

INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

OPERATION CODE CRACKER

NATIONAL MATHEMATICS STANDARDS:

Grade 6-8:

- Collect data using observations, surveys, and experiments.
- Describe, extend, and make generalizations about geometric and numeric patterns.
- Represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic rules.

COMMON CORE STANDARDS:

Standards for Speaking and Listening K-5:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

SPY SCIENCE: OPERATION STEM

NATIONAL MATHEMATICS STANDARDS:

Grade 6-8:

- Collect data using observations, surveys, and experiments.
- Describe, extend, and make generalizations about geometric and numeric patterns.
- Represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic rules.

COMMON CORE STANDARDS:

STANDARDS FOR SPEAKING AND LISTENING K-5:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NEXT GENERATION SCIENCE STANDARDS:

4th grade:

4. Energy:

- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

5th grade:

5-PS1 Matter and Its Interactions:

- 5-PS1-3 Make observations and measurements to identify materials based on their properties

INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

NEXT GENERATION SCIENCE STANDARDS (cont.):

3-5-ETS1 Engineering Design:

- 3-5-ETS1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Middle School:

MS-ETS1 Engineering Design:

- MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES

SCIENCE, TECHNOLOGY, AND SOCIETY

Middle Grades:

Use scientific findings and forms of technology to formulate possible solutions to real-life issues and problems, and predict outcomes.

INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

RED, WHITE, AND SPY

COMMON CORE STANDARDS:

STANDARDS FOR SPEAKING AND LISTENING K-5:

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES

TIME, CONTINUITY, AND CHANGE

Middle Grades:

- Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources.

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Middle Grades:

- Identify and analyze the impact of tensions between and among individuals, groups, and institutions.
- Understand examples of tensions between belief systems and governmental actions and policies.

DISTRICT OF COLUMBIA SOCIAL STUDIES STANDARDS

4.9. Students describe the course and consequences of the American Revolution.

2. Understand the roles of the American and British leaders, and the Indian leaders' alliances on both sides

4. Identify the contributions of France, Spain, the Netherlands, and Russia, as well as certain individuals to the outcome of the Revolution.

CUBAN MISSILE CRISIS SIMULATION

COMMON CORE STANDARDS:

STANDARDS FOR READING 6-12:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6. Assess how point of view or purpose shapes the content and style of a text.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.

STANDARDS FOR SPEAKING AND LISTENING 6-12:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-12:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

6. Assess how point of view or purpose shapes the content and style of a text.

STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-12:

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

DISTRICT OF COLUMBIA SOCIAL STUDIES STANDARDS

WORLD HISTORY AND GEOGRAPHY (grade 10):

10.10. Students explain the causes, major events, and global consequences of the Cold War.

4. Describe the conflicts involving Latin America, including the Cuban Missile Crisis and U.S. support of the Contras in Nicaragua.

10.14. Students analyze the major developments in Latin America since World War II.

3. Describe Cuba as a theater of the Cold War, including the role of Fidel Castro and the Cuban Missile Crisis.

US HISTORY AND GEOGRAPHY (grade 11):

11.9. Students trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy.

2. Explain how the world was divided into two realms, the free world and the communist world, led by two superpowers, and explain how these “worlds” competed with each other (spying, misinformation and disinformation campaigns, sabotage, and infiltration).

6. Explain the Bay of Pigs Invasion and the Cuban Missile Crisis.

PRINCIPLES OF U.S. GOVERNMENT (grade 12)

12.5. Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

8. Understand the scope of presidential power and decision-making through examination of case studies, such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES

TIME, CONTINUITY, AND CHANGE

Middle Grades:

- Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources.
- Research and analyze past periods, events, and issues, using a variety of primary sources as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of a source to develop a supportable interpretation.
- Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times.

High School:

- Research and analyze past periods, events, and recurring issues, using a variety of primary sources, as well as secondary sources; validate and weigh evidence for claims, check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence.
- Evaluate the impact of the institutions, values, and beliefs of people in the past on important historical decisions and developments, and compare different interpretations of the causes and consequences of these decisions and developments.

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Middle Grades:

- Identify and analyze the impact of tensions between and among individuals, groups, and institutions.
- Understand examples of tensions between belief systems and governmental actions and policies.

INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

High School:

- Analyze instances of tension between individual expression and group conformity.
- Understand examples of tensions between belief systems and governmental actions and policies.
- Examine the belief systems of specific contemporary and historical movements that have cause them to advocate public policies.

POWER, AUTHORITY, AND GOVERNANCE

Middle Grades:

- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations.

High School:

- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations.
- Evaluate the role of technology in communications, transportations, information-processing, weapons development, and other areas as it contributes to conflict and cooperation among groups and nations.

GLOBAL CONNECTIONS

Middle Grades:

- Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations.

WORLD HISTORY CONTENT STANDARDS:

ERA 9: THE 20TH CENTURY SINCE 1945: PROMISES AND PARADOXES:

Standard 1B: The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.

- Explain the causes and international and local consequences of major Cold War crises, such as the Berlin blockade, the Korean War, the Polish workers' protest, the Hungarian revolt, the Suez crisis, the Cuban missile crisis, the Indonesian civil war, and the Soviet invasion of Czechoslovakia.

INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

OPERATION SPY: STUDENT ADVENTURE

COMMON CORE STANDARDS:

STANDARDS FOR READING 6-12:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-12:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES

POWER, AUTHORITY, AND GOVERNANCE

High School:

- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations.

GLOBAL CONNECTIONS

High School:

Describe and explain conditions and motivations that contribute to conflict and cooperation, and interdependence among groups, societies, and nations.



INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

DISTRICT OF COLUMBIA SOCIAL STUDIES STANDARDS

1.14. Students analyze the important foreign policies of and events that took place during the administrations of presidents Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush.

9. Describe America's response to the September 11, 2001, terrorist attack on the World Trade Center and Pentagon, including the intervention in Afghanistan and invasion of Iraq.

ELECTIONS AND THE POLITICAL PROCESS (grade 12)

12.7. Students evaluate and take and defend positions on the influence of the media on American political life.

3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

SPY'S EYE VIEW

NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT:

9-12 Content Standards:

What is the Relationship of the United States to Other Nations and to World Affairs?

- How is the world organized politically?
- How do the domestic politics and constitutional principles of the United States affect its relations with the world?
- How has the United States influenced other nations, and how have other nations influenced American politics and society?

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES

High School:

TIME, CONTINUITY, AND CHANGE

- Evaluate the impact of the institutions, values, and beliefs of people in the past on important historical decisions and developments, and compare different interpretations of the causes and consequences of these decisions and developments.

POWER, AUTHORITY, AND GOVERNANCE

- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations.
- Evaluate the role of technology in communications, transportations, information-processing, weapons development, and other areas as it contributes to conflict and cooperation among groups and nations.

SCIENCE, TECHNOLOGY, AND SOCIETY

- Ask and find answers to questions about the impact of science and technology in the past and present, and in different places and societies.
- Describe and explain conditions and motivations that contribute to conflict and cooperation, and interdependence among groups, societies, and nations.

INTERNATIONAL SPY MUSEUM CURRICULUM STANDARDS

GLOBAL CONNECTIONS

- Analyze and evaluate the effects of changing technologies on the global community.
- Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territorial rights, economic development, the use of natural resources, and human rights.