

# Curriculum Standards and Benchmarks for the GenerationLink Program

Standards	Benchmarks	Lessons					
		1	2	3	4	5	6
<b>BEHAVIORAL STUDIES</b>							
Understands that group and cultural influences contribute to human development, identity, and behavior	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 <i>social group</i> , general implications of group membership, and different ways that groups function	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	■			■	■	■
Understands conflict, cooperation, and interdependence among individuals, groups, and institutions	Understands that conflicts are especially difficult to resolve in situations in which there are few choices and little room for compromise		■				■
	Understands that the decisions of one generation both provide and limit the range of possibilities open to the next generation		■			■	■
	Understands that mass media, migrations, and conquest affect social change by exposing one culture to another			■	■	■	■
<b>ECONOMICS</b>							
Understands basic features of market structures and exchanges	Understands that the introduction of new products and production methods by entrepreneurs is an important form of competition and source of technological progress and economic growth			■		■	■
	Understands that externalities are unintended positive or negative side effects that result when the production or consumption of a good or service affects the welfare of people who are not the parties directly involved in the market exchange			■		■	■
<b>WRITING</b>							
Uses the stylistic and rhetorical aspects of writing	Uses a variety of techniques to provide supporting detail (e.g., analogies; anecdotes; restatements; paraphrases; examples; comparisons; visual aids, such as tables, graphs, and pictures)				■		■
	Organizes ideas to achieve cohesion in writing				■		■
<b>LISTENING AND SPEAKING</b>							
Uses listening and speaking strategies for different purposes	Uses criteria to evaluate own and others' effectiveness in group discussions and formal presentations (e.g., accuracy, relevance, and organization of information; clarity of delivery; relationships among purpose, audience, and content; types of arguments used; effectiveness of own contributions)	■	■	■	■	■	■
	Asks questions as a way to broaden and enrich classroom discussions	■	■	■	■	■	■
	Uses a variety of strategies to enhance listening comprehension	■	■	■	■	■	■
	Adjusts message wording and delivery to particular audiences and for particular purposes (e.g., to defend a position, to entertain, to inform, to persuade)	■	■	■	■	■	■
	Understands how style and content of spoken language varies in different contexts (e.g., style of different radio news programs, everyday language compared to language in television soap operas, tone of news bulletins on Aserious@ and youth-oriented stations) and how this influences interpretation of these texts	■	■	■	■	■	■
<b>TECHNOLOGY</b>							
Knows the characteristics and uses of computer hardware and operating systems	Knows of significant advances in computers and peripherals (e.g., data scanners, digital cameras)			■	■	■	■
	Uses a variety of input devices (e.g., keyboard, scanner, voice/sound recorder, mouse, touch screen)	■	■	■	■	■	■
Understands the relationships among science, technology, society, and the individual	Knows ways in which social and economic forces influence which technologies will be developed and used			■		■	■
	Knows that alternatives, risks, costs, and benefits must be considered when deciding on proposals to introduce new technologies or to curtail existing ones			■		■	■
	Observes common courtesies and acceptable use policies while telecomputing	■	■	■	■	■	■