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**correlated to**  
**National Council for the Social Studies Curriculum Standards**  
**Early Grades**

<b>National Council for the Social Studies Curriculum Standards Early Grades</b>	<b>Scholastic <i>ReadAbout</i> ©2005</b>
<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. explore and describe similarities and differences in the way groups, societies, and cultures address similar 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. give examples of how experiences may be interpreted differently 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. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;	The following Software and SmartFiles address this objective: <i>Buried City; Civil War Heroes; Cool Classrooms; Fashions of the Past; Kids Around the World; From Trash to Treasure; Keep on Dancing</i>
d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;	The following Software and SmartFiles address this objective: <i>The Amazing Aztecs; Cool Classrooms; Extreme Homes; Freedom Fighters; Journey to the South Pole; The Old West; New Lives; Undercover Heroes</i>
e. give examples and describe the importance of culture unity and diversity within and across groups.	The following Software and SmartFiles address this objective: <i>Civil War Heroes; Freedom Fighters; Heroes of the Revolution; The Old West; New Lives; 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 people may describe the same event or situation in diverse ways, citing reasons for the difference in views;	The following Software and SmartFiles address this objective: <i>The American Railroad; Civil War Heroes; Cool Classrooms; Freedom Fighters; Heroes of the Revolution; The Old West; Big Decisions; Undercover Heroes</i>
b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;	The following Software and SmartFiles address this objective: <i>Mighty Magnets; High-Speed Sports; Shocking Discoveries; Secrets of the Thrill Rides; Animals in Danger; Killer Snow; Sun, Moon, &amp; Stars; Deep in the Earth; Top of the World; Twisters; Plant Planet; Animal Journeys; Super Foods; Inside Your Brain; The American Railroad; Bugs, Burgers &amp; Other Treats; Extreme Homes; From Trash to Treasure; Rules of Your Life; Animal Heroes; Undercover Heroes</i>
c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;	The following Software and SmartFiles address this objective: <i>Creature Teachers; Space Junk &amp; Satellites; Killer Snow; Sun, Moon &amp; Stars; Top of the World; Twisters; Living With Wild Animals; Brain Games; A Fungus Among Us; The Old West; Freedom Fighters; Trailblazers; The American Railroad; Kids Around the World; The Amazing Aztecs; Big Fakes; Life in the Everglades; Unusual Instruments; Ultimate Athletes; How TV Tries to Trick You; Unusual Hotels; Animal Rescuers; Balloons &amp; Zeppelins</i>
d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .

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e. demonstrate an understanding that people in different times and places view the world differently;	The following Software and SmartFiles address this objective: <i>The American Railroad; Civil War Heroes; Cool Classrooms; Freedom Fighters; Heroes of the Revolution; The Old West; Big Decisions; Undercover Heroes</i>
f. use knowledge of facts and concepts drawn from history, along with elements 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>
<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. construct and use 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. 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 atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
d. estimate distance and calculate scale;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
f. describe and speculate about physical	The following Software and SmartFiles

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system changes, such as seasons, climate and weather, and the water cycle;	address this objective: <i>Killer Snow; Twisters; Journey to the South Pole; Life in the Everglades; Balloons &amp; Zeppelins</i>
g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;	The following Software and SmartFiles address this objective: <i>Cool Classrooms; Extreme Homes</i>
h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locals and regions;	The following Software and SmartFiles address this objective: <i>The American Railroad</i>
i. explore ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another;	The following Software and SmartFiles address this objective: <i>Deep in the Earth; Earth Shakers; Buried City; 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;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .

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<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. describe personal changes over time, such as those related to physical development and personal interests;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
b. describe personal connections to place—especially place as associated with immediate surroundings;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
c. describe the unique features of one's nuclear and extended families;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
d. show how learning and physical development affect behavior;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
g. analyze a particular event to identify reasons individuals might respond to it in different ways;	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.

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<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. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, 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. identify examples of institutions and describe the interactions of people with institutions;	The following Software and SmartFiles address this objective: <i>Freedom Fighters; The Old West</i>
d. identify and describe examples of tension between and among individuals, groups, or institutions, and how belonging to more than one groups can cause internal conflicts;	The following Software and SmartFiles address this objective: <i>Civil War Heroes; Freedom Fighters; The Old West</i>
e. identify and describe examples of tension between an individual's beliefs and government policies and laws;	The following Software and SmartFiles address this objective: <i>Living With Wild Animals; Freedom Fighters; The Old West; Big Decisions</i>
f. give examples of the role of institutions in furthering both continuity and change;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
g. show how groups and institutions work to meet individual needs and promote the common good and identify examples of where they fail to do so.	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .

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<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 the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
b. explain the purpose of government;	The following Software and SmartFiles address this objective: <i>Big Decisions; Rules of Your Life</i>
c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;	The following Software and SmartFiles address this objective: <i>Rules of Your Life</i>
d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;	The following Software and SmartFiles address this objective: <i>Big Decisions; Rules of Your Life</i>
f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;	The following Software and SmartFiles address this objective: <i>Civil War Heroes; Freedom Fighters; Heroes of the Revolution; Secret Messages; Undercover Heroes</i>
g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or help to 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. recognize and give examples of the	The following Software and SmartFiles

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tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.	address this objective: <i>Freedom Fighters; The Old West</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 examples that show how scarcity and choice govern our economic decision;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
b. distinguish between needs and wants;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
c. identify examples of private and public goods and services;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;	The following Software and SmartFiles address this objective: <i>Cool Colleges; Cool Jobs</i>
f. describe the influence of incentives, values, traditions, and habits on economic decisions;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
g. explain and demonstrate the role of money in everyday life;	The following Software and SmartFiles address this objective: <i>Precious Metals</i>
h. describe the relationship of price to supply and demand;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .



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i. use economic concepts such as supply, demand, and price to help explain events in the community and nation;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
j. apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
<b>VIII. Science, Technology, &amp; Society</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. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communications;	The following Software and SmartFiles address this objective: <i>Animal Journeys; Inside Your Brain; Life Savers; Shocking Discoveries; Space Junk &amp; Satellites; Super Vision; From Hollywood to Hip-Hop</i>
b. identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forest due to extraction of resources or alternative uses;	The following Software and SmartFiles address this objective: <i>Shocking Discoveries; Space Junk &amp; Satellites</i>
c. describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment;	The following Software and SmartFiles address this objective: <i>Animal Journeys; Life Savers; Shocking Discoveries</i>
d. identify examples of laws and policies that govern scientific and the ecological application, such as the Endangered Species Act and environmental protection policies;	The following Software and SmartFiles address this objective: <i>Animals in Danger; Living With Wild Animals; Animal Rescuers</i>

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e. suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good.	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
<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. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;	The following Software and SmartFiles address this objective: <i>From Trash to Treasure; Keep on Dancing</i>
b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
c. examine the effects of changing technologies on the global community;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species;	The following Software and SmartFiles address this objective: <i>Animals in Danger; Deep in the Earth; Living With Wild Animals; Animals Rescuers</i>
e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;	The following Software and SmartFiles address this objective: <i>Living With Wild Animals; Animal Rescuers</i>
f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.	The following Software and SmartFiles address this objective: <i>Freedom Fighters</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. identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations;	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>
b. identify examples of rights and responsibilities of citizens;	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>
c. locate, access, organize and apply information about an issue of public concern from multiple points of view;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;	This objective falls outside the scope of <i>Scholastic ReadAbout</i> .
e. explain actions citizens can take to influence public policy decisions;	The following Software and SmartFiles address this objective: <i>Living With Wild Animals</i>
f. recognize that a variety of formal and informal actors influence and shape public policy;	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>
g. examine the influence of public opinion on personal decision-making and government policy on public issues;	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>
h. examine how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>

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i. describe how public policies are used to address issues of public concern;	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>
j. recognize and interpret how "common good" can be strengthened through various forms of citizen action.	The following Software and SmartFiles address this objective: <i>You Be the Judge</i>