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## Standards

**ENGLISH LANGUAGE ARTS STANDARDS\***

*National Council of Teachers of English/International Reading Association*

**Standard 1.** Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

**Standard 2.** Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.

**Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).

**Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

\*Only the standards relevant to this volume are listed.

**S O C I A L S T U D I E S S T A N D A R D S \***

*National Council for the Social Studies (NCSS)*

**NCSS THEME I: CULTURE**

Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

**NCSS THEME IV: INDIVIDUAL DEVELOPMENT AND IDENTITY**

Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can

- Identify and describe ways in which regional, ethnic, and national cultures influence individuals' daily lives.
- Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

**NCSS THEME IX: GLOBAL CONNECTIONS**

Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can

- Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

\*Only the standards relevant to this volume are listed.

## Standards

**NATIONAL GEOGRAPHY STANDARDS\***

*American Geographical Society, Association of American Geographers, National Geographic Society, National Council for Geographic Education*

**ESSENTIAL ELEMENT II: PLACES AND REGIONS**

The geographically informed person knows and understands

- **Standard 4:** The physical and human characteristics of places
- **Standard 6:** How culture and experience influence people's perception of places and regions

**ESSENTIAL ELEMENT III: PHYSICAL SYSTEMS**

The geographically informed person knows and understands

- **Standard 7:** The physical processes that shape the patterns of Earth's surface
- **Standard 8:** The characteristics and spatial distribution of ecosystems on Earth's surface

**ESSENTIAL ELEMENT IV: HUMAN SYSTEMS**

The geographically informed person knows and understands

- **Standard 9:** The characteristics, distribution, and migration of human populations on Earth's surface
- **Standard 10:** The characteristics, distribution, and complexity of Earth's cultural mosaics

\*Only the standards relevant to this volume are listed.

## Standards

- **Standard 11:** The patterns and networks of economic interdependence on Earth's surface
- **Standard 12:** The processes, patterns, and functions of human settlement
- **Standard 13:** How the forces of cooperation and conflict among people influence the division and control of Earth's surface

### ESSENTIAL ELEMENT V: ENVIRONMENT AND SOCIETY

The geographically informed person knows and understands

- **Standard 14:** How human actions modify the physical environment

### ACKNOWLEDGMENTS

A special thank you to Mark Brazaitis, Kimberly Ross Camara, John Deever, Jordan Earl, Peter Hessler, Leita Kaldi, Robin Solomon, Craig Storti, Mike Tidwell, Jim Toner, Michael Varga, and Carrie Young—the Peace Corps writers who contributed their passages to *Uncommon Journeys*—to returned Peace Corps Volunteer Kerry Zahn for the cover photograph, and to returned Peace Corps Volunteer John Coyne, of [peacecorpswriters.org](http://peacecorpswriters.org), for helping to identify writers for this book.

The Peace Corps acknowledges with gratitude the following educators in Anne Arundel County, Maryland, for their review of the lessons in *Uncommon Journeys*: Aubrey Baden III, Gail Dabbs, Jeanine Perry, Sheila Postlethwaite, and Matt Shagogue, Archbishop Spalding High School, Severn; Elaine Boothby and Barbara Rader, South River High School, Edgewater; Scott Forbes, North County High School, Glen Burnie; Mary Kasper, Northeast High School, Pasadena; Bengt Johnson and Matthew McCormick, Indian Creek School, Crownsville; Marilyn Morris-Revelle, Southern High School, Harwood; and Sean Swanson, Old Mill High School, Millersville.