



# Disney Youth Education Series

## Millenium Cultures

### National Standards

#### *History*

#### **Understands and knows how to analyze chronological relationships and patterns**

##### **Grades 3–5**

- Understands calendar time in years, decades, and centuries
- Knows how to identify patterns of change and continuity
- Distinguishes between past, present, and future time
- Understands the broadly defined eras of state and local historical events

#### **Understands the historical perspective**

##### **Grades 5–6**

- Understands that specific individuals had an impact on history
- Understands that specific ideas had an impact on history

##### **Grades 7–8**

- Analyzes the effects that specific “chance” events had on history

##### **Grades 9–12**

- Analyzes the values held by specific people who influenced history and the role their values played in influencing history
- Understands that change and continuity are equally probably and natural
- Understands how the past affects our private lives and society in general
- Uses historical maps to understand the relationship between historical events and geography



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## **Understands the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450**

### **Grades 5–6**

- Compares political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the Western Hemisphere after 1492

### **Grades 7–8**

- Understands European perspectives of different cultures during period of exploration and early settlement

## ***Geography***

### **Understands the characteristics and uses of spatial organization of Earth’s surface**

#### **Grades 6–8**

- Understands the patterns and processes of migration and diffusion

### **Understands the physical and human characteristics of place**

#### **Grades 3–5**

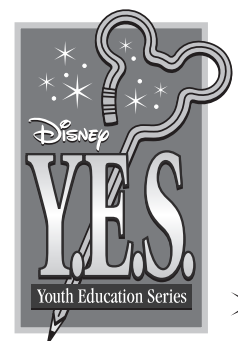
- Knows how the characteristics of places are shaped by physical and human processes (e.g., effects of agriculture on changing land use and vegetation; effects of settlement on the building of roads; relationship of population distribution to landforms, climate, vegetation, or resources)

#### **Grades 6–8**

- Knows the human characteristics of places
- Knows the causes and effects of changes in a place over time

#### **Grades 9–12**

- Knows how social, cultural, and economic processes shape the features of places





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## **Understands that culture and experience influence people’s perceptions of places and regions**

### **Grades 6–8**

- Knows how places and regions serve as cultural symbols
- Knows the ways in which culture influences the perception of places and regions

### **Grades 9–12**

- Understands why places and regions are important to individual human identity and as symbols for unifying or fragmenting society
- Knows ways in which people’s changing views of places and regions reflect cultural change

## **Understands that nature and complexity of Earth’s cultural mosaics**

### **Grades 3–5**

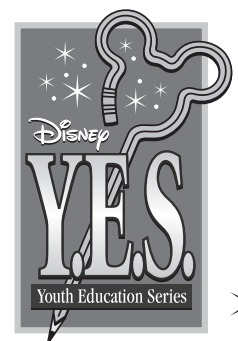
- Knows the similarities and differences in characteristics of culture in different regions
- Understands how different people living in the same region maintain different ways of life
- Understands how cultures differ in their use of similar environments and resources
- Understands cultural change

### **Grades 6–8**

- Knows ways in which communities reflect the cultural background of their inhabitants
- Understands the significance of patterns of cultural diffusion

### **Grades 9–12**

- Knows how cultures influence the characteristics of regions
- Understands how human characteristics make specific regions of the world distinctive
- Understands how communication and transportation technologies contribute to cultural convergence or divergence





## Understands the concept of regions

### Grades 3–5

- Understands how regions change over time and the consequences of these changes (e.g., changes in population size or ethnic compositions; construction of a new shopping center, a regional hospital, or a new manufacturing plant; changes in transportation; changes in environmental conditions)

### Grades 6–8

- Knows factors that contribute to changing regional characteristics (e.g., economic development, accessibility, migration, media image)
- Understands ways regional systems are interconnected (e.g., watersheds and river systems, regional connections through trade, cultural ties between regions)

### Grades 9–12

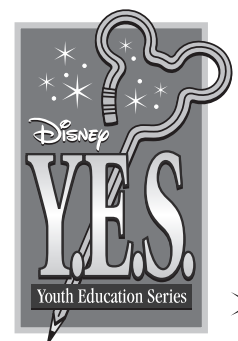
- Know factors that contribute to the dynamic nature of regions (e.g., human influences such as migration, technology, and capital investment; physical influences such as long-term climate shifts and seismic activity)
- Understands how changing conditions can result in the redefinitions of a region (e.g., the reshaping of South Africa resulting from the economic and political realignment that followed the end of the European colonialism, the Caribbean Basin’s transition from a major sugarcane and hemp producer to a center of tourism)

## *Visual Arts*

## Understands the visual arts in relation to history and cultures

### Grades K–4

- Knows that the visual arts have both a history and a specific relationship to various cultures
- Knows how history, culture, and the visual arts can influence each other





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## *Foreign Language*

### **Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture**

#### **Grades 3–5**

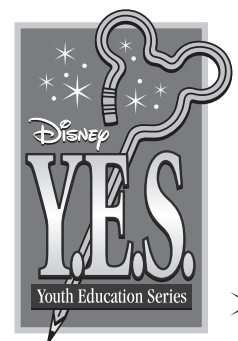
- Knows various age appropriate cultural activities practiced in the target culture
- Knows simple patterns of behavior and interaction in various settings in the target culture and how these patterns compare to those in one’s native culture
- Knows familiar utilitarian forms of the target culture and how they compare to those in one’s native culture
- Knows basic cultural beliefs and perspectives of people in both native and target culture relating to family, school, work, and play

#### **Grades 6–8**

- Knows various age appropriate cultural activities practiced in the target culture
- Knows cultural traditions and celebrations that exist in the target culture and how these traditions and celebrations compare with those of the native culture
- Knows a variety of age appropriate utilitarian forms of the target culture
- Understands the general relationship between cultural perspectives and practices in the target and native cultures
- Knows how “local” opinions of various aspects of the native culture compare with the views of peers from the target culture
- Knows the location(s) and major geographic features of countries where the target language is/was used

#### **Grades 9–12**

- Understands various patterns of behavior or interaction that are typical of one’s age group
- Knows age appropriate utilitarian forms of the target culture, how they are reflected in American culture, and their significance
- Understands age appropriate expressive forms of the target culture
- Understands how other cultures view the role of the native culture in the world arena





## ***Behavioral Studies***

### **Understands the group and cultural influences contribute to human development, identity, and behavior**

#### **Grades 6–8**

- Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it
- Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values, and behavior patterns within a society and among different societies

#### **Grades 9–12**

- Understands that cultural beliefs strongly influence the values and behavior of the people who grow up in the culture, often without their being fully aware of it, and that people have different responses to these influences
- Understands that heredity, culture, and personal experience interact in shaping human behavior, and that the relative importance of these influences is not clear in most circumstances
- Understands that family, gender, ethnicity, nationality, institutional affiliations, socioeconomic status, and other group and cultural influences contribute to the shaping of a person’s identity

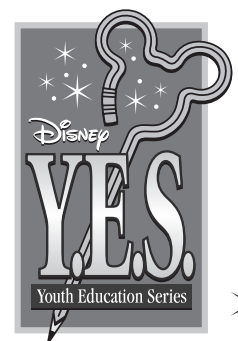
### **Understands various meanings of social group, general implication of group membership, and different ways that groups function**

#### **Grades 6–8**

- Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- Understands there are similarities and differences within groups as well as among groups
- Understands that a large society may be made up of many groups, and these groups may contain many distinctly different subcultures

#### **Grades 9–12**

- Understands how the diverse elements that contribute to the development and transmission of culture function as an integrated whole
- Understands that groups have patterns for preserving and transmitting culture even as they adapt to environmental and/or social change
- Understands that social groups may have patterns of behavior, values, beliefs, and attitudes that can help or hinder cross-cultural understanding





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## **Understands that interactions among learning, inheritance, and physical development affect human behavior**

### **Grades 6–8**

- Understands that language and tools enable human beings to learn complicated and varied things from others

### **Grades 9–12**

- Knows that people can produce many associations internally without receiving information from their senses

