

**Reading for Information
Grade 2
Correlations to Delaware Content Standards**

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Delaware Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>Standard 6: Life Processes Enduring Understandings: All organisms transfer matter and convert energy from one form to another. Both matter and energy are necessary to build and maintain structures within the organisms.</p> <ul style="list-style-type: none"> • Observe a variety of plants and animals. Compare specific needs that are common to plants and animals of the same group (i.e., all fish need water but some fish need cold water to live and some need warm water to live, all plants need water but some need a humid environment and some need a dry environment). <p>Standard 7: Diversity and Continuity of Living Things Enduring Understandings: Organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.</p> <ul style="list-style-type: none"> • Observe the life cycle of a selected organism (e.g., plant, butterfly, frog, etc.) and recognize that the stages of the life cycle are predictable and describable.

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Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Delaware Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Standard 5: Earth’s Dynamic Systems Enduring Understandings: Earth’s systems can be broken down into individual components which have observable measurable properties.</p> <ul style="list-style-type: none"> • Observe and identify basic components of soil. Use the senses to observe and then describe the physical properties of soil components. • Conduct simple tests to identify the three basic components of soil (sand, clay, humus) and to compare and contrast the properties of each of the components). • Interpret test results (touch and roll, smear, settling, ability to absorb and retain water) and draw conclusions about a soil’s components). • Record and organize the results of soil tests and explain these results through writing, drawing, and discussion. • Reflect on the test results and predict how plants will grow in different soil components. Apply this knowledge to describe how the properties of each soil component contribute to an appropriate soil mixture in growing plants.
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Standard 3: Energy and Its Effects Enduring Understandings: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the transfer of different forms of energy.</p> <ul style="list-style-type: none"> • Investigate how to change an object’s movement by giving it a push or pull. Demonstrate that the greater the force, the greater the change in motion of the object. Summarize this understanding through the use of visuals or writing. • Demonstrate that when the pushes and pulls acting on an object are balanced, the object will not move. Investigate the conditions necessary for objects to balance. Describe how the object was made to balance.

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [Places].</p> <p>Geography Standard Three K-3a: Students will be able to identify types of human settlement, connections between settlements, and the types of activities found in each.</p> <ul style="list-style-type: none"> • Identify types of human settlements, connections between settlements, and the types of activities found in each.
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>Civics Standard Two K-3a: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.</p> <ul style="list-style-type: none"> • Explain the requirements of a healthy democracy.
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>Economics Standard two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>Economics Standard Two K-3a: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.</p> <ul style="list-style-type: none"> • Explain why different forms of money are valued and how using a medium of exchange makes trade easier.

**Reading for Information
Grade 3
Correlations to Delaware Content Standards**

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Delaware Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Grade 2 Standard Standard 8: Ecology</p> <p>Enduring Understanding: Organisms and their environments are interconnected. Changes in one part of the system will affect other parts of the system.</p> <ul style="list-style-type: none"> • Observe the plants and animals living in an environment. Identify ways in which plants and animals benefit from each other (e.g., animals use plants for food and shelter, and plants need insects to spread pollen).

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Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Delaware Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Grade 4 Standard Standard 4: Earth in Space Enduring Understanding: There are observable, predictable patterns of movement in the Sun, Earth, and Moon system that account for day and night.</p> <ul style="list-style-type: none"> • Observe and describe the path of the Sun as it appears to move across the sky from east to west during the course of a day. • Use models to describe how Earth’s rotation on its axis causes one half of the Earth to always be illuminated by the Sun (day) and one half to not be illuminated by the Sun (night). Apply this model of the rotating Earth to explain why the Sun appears to move across the sky each day from east to west. • Using newspapers, the internet, and actual sky observations when possible, charts the appearance of the Moon in the night sky over the course of at least two months. Classify the Moon’s appearance by using the terms new, first quarter, full, last (third) quarter. <p>Enduring Understanding: Most objects in the Solar System orbit the Sun.</p> <ul style="list-style-type: none"> • Identify and order the major planets and describe how they all revolve around the Sun. • Research and develop a short report on one of the planets in the Solar System. Compare the information learned in the reports.
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Standard 2: Materials and Their Properties Enduring Understanding: The structures of materials determine their properties.</p> <ul style="list-style-type: none"> • Observe and describe changes in the properties of water as it changes from solid to liquid to gas.

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>Civics Standard Three K-3a: Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).</p> <ul style="list-style-type: none"> • Explain the relationship between rights and responsibilities. • Understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving). <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].</p> <p>Civics Standard Four K-3a: Student will acquire the skills necessary for participating in a group, including defining on objective, dividing responsibilities, and working cooperatively.</p> <ul style="list-style-type: none"> • Interpret how people work together to explain what makes an effective participant in a group. • Acquire the skills necessary for participating in a group, including defining on objective, dividing responsibilities, and working cooperatively.

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>Economic Standard One K-3a: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.</p> <ul style="list-style-type: none"> • Interpret choices of consumers and producers to explain how people satisfy wants. • Understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. <p>Economic Standard One K-3b: Students will apply the concept that economic choices require balancing of costs incurred with benefits received.</p> <ul style="list-style-type: none"> • Analyze a choice between two resources in order to explain how to make the best decision. • Apply the concept that economic choices require the balancing of costs incurred with benefits received.
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [Environment].</p> <p>Geography Standard Two K-3a: Students will distinguish different types of climate and landforms and explain why they occur.</p> <ul style="list-style-type: none"> • Explain how different climates and landforms affect human activity. • Distinguish different types of climate and landforms and explain why they occur.

**Reading for Information
Grade 4
Correlations to Delaware Content Standards**

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Delaware Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Linking Living Things • Food Chains in Action • Food Chains and Food Webs 	<p>Standard 6: Life Processes Enduring Understandings: All organisms transfer matter and convert energy from one form to another. Both matter and energy are necessary to build and maintain structures within the organism.</p> <ul style="list-style-type: none"> • Recognize that plants need light energy from the sun to make food, while animals need to eat plants and/or other animals as their food.
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Standard 5: Earth's Dynamic Systems Enduring Understandings: Earth's components form systems. These systems continually interact at different rates of time, affecting the Earth locally and globally.</p> <ul style="list-style-type: none"> • Use stream tables to observe the creation of landforms as water flows over and through the land. Describe changes that result from the flowing of water, using correct geographic terminology (i.e., canyon, delta, tributary). Describe changes to the water as it flows over land (i.e., color, transparency). • Describe how fast-moving water and slow-moving water over the land affect erosion and deposition. • Use stream tables to model the effect of human activity on erosion and deposition. Describe how human activity (i.e., building a dam, clear cutting a forest, bulldozing a roadway) affects the amount of erosion and deposition and changes the environment.

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Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Delaware Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Standard 2: Materials and Their Properties Enduring Understandings: The structure of materials determines their properties.</p> <ul style="list-style-type: none"> • Test objects for their conductivity and classify the objects based on whether they conduct electricity (conductors) or do not conduct electricity (insulators). <p>Standard 3: Energy and Its Effects Enduring Understandings: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the transfer of the different forms of energy.</p> <ul style="list-style-type: none"> • Identify the basic components (i.e., battery, wires, bulbs, switch) of an electric circuit and understand their function. Draw an example circuit and label the important parts. Relate that circuits must take the form of complete (closed) loops before electrical energy can pass. • Use diagrams to illustrate ways that two light bulbs can be attached in simple series and in parallel to a battery to make a complete circuit. Explain any differences that will result in the brightness of the bulbs, depending upon the way they are connected to the battery. • Test objects for their conductivity and classify the objects based on whether they conduct electricity (conductors) or do not conduct electricity (insulators). Choose which materials would be used to construct a circuit and justify your choices. • Demonstrate through writing and drawing, a variety of ways to construct open, closed, simple parallel and series circuits. List the advantages and/or disadvantages of series and parallel circuits. • Use knowledge of electric circuits to explain how a wall switch can be used to “turn on” and “turn off: a ceiling lamp. • Observe diagrams or pictures of a variety of circuits and demonstrate how the switch can be used to open or close the circuit. <p>Enduring Understandings: Energy readily transforms from one form to another, but these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.</p> <ul style="list-style-type: none"> • Observe that electricity can be transformed into heat, light, and sound as well as the energy of motion. Explain that electrical circuits provide a means of transferring electrical energy from sources such as batteries to devices where it is transformed into heat, light, sound, and the energy of motion.

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What’s Out West? • Go West! • Westward Expansion 	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>History Standard One 4-5a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.</p> <ul style="list-style-type: none"> • Study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors. <p>History Standard Three: Students will interpret historical data [Interpretation]/</p> <p>History Standard Three 4-5a: Students will explain why historical accounts of the same events sometimes differ and will relate this explanation to the evidence presented or the point –of-view of the author.</p> <ul style="list-style-type: none"> • Explain why historical accounts of the same events sometimes differ and will relate this explanation to the evidence presented or the point –of-view of the author.

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
<p>Geography</p>	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment {Environment}.</p> <p>Geography Standard Two 4-5a: Students will apply a knowledge of topography, climate, soils and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment.</p> <ul style="list-style-type: none"> • Explain how humans have adapted to different environments. • Apply a knowledge of topography, climate, soils and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment. <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [Regions].</p> <p>Geography Standard Four 4-5a: Students will be able to apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural and other types of regions.</p> <ul style="list-style-type: none"> • Explain why a place is unique. • Explain how a place’s distinctiveness is affected by its location relative to larger physical, cultural, political, and economic regions. • Apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural and other types of regions.

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p>Civics Standard One 4-5a: Students will understand that governments have a variety of structures and exist for many purposes and that in American these are explained in the United States and State constitutions.</p> <ul style="list-style-type: none"> • Explain why the U.S. Constitution separates powers between the federal and state governments. • Understand that governments have a variety of structures and exist for many purposes and that in American these are explained in the United States and State constitutions. <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>Civics Standard Three 4-5a: Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.</p> <ul style="list-style-type: none"> • Explain why the Bill of Rights is important to American citizens. • Identify the fundamental rights of all American citizens as enumerated in the Bill of Rights. <p>Civics Standard Three 4-5b: Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.</p> <ul style="list-style-type: none"> • Apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World's Economy 	<p>Economics Standard Three: Students will understand different types of economic systems and how they change [Economic Systems].</p> <p>Economics Standard Three 4-5a: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.</p> <ul style="list-style-type: none"> • Identify different means of production, distribution, and exchange used within economic systems in different times and places.

**Reading for Information
Grade 5
Correlations to Delaware Content Standards**

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Delaware Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Your Body at Work • The Human Body • Your Body: A Complex Machine 	<p>Standard 6: Life Processes Enduring Understandings: Living systems demonstrate the complementary nature of structure and function.</p> <ul style="list-style-type: none"> • Recognize that the digestive system has many parts that work together to perform a function in humans and many other animals. <p>Grade 6 Standard Standard 6: Life Processes Enduring Understandings: Living systems, from the organismic to the cellular level, demonstrate the complementary nature of structure and function.</p> <ul style="list-style-type: none"> • Explain that human body systems are comprised of organs (e.g., the heart, the stomach, and the lungs) that perform specific functions within one or more system. • Label and describe the functions of the basic parts of the circulatory system including the heart, arteries, veins and capillaries. • Label and describe the functions of the basic parts of the respiratory system including the trachea, bronchi, and lungs. • Label and describe the functions of the basic parts of the digestive tract including the mouth, esophagus, stomach, small intestine, liver, large intestine (colon), rectum, and anus. • Express how the human circulatory, respiratory, and digestive systems work together to carry out life processes. <p>Enduring Understandings: All organisms transfer matter and convert energy from one form to another. Both matter and energy are necessary to build and maintain structures within the organism.</p> <ul style="list-style-type: none"> • Trace how the circulatory, respiratory, and digestive systems interact to transport the food and oxygen required to provide energy for life processes.

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Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Delaware Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Grade 4 Standard Standard 4: Earth in Space Enduring Understanding: There are observable, predictable patterns of movement in the Sun, Earth, and Moon system that account for day and night.</p> <ul style="list-style-type: none"> • Observe and describe the path of the Sun as it appears to move across the sky from east to west during the course of a day. • Use models to describe how Earth’s rotation on its axis causes one half of the Earth to always be illuminated by the Sun (day) and one half to not be illuminated by the Sun (night). Apply this model of the rotating Earth to explain why the Sun appears to move across the sky each day from east to west. • Using newspapers, the internet, and actual sky observations when possible, charts the appearance of the Moon in the night sky over the course of at least two months. Classify the Moon’s appearance by using the terms new, first quarter, full, last (third) quarter. <p>Enduring Understanding: Most objects in the Solar System orbit the Sun.</p> <ul style="list-style-type: none"> • Identify and order the major planets and describe how they all revolve around the Sun. • Research and develop a short report on one of the planets in the Solar System. Compare the information learned in the reports. <p>Enduring Understanding: Technology expands our knowledge of the Earth, Moon, and Sun System.</p> <ul style="list-style-type: none"> • Use photos gathered from terrestrial telescopes, robot probes, the Hubble telescope, and manned exploration of the Moon to examine pictures of the planets and Moon.

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Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Delaware Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Standard 2: Materials and Their Properties</p> <p>Enduring Understandings: The properties of the mixture are based on the properties of its components.</p> <ul style="list-style-type: none"> • Separate the components of a mixture by using the physical properties of the components and choosing the appropriate processes (e.g., evaporation, filtering). • Make and implement a plan to separate mixtures. Revise the plan based on evidence collected. Record and communicate the results. • Combine different amounts of solid materials and water. Compare the properties of these solutions (i.e., color, viscosity, clarity).

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • The Plantation System • Slavery in Early America • From Plantations to Abolition 	<p>History Standard Three: Students will interpret historical data [Interpretation]/ History Standard Three 4-5a: Students will explain why historical accounts of the same events sometimes differ and will relate this explanation to the evidence presented or the point –of-view of the author.</p> <ul style="list-style-type: none"> • Explain why historical accounts of the same events sometimes differ and will relate this explanation to the evidence presented or the point –of-view of the author.
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [Places]. Geography Standard Three 4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States.</p> <ul style="list-style-type: none"> • Apply site and situation to explain why places are of different size and different levels of economic activity. • Understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States.

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your American Government • Crafting the Constitution • How a Bill Becomes a Law 	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p>Civics Standard One 4-5b: Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.</p> <ul style="list-style-type: none"> • Explain why the U.S. Constitution separates powers in the federal government. • Explain how each branch of the U.S. government serves as a check on the other branches. • Understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers. <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>Civics Standard Three 4-5a: Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.</p> <ul style="list-style-type: none"> • Explain why the Bill of Rights is important to American citizens. • Identify the fundamental rights of all American citizens as enumerated in the Bill of Rights. <p>Civics Standard Three 4-5b: Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.</p> <p>Apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>Economics Standard Three: Students will understand different types of economic systems and how they change [Economic Systems].</p> <p>Economics Standard Three 4-5a: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.</p> <ul style="list-style-type: none"> • Identify different means of production, distribution, and exchange used within economic systems in different times and places.

**Reading for Information
Grade 6
Correlations to Delaware Content Standards**

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Delaware Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Grade 3 Standard Standard 6: Life Processes Enduring Understandings: Living systems demonstrate the complementary nature of structure and function.</p> <ul style="list-style-type: none"> • Sort and group plants and animals according to similarities in structures or functions of structures. Explain why the plants and animals have been grouped in this manner. <p>Grade 5 Standard Standard 7: Diversity and Continuity of Living Things Enduring Understandings: The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with adaptive traits survive, reproduce, and pass those traits to offspring.</p> <ul style="list-style-type: none"> • Recognize that there are many different kinds of vertebrates and invertebrates in the world's ecosystems with a diverse variety of organisms in each group.

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<p>Earth Science</p>	<ul style="list-style-type: none"> • Earth’s Resources • Understanding Natural Resources • Using Natural Resources 	<p>Grade 5 Standard Standard 3: Energy and Its Effects Enduring Understandings: People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy storied in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us.</p> <ul style="list-style-type: none"> • Recognize that solar energy, an inexhaustible source, is an alternative energy source to fossil fuels, an exhaustible source. Using books, computers, and other resources, search for ways we can use sunlight to heat and light our homes, and generate electrical energy. Report your results by making a poster, a written report or an oral presentation.
<p>Physical Science</p>	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Grade 3 Standard Standard 3: Energy and Its Effects Enduring Understandings: Changes take place because of the transfer of energy. Energy is transferred to matter through the actions of forces. Different forces are responsible for the transfer of the different forms of energy.</p> <ul style="list-style-type: none"> • Determine the effect of adding heat energy (warming) or removing heat energy (cooling) on the properties of water as it changes state (gas to liquid to solid, and vice versa). • Investigate and describe what happens when an object at a higher temperature is placed in direct contact with on object at a lower temperature. Record data and use the data to describe which way the heat energy is moving between the objects. <p>Grade 5 Standard Standard 3: Energy and Its Effects Enduring Understandings: Changes take place because of the transfer of energy. Energy is transferred to matter through the actions of forces. Different forces are responsible for the transfer of the different forms of energy.</p> <ul style="list-style-type: none"> • Explain how the flow of heat energy contributes to the melting and freezing processes. Describe which way heat energy must flow for liquid water to boil.

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>History Standard One 6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <ul style="list-style-type: none"> • Analyze long-term change using historical materials. • Draw conclusions from historical materials to explain the causes and effects of historical trends and themes. • Examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [Environment].</p> <p>Geography Standard Two 6-8a: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed, and been affected by, physical environments in the world’s sub-regions.</p> <ul style="list-style-type: none"> • Explain ways in which people change or affect the natural environment. • Apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed, and been affected by, physical environments in the world’s sub-regions. <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [Places].</p> <p>Geography Standard Three 6-8a: Students will identify and explain the major cultural patterns of human activity in the world’s sub-regions.</p> <ul style="list-style-type: none"> • Identify the world’s major cultural hearths and the extent of their geographic influence, using concepts of core and periphery. • Apply the different processes of geographic diffusion to show how different places around the world are affected by the spread of ideas from cultural hearths. • Identify and explain the major cultural patterns of human activity in the world’s sub-regions.

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Delaware Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy {Government}.</p> <p>Civics Standard One 6-8a: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.</p> <ul style="list-style-type: none"> • Explain why governments have different powers. • Explain how different powers of government are used. • Understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.

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Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Economics Standard Three: Students will understand different types of economic systems and how they change [Economic Systems].</p> <p>Economics Standard Three 6-8a: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <ul style="list-style-type: none"> • Explain how the amount and quality of resources and technology can influence the economic decision-making of producers and consumers. • Explain how cultural values can influence the factors of production, methods of distribution, and means of exchange. • Demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies. <p>Economics Standard Four: Students will examine the patterns and results of international trade [International Trade].</p> <p>Economics Standard Four 6-8a: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.</p> <ul style="list-style-type: none"> • Explain how specialization creates interdependence. • Analyze how government policies can affect trade. • Explain the costs and benefits to free trade policies. • Examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.