development of the Visual Arts

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).

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.

4.0 Aesthetic Valuing

Derive Meaning

4.1 Construct and describe plausible interpretations of what they perceive in works of art.

4.2 Identify and describe ways in which their culture is being reflected in current works of art.

5.0 Connections, Relationships, Applications

Connections and Applications

5.1 Research how art was used in theatrical productions in the past and in the present.

Visual Literacy

5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

7th Grade:

Visual Art

2.0 Creative Expression

Communication and Expression Through Original Works of Art

2.6 Create an original work of art, using film, photography, computer graphics, or video.

2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

3.0 Historical and Cultural Context

Role and Development of the Visual Arts

3.1 Research and describe how art reflects cultural values in various traditions throughout the world.

Diversity of the Visual Arts

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.

4.0 Aesthetic Valuing

Derive Meaning

4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.

4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

5.0 Connections, Relationships, Applications

Connections and Applications

5.1 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.

Careers and Career-Related Skills

5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

8th Grade:

Visual Art

1.0 Artistic Perception

Analyze Art Elements and Principles of Design

1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

2.0 Creative Expression

Communication and Expression Through Original Works of Art

2.3 Create an original work of art, using film, photography, computer graphics, or video.

3.0 Historical and Cultural Context

Role and Development of the Visual Arts

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.

Diversity of the Visual Arts

3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.

5.0 Connections, Relationships, Applications

Visual Literacy

5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.

9th – 12th Grade (these requirements necessary to be considered “proficient”):

Visual Art

1.0 Artistic Perception

Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

3.0 Historical and Cultural Context

Role and Development of the Visual Arts

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

4.0 Aesthetic Valuing

Derive Meaning

4.1 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.