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**Middle Grades**

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<b>I. Culture</b>	
Social studies programs should include experiences that provide for the study of <i>culture and cultural diversity</i> , so that the learner can:	
<b>Performance Expectations</b>	
a. compare similarities and differences in the way groups, societies, and cultures meet human needs and concerns;	The following Software and SmartFiles address this objective: <i>Bugs, Burgers, &amp; Other Treats; Cool Classrooms; Extreme Homes; Kids Around the World; New Lives</i>
b. explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;	The following Software and SmartFiles address this objective: <i>The Amazing Aztecs; Buried City; Civil War Heroes; Cool Classrooms; Freedom Fighters</i>
c. explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture;	The following Software and SmartFiles address this objective: <i>Brain Games; From Trash to Treasure; Keep on Dancing</i>
d. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs;	The following Software and SmartFiles address this objective: <i>Cool Classrooms; Extreme Homes; Kids Around the World</i>
e. articulate the implications of cultural diversity, as well as cohesion, within and across groups.	The following Software and SmartFiles address this objective: <i>Civil War Heroes; Freedom Fighters; Heroes of the Revolution; New Lives; The Old West; Undercover Heroes</i>

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<b>II. Time, Continuity, &amp; Change</b>	
Social studies programs should include experiences that provide for the study of <i>the ways human beings view themselves in and over time</i> , so that the learner can:	
<b>Performance Expectations</b>	
a. demonstrate an understanding that different scholars may describe the same event or situation in diverse ways but must provide reasons or evidence for their views;	The following Software and SmartFiles address this objective: <i>Big Fakes; Civil War Heroes; Freedom Fighters; Heroes of the Revolution; The Old West; Trailblazers</i>
b. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;	The following Software and SmartFiles address this objective: <i>The American Railroad; Big Fakes; Freedom Fighters; Trailblazers; Undercover Heroes</i>
c. identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others;	The following Software and SmartFiles address this objective: <i>The American Railroad; Big Fakes; Trailblazers; Undercover Heroes</i>
d. identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing validity, and weighing evidence for claims, checking credibility of sources, and searching for causality;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
e. develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
f. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.	The following Software and SmartFiles address this objective: <i>Freedom Fighters; The Old West; Animal Rescuers; Big Decisions; New Lives; Rules of Your Life; You Be the Judge</i>

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**Middle Grades**

National Council for the Social Studies Curriculum Standards Middle Grades	Scholastic <i>ReadAbout</i> ©2005
<b>III. People, Places &amp; Environments</b>	
Social studies programs should include experiences that provide for the study of <i>people, places, and environments</i> , so that the learner can:	
<b>Performance Expectations</b>	
a. elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
b. create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
c. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
d. estimate distance and calculate scale and distinguish other geographic relationships such as population density and spatial distribution patterns;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
e. locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans and explain their relationships within the ecosystem;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
f. describe physical system changes, such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them;	The following Software and SmartFiles address this objective: <i>Deep in the Earth; Earth Shakers; Killer Snow; Twisters; Disasters!; Balloons &amp; Zeppelins</i>
g. describe how people create places that reflect cultural values and ideals as they	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .

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build neighborhoods, parks, shopping centers, and the like;	
h. examine, interpret and analyze physical and cultural patterns and their the interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
i. describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;	The following Software and SmartFiles address this objective: <i>Deep in the Earth; Earth Shakers; Killer Snow; Twisters; Disasters!</i>
j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;	The following Software and SmartFiles address this objective: <i>Deep in the Earth; Earth Shakers; Killer Snow; Twisters; Disasters!</i>
k. propose, compare and evaluate alternative uses of land and resources and land in communities, regions, nations, and the world.	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
<b>IV. Individual Development &amp; Identity</b>	
Social studies programs should include experiences that provide for the study of <i>individual development and identity</i> , so that the learner can:	
<b>Performance Expectations</b>	
a. relate personal changes to social, cultural, and historical contexts;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
b. describe personal connections to place—especially place as associated with community, nation, and world;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
c. describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .

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**Middle Grades**

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d. relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
e. identify and describe ways regional, ethnic, and national cultures influence individual's daily lives;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
f. identify and describe the influence of perception, attitudes, values, and beliefs on personal identity;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
g. identify and interpret examples of stereotyping, conformity, and altruisms;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
h. work independently and cooperatively to accomplish goals.	Students are given the opportunity to work independently and cooperatively in every topic.
<b>V. Individuals, Groups, &amp; Institutions</b>	
Social studies programs should include experiences that provide for the study of <i>individual, groups, and institutions</i> , so that the learner can:	
<b>Performance Expectations</b>	
a. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups;	The following Software and SmartFiles address this objective: <i>Civil War Heroes; Freedom Fighters; The Old West</i>
b. analyze group and institutional influences on people, events, and elements of culture;	The following Software and SmartFiles address this objective: <i>Living With Wild Animals; Civil War Heroes; Freedom Fighters; The Old West</i>
c. describe the various forms institutions take and the interactions of people within institutions;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
d. identify and analyze examples of tension between expressions of individuality and group or institutional efforts to promote	The following Software and SmartFiles address this objective: <i>Civil War Heroes; Freedom Fighters</i>

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**Middle Grades**

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social conformity;	
e. identify and analyze examples of tension between belief systems and government policies and laws;	The following Software and SmartFiles address this objective: <i>Civil War Heroes; Freedom Fighters</i>
f. describe the role of institutions in furthering both continuity and change;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
g. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
<b>VI. Power, Authority, &amp; Governance</b>	
Social studies programs should include experiences that provide for the study of <i>how people create and change structures of powers, authority, and governance</i> , so that the learner can:	
<b>Performance Expectations</b>	
a. examine persistent issues involving the rights, roles, and the status of the individual in relation to the general welfare;	The following Software and SmartFiles address this objective: <i>Freedom Fighters</i>
b. describe the purpose of government and how its powers are acquired, used and justifies;	The following Software and SmartFiles address this objective: <i>Big Decisions; Rules of Your Life</i>
c. analyze and explain ideas and government mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security;	The following Software and SmartFiles address this objective: <i>Freedom Fighters; Rules of Your Life</i>
d. describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
e. identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government;	The following Software and SmartFiles address this objective: <i>Big Decisions; Rules of Your Life</i>

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f. explain conditions, actions, and motivations that contribute to cooperation within and among groups and nations;	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>
g. describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;	The following Software and SmartFiles address this objective: <i>From Hollywood to Hip-Hop; High-Tech Superstars; How TV Tries to Trick You</i>
h. explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;	The following Software and SmartFiles address this objective: <i>Freedom Fighters; The Old West</i>
i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.	The following Software and SmartFiles address this objective: <i>New Lives; Rules of Your Life</i>
<b>VII. Production, Distribution, &amp; Consumption</b>	
Social studies programs should include experiences that provide for the study of <i>how people organize for the production, distribution, and consumption of goods and services</i> , so that the learner can:	
<b>Performance Expectations</b>	
a. give and explain examples of ways that economic systems structure choices about how goods and services are produced and distributed;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
b. describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
c. explain the difference between private and public goods and services;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
d. describe a range of example of the various institutions that make up economic systems such as households, business firms, banks,	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .

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**Middle Grades**

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government agencies, labor unions, and corporations;	
e. describe the role of specialization and exchange in the economic process;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
f. explain and illustrate how values and beliefs influence different economic decisions;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
g. differentiate among various forms of exchange and money;	The following Software and SmartFiles address this objective: <i>Precious Metals</i>
h. compare basic economic systems according to who determines what is produced, distributed, and consumed;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
i. use economic concepts to help explain historical and current developments and issues in local, national, or global contexts;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
j. use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education.	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .



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<b>VIII. Science, Technology, &amp; Science</b>	
Social studies programs should include experiences that provide for the study of <i>relationships among science, technology, and society</i> , so that the learner can:	
<b>Performance Expectations</b>	
a. examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine and warfare;	The following Software and SmartFiles address this objective: <i>Inside Your Brain; Life Savers; Shocking Discoveries; Animal Rescuers</i>
b. show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, and economic needs, wants, and security;	The following Software and SmartFiles address this objective: <i>Animal Journeys; Deep in the Earth; Earth Shakers; Inside Your Brain; Killer Snow; Animal Rescuers</i>
c. describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, application of atomic energy, and genetic discoveries;	The following Software and SmartFiles address this objective: <i>Animal Journeys; Inside Your Brain; Life Savers; Shocking Discoveries; Space Junk &amp; Satellites</i>
d. explain the need for laws and policies that govern scientific and the technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio, and television;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
e. seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .

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**Middle Grades**

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<b>IX. Global Connections</b>	
Social studies programs should include experiences that provide for the study of <i>global connections and interdependences</i> , so that the learner can:	
<b>Performance Expectations</b>	
a. describe instances in which language, art, music, belief systems, and other cultural elements may facilitate global understanding or cause misunderstanding;	The following Software and SmartFiles address this objective: <i>From Trash to Treasure; How TV Tries to Trick You; Keep on Dancing</i>
b. analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations;	The following Software and SmartFiles address this objective: <i>Civil War Heroes; Freedom Fighters; The Old West</i>
c. describe and analyze the effects of changing technologies on the global community;	The following Software and SmartFiles address this objective: <i>From Hollywood to Hip-Hop</i>
d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality;	The following Software and SmartFiles address this objective: <i>Animal Rescuers</i>
e. describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territory, natural resources, trade, use of technology, and welfare of people;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
f. demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights,;	The following Software and SmartFiles address this objective: <i>Freedom Fighters; The Old West</i>
g. identify and describe the roles of international and multinational organizations.	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .

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<b>X. Civic Ideals &amp; Practices</b>	
Social studies programs should include experiences that provide for the study of <i>the ideals, principles, and practices of citizenship in a democratic republic</i> , so that the learner can:	
<b>Performance Expectations</b>	
a. examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;	The following Software and SmartFiles address this objective: <i>Big Decisions; You Be the Judge</i>
b. identify and interpret sources and examples of rights and responsibilities of citizens;	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>
c. locate, access, analyze, organize and apply information about selected public issues—recognizing and explaining multiple points of view;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
d. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>
e. explain and analyze various forms of citizen action that influence public policy decisions;	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>
f. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
g. analyze the influence of diverse forms of public opinion on the development of public policy and decision-making;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
h. analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .

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**Middle Grades**

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<p>i. explain the relationship between policy statements and action plans used to address issues of public concern;</p>	<p>This objective falls outside the scope of <i>Scholastic ReadAbout</i>.</p>
<p>j. examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.</p>	<p>The following Software and SmartFiles address this objective: <i>You Be the Judge</i></p>