

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

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>Iowa Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Plants Live and Grow</li> <li>• Plants: Alive and Growing</li> <li>• Plants: Living and Growing</li> </ul>	B. Students can understand concepts and relationships in life science. <ol style="list-style-type: none"> <li>1. Students can understand structures of living things.</li> <li>2. Students can understand life cycles.</li> </ol>
Earth Science	<ul style="list-style-type: none"> <li>• All about Soil</li> <li>• What Is Soil?</li> <li>• Facts about Soil</li> </ul>	C. Students can understand concepts and relationships in Earth/space sciences. <ol style="list-style-type: none"> <li>1. Students can understand ideas about Earth’s composition and structure.</li> </ol>
Physical Science	<ul style="list-style-type: none"> <li>• It Takes Force</li> <li>• Making Things Move</li> <li>• Facts about Force</li> </ul>	D. Students can understand concepts and relationships in physical science. <ol style="list-style-type: none"> <li>1. Students can understand and apply concepts related to mechanics, forces, and motion.</li> </ol>

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Iowa Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> <li>• George Washington Carver</li> <li>• César Chávez</li> <li>• Sally Ride</li> </ul>	<p><b>National Center for History in the Schools</b></p> <p>Standard 2: The history of students’ own community and how communities in North America varied long ago.</p> <p>Standard 2A: The student understands the history of his or her local community.</p> <ul style="list-style-type: none"> <li>• Identify historical figures in the local community and explain their contributions and significance.</li> </ul> <p>Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols.</p> <p>Standard 4C. The student understands historic figures who have exemplified values and principles of American democracy.</p> <ul style="list-style-type: none"> <li>• Identify historical figures who believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance in their historical context and today.</li> <li>• Describe how historical figures in the United States and other parts of the world have advanced the rights of individuals and promoted the common good, and identify character traits such as persistence, problem solving, moral responsibility, and respect for others that made them successful.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Where We Live</li> <li>• Where Do You Live?</li> <li>• Your Land, Your Home</li> </ul>	<p><b>The Eighteen National Geography Standards</b></p> <p>Places and Regions:</p> <p>Standard 4: The physical and human characteristics of places.</p> <p>Human Systems:</p> <p>Standard 12: The process, patterns, and functions of human settlement.</p>
Civics	<ul style="list-style-type: none"> <li>• We Need Rules</li> </ul>	<p><b>National Standards for Civics and Government</b></p>

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	<p>and Laws</p> <ul style="list-style-type: none"> <li>• Rules and Laws</li> <li>• Following Laws and Rules</li> </ul>	<p>I. What is government and what should I do?</p> <p>E. What are the purposes of rules and laws?</p> <p>1. Purposes of rules and laws. Students should be able to explain the purposes of rules and laws and why they are important in their classroom, school, community, state, and nation.</p> <ul style="list-style-type: none"> <li>• Explain that rules and laws can be used to             <ul style="list-style-type: none"> <li>○ Describe ways people should behave</li> <li>○ Provide order, predictability, and security</li> <li>○ Protect rights</li> <li>○ Provide benefits</li> <li>○ Assign burdens or responsibilities</li> <li>○ Limit the power of people in authority.</li> </ul> </li> </ul> <p>F. How can you evaluate rules and laws?</p> <p>1. Evaluating rules and laws. Students should be able to explain and apply criteria useful in evaluating rules and laws.</p> <ul style="list-style-type: none"> <li>• Identify the strengths and weaknesses of a school rule or a state law by determining if it is             <ul style="list-style-type: none"> <li>○ Well designed to achieve its purpose</li> <li>○ Understandable, i.e., clearly written; purposes are explicit</li> <li>○ Possible to follow, i.e., does not demand the impossible</li> <li>○ Fair, i.e., not biased against or for any individual or group</li> <li>○ Designed to protect individual rights and promote the common good.</li> </ul> </li> </ul>
<p>Economics</p>	<ul style="list-style-type: none"> <li>• Why Do We Need Money?</li> <li>• Money and Work</li> <li>• Making Money</li> </ul>	<p><b>Voluntary National Content Standards in Economics</b></p> <p>Content Standard 5</p> <p>1. Exchange is trading goods and services with people for other goods and services or for money.</p> <p>2. The oldest form of exchange is barter-the direct trading of goods and services between people.</p> <p>Content Standard 10</p> <p>2. Saving is the part of income not spent on taxes or consumption.</p>

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		<p>Content Standard 12</p> <ol style="list-style-type: none"><li>1. Money is anything widely accepted as final payment for goods and services.</li><li>2. Money makes trading easier by replacing barter with transactions involving currency, coins, or checks.</li><li>3. People consume goods and services, not money; money is useful primarily because it can be used to buy goods and services.</li><li>5. Most countries create their own currency for use as money.</li></ol>
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**Reading for Information  
Grade 3  
Correlations to Iowa Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>Iowa Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Environments in Action</li> <li>• Ecosystems Everywhere!</li> <li>• Ecosystems</li> </ul>	B. Students can understand concepts and relationships in life science. 3. Students can understand environmental interaction and adaptation.
Earth Science	<ul style="list-style-type: none"> <li>• Objects in the Sky</li> <li>• Looking at Outer Space</li> <li>• Exploring Outer Space</li> </ul>	C. Students can understand concepts and relationships in Earth/space sciences. 3. Students can understand concepts relating to the universe.
Physical Science	<ul style="list-style-type: none"> <li>• Facts about Matter</li> <li>• Matter Matters</li> <li>• All about Matter</li> </ul>	D. Students can understand concepts and relationships in physical science. 3. Students can understand and identify properties and changes of matter.

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>Iowa Social Studies Standards Covered in Program</b>
Civics	<ul style="list-style-type: none"> <li>• Your Rights and Duties</li> <li>• Good Citizens</li> <li>• Rights and Responsibilities</li> </ul>	<p><b>National Standards for Civics and Government</b></p> <p>V. What are the roles of the Citizen in American Democracy?</p> <p>A. What does it mean to be a citizen of the United States?</p> <p>1. The meaning of citizenship. Students should be able to explain the meaning of citizenship in the United States.</p> <ul style="list-style-type: none"> <li>• Explain the important characteristics of citizenship in the United States. Specifically, citizenship               <ul style="list-style-type: none"> <li>○ Means that a person is recognized as a legal member of the nation</li> <li>○ Gives each person certain rights and privileges, e.g., the right to vote and to hold public office</li> <li>○ Means each person has certain responsibilities, e.g., respecting the law, voting, paying taxes, serving on juries.</li> </ul> </li> <li>• Explain that citizens owe allegiance or loyalty to the United States; in turn, they receive protection and other services from the government.</li> </ul> <p>C. What are important rights in the United States?</p> <p>1. Rights of individuals. Students should be able to explain why certain rights are important to the individual and to a democratic society.</p> <ul style="list-style-type: none"> <li>• Identify the following types of rights and explain their importance               <ul style="list-style-type: none"> <li>○ Personal rights</li> <li>○ Political rights</li> <li>○ Economic rights.</li> </ul> </li> </ul> <p>D. What are important responsibilities of Americans?</p> <p>1. Responsibilities of individuals. Students should be able to explain why certain responsibilities are important to themselves and their family, community, state, and nation.</p> <ul style="list-style-type: none"> <li>• Personal responsibilities, e.g., taking care of themselves, accepting responsibility for the consequences of their actions, taking advantage of the opportunity to be educated, supporting their families</li> <li>• Civic responsibilities, e.g., obeying the law, respecting the rights of others, being informed and attentive to the needs of the community, paying attention to how well their elected leaders are doing their jobs, communicating with their representatives in their school, local, state, and national governments, voting, paying taxes, serving on juries, serving in the</li> </ul>

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		armed forces.
Economics	<ul style="list-style-type: none"> <li>• What We Need, What We Want</li> <li>• Needs and Wants</li> <li>• Making Choices</li> </ul>	<p><b>Voluntary National Content Standards in Economics</b></p> <p>Content Standard 1</p> <ol style="list-style-type: none"> <li>1. People make choices because they can't have everything they want.</li> <li>2. Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity.</li> <li>6. Whenever a choice is made, something is given up.</li> </ol>
Geography	<ul style="list-style-type: none"> <li>• United States Landforms</li> <li>• Deserts and Coasts</li> <li>• Different Climates</li> </ul>	<p><b>The Eighteen National Geography Standards</b></p> <p>Physical Systems:</p> <p>Standard 7: The physical processes that shape the patterns of Earth's surface.</p> <p>Standard 8: The characteristics of and spatial distribution of ecosystems on Earth's surface.</p>
History	<ul style="list-style-type: none"> <li>• The Diné</li> <li>• The Yurok</li> <li>• The Nimi'ipuu</li> </ul>	<p><b>National Center for History in the Schools</b></p> <p>Standard 1: Family life now and in the recent past; family life in various places long ago.</p> <p>Standard 1B: The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.</p> <ul style="list-style-type: none"> <li>• Explain the ways that families long ago expressed and transmitted their beliefs and values through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language.</li> </ul> <p>Standard 2: The history of students' own local community and how communities in North America varied long ago.</p> <p>Standard 2B: The student understands how communities in North America varied long ago.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the different ways in which early Hawaiian and Native American peoples such as the Iroquois, the Sioux, the Hopi, the Nez Perce, the Inuit, and the Cherokee adapted to their various environments and created their patterns of community life long ago.</li> </ul>

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

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Iowa Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Linking Living Things</li> <li>• Food Chains in Action</li> <li>• Food Chains and Food Webs</li> </ul>	B. Students can understand concepts and relationships in life science. 3. Students can understand environmental interaction and adaptation.
Earth Science	<ul style="list-style-type: none"> <li>• The Earth Beneath Your Feet</li> <li>• Our Changing Planet</li> <li>• Earth's Changing Surface</li> </ul>	C. Students can understand concepts and relationships in Earth/space sciences. 1. Students can understand ideas about Earth's composition and structure. 2. Students can understand changes I and around Earth.
Physical Science	<ul style="list-style-type: none"> <li>• It's Shocking!</li> <li>• Power It Up!</li> <li>• What Is Electricity?</li> </ul>	D. Students can understand concepts and relationships in physical science. 2. Students can understand and apply the concept of energy.



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<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Iowa Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• What's Out West?</li> <li>• Go West!</li> <li>• Westward Expansion</li> </ul>	<p><b>National Center for History in the Schools</b></p> <p>Standard 3: The people, events, problems, and ideas that created the history of their state.            Standard 3C: The student understands the various other groups from regions throughout the world who came into his or her own state or region over time long-ago and recent past.</p> <ul style="list-style-type: none"> <li>• Use a variety of visual data, fiction and nonfiction sources, and speakers to identify the groups that have come into the state or region and to generate ideas about why they came.</li> </ul> <p>Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now and long ago.            Standard 5A: Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.</p> <ul style="list-style-type: none"> <li>• Draw upon data in historical maps, historical narratives, diaries, and other fiction or nonfiction accounts in order to chart various movements (westward, northward, and eastward) in the United States.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Regions of the United States</li> <li>• Land in the United States</li> <li>• Living in the United States</li> </ul>	<p><b>The Eighteen National Geography Standards</b></p> <p>Places and Regions:            Standard 4: The physical and human characteristics of places.</p> <p>Human Systems:            Standard 12: The process, patterns, and functions of human settlement.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Iowa Social Studies Standards Covered in Program</b>
Civics	<ul style="list-style-type: none"> <li>• Our Government</li> <li>• By the People, For the People</li> <li>• Our Democracy</li> </ul>	<p><b>National Standards for Civics and Government</b></p> <p>II. What are the most important values and principles of American democracy?</p> <p>C. Why is it important for Americans to share certain values, principles, and beliefs?</p> <p>1. American identity. Students should be able to explain the importance of Americans sharing and supporting certain values, principles, and beliefs.</p> <ul style="list-style-type: none"> <li>• Identify basic documents that set forth shared values, principles, and beliefs, e.g., Declaration of Independence, United States Constitution, and Bill of Rights, Pledge of Allegiance.</li> </ul> <p>III. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?</p> <p>A. What is the United States Constitution and why is it important?</p> <p>1. The meaning and importance of the United States Constitution. Students should be able to describe what the United States Constitution is and why it is important.</p> <ul style="list-style-type: none"> <li>• Is a written document that             <ul style="list-style-type: none"> <li>○ States that the basic purposes of their government are to protect individual rights and promote the common good</li> <li>○ Describes how the government is organized</li> </ul> </li> <li>• Limits the powers of government by saying what government can and cannot do</li> <li>• Is the highest law in the land; no government can make laws that take away rights it guarantees</li> <li>• Was created by people who believed that             <ul style="list-style-type: none"> <li>○ Government is established by and for the people</li> <li>○ Government is the servant of the people</li> <li>○ The people have the right to choose their representatives</li> <li>○ The people have the right to change their government and the United States Constitution.</li> </ul> </li> </ul> <p>B. What does the national government do and how does it protect individual rights and promote the common good?</p> <p>1. Organization and major responsibilities of the national government. Students should be able to give examples of ways the national government protects individual rights and promotes the common good.</p>

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		<ul style="list-style-type: none"> <li>• Congresses passes laws to             <ul style="list-style-type: none"> <li>○ Protect individual rights, e.g., laws protecting freedom of religion and expression and preventing unfair discrimination</li> <li>○ Promote the common good, e.g., laws providing for clean air, national parks, and the defense of the nation</li> </ul> </li> <li>• The executive branch carries out and enforces laws to             <ul style="list-style-type: none"> <li>○ Protect individual's rights,, e.g., voting rights, equal opportunities to an education</li> <li>○ Promote the common good, e.g., enforcement of pure food and drug laws, enforcement of clean air laws</li> </ul> </li> <li>• The judicial branch, headed by the Supreme Court, makes decisions concerning the law that are intended to             <ul style="list-style-type: none"> <li>○ Protect individual rights, e.g., the right to a fair trial, to vote, to practice one's religious beliefs</li> <li>○ Promote the common good, e.g., upholding laws that protect the rights of all people to equal opportunity</li> </ul> </li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Where We Live, Where We Work</li> <li>• Working in America</li> <li>• The World's Economy</li> </ul>	<p><b>Voluntary National Content Standards in Economics</b> Content Standard 6</p> <ol style="list-style-type: none"> <li>1. Economic specialization occurs when people concentrate their production on fewer kinds of goods and services than they can consume.</li> <li>2. Division of labor occurs when the production of a good is broken down into numerous separate tasks, with different workers performing each task.</li> <li>3. Specialization and division of labor usually increase the productivity of workers.</li> <li>4. Greater specialization leads to increasing interdependence among producers and consumers.</li> </ol>

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

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Iowa Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Your Body at Work</li> <li>• The Human Body</li> <li>• Your Body: A Complex Machine</li> </ul>	B. Students can understand concepts and relationships in life science. 1. Students can understand structures of living things.
Earth Science	<ul style="list-style-type: none"> <li>• Earth and Its Neighbors</li> <li>• Our Solar System</li> <li>• Exploring Our Solar System</li> </ul>	C. Students can understand concepts and relationships in Earth/space sciences. 3. Students can understand concepts relating to the universe.
Physical Science	<ul style="list-style-type: none"> <li>• Making Matter Change</li> <li>• Changing Matter</li> <li>• Compounds and Mixtures</li> </ul>	D. Students can understand concepts and relationships in physical science. 3. Students can understand and identify properties and changes of matter.

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Iowa Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• The Plantation System</li> <li>• Slavery in Early America</li> <li>• From Plantations to Abolition</li> </ul>	<p><b>National Center for History in the Schools</b></p> <p>United States History: Era 3: Revolution and the New Nation (1754-1820s)</p> <p>Standard 2: The impact of the American Revolution on politics, economy, and society.</p> <p>Standard 2C: The student understands the Revolution’s effects on different social groups.</p> <ul style="list-style-type: none"> <li>• Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states.</li> </ul> <p>United States History: Era 4: Expansion and Reform (1801-1861)</p> <p>Standard 2D: The student understands the rapid growth of “the peculiar institution” after 1800 and the varied experiences of African Americans under slavery.\</p> <ul style="list-style-type: none"> <li>• Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans.</li> </ul>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Iowa Social Studies Standards Covered in Program
<p>Geography</p>	<ul style="list-style-type: none"> <li>• Geography and the Colonies</li> <li>• Settlement in Early America</li> <li>• People and the Environment</li> </ul>	<p><b>The Eighteen National Geography Standards</b></p> <p>Human Systems: Standard 12: The process, patterns, and functions of human settlement.</p> <p>Environment and Society: Standard 15: How physical systems affect human systems.</p> <p><b>National Center for History in the Schools</b></p> <p>United States History: Era 1 (beginnings to 1620) Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples. Standard 2A: The student understands the stages of European oceanic and overland expeditions. Amid international rivalries, from the 9<sup>th</sup> to 17<sup>th</sup> centuries.</p> <ul style="list-style-type: none"> <li>• Compare English, French and Dutch motives for exploration with those of the Spanish.</li> </ul> <p>United States History: Era 2: Colonization and Settlement (1585-1763) Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean. Standard 1A: The student understands how diverse immigrants affected the formation of European colonies.</p> <ul style="list-style-type: none"> <li>• Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean.</li> </ul>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Iowa Social Studies Standards Covered in Program</b>
Civics	<ul style="list-style-type: none"> <li>• Your American Government</li> <li>• Crafting the Constitution</li> <li>• How a Bill Becomes a Law</li> </ul>	<p><b>National Standards for Civics and Government</b></p> <p>II. What are the foundations of the American political system?</p> <p>A. What is the American idea of constitutional government?</p> <p>1. The American idea of constitutional government. Students should be able to explain the essential ideas of American constitutional government.</p> <ul style="list-style-type: none"> <li>• Explain essential ideas of American constitutional government as expressed in the Declaration of Independence, the Constitution, and other writings, e.g.,             <ul style="list-style-type: none"> <li>○ The people are sovereign; they are the ultimate source of power</li> <li>○ The Constitution is a higher law that authorizes a government of limited powers</li> <li>○ The purposes of government, as stated in the Preamble to the Constitution, are to                 <ul style="list-style-type: none"> <li>▪ Form a more perfect union</li> <li>▪ Establish justice</li> <li>▪ Insure domestic tranquility</li> <li>▪ Provide for the common defense</li> <li>▪ Promote the general welfare</li> <li>▪ Secure the blessings of liberty to ourselves and our posterity</li> </ul> </li> </ul> </li> <li>• Explain how the following provisions of the United States Constitution give government the power to it needs to fulfill the purposes for which it was established</li> <li>• Explain the means of limiting the powers of government under the United States Constitution</li> </ul>

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		<ul style="list-style-type: none"><li>○ Separation and sharing of powers</li><li>○ Checks and balances</li><li>○ Bill of Rights</li><li>● Explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals, e.g., habeas corpus; trial by jury; ex post facto; freedom of religion, speech, press, and assembly; equal protection of the law; due processes of law; right to counsel</li></ul> <p>III. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?</p> <p>A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</p> <p>1. Distributing, sharing, and limiting powers of the national government. Students should be able to explain how the powers of the national government are distributed, shared, and limited.</p> <ol style="list-style-type: none"><li>1. explain how the three opening words of the Preamble to the Constitution, “We the People...,” embody the principle of the people as sovereign-the ultimate source of authority</li><li>2. explain how legislative, executive, and judicial powers are distributed and shared among the three branches of the national government</li></ol>
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<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Iowa Social Studies Standards Covered in Program</b>
Economics	<ul style="list-style-type: none"> <li>• Colonial American Trade</li> <li>• Colonial American Economics</li> <li>• Economic Choices in Early America</li> </ul>	<p><b>Voluntary National Content Standards in Economics</b></p> <p>United States History and World History: Era 2: Colonization and Settlement (1585-1763)</p> <p>Standard 3: How the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.</p> <p>Standard 3A: The student understands colonial economic life and labor systems in the Americas.</p> <ul style="list-style-type: none"> <li>• Identify the major economic regions in the Americas and explain how labor systems shaped them.</li> </ul> <p>Standard 3B: The student understands economic life and the development of labor systems in the English colonies.</p> <ul style="list-style-type: none"> <li>• Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and the lower South.</li> </ul>

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

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Iowa Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Organizing Living Things</li> <li>• The Classification System</li> <li>• Classifying Living Things</li> </ul>	B. Students can understand concepts and relationships in life science. 1. Students can understand structures of living things.
Earth Science	<ul style="list-style-type: none"> <li>• Earth’s Resources</li> <li>• Understanding Natural Resources</li> <li>• Using Natural Resources</li> </ul>	C. Students can understand concepts and relationships in Earth/space sciences. 1. Students can understand ideas about Earth’s composition and structure. 2. Students can understand changes I and around Earth.
Physical Science	<ul style="list-style-type: none"> <li>• Heating Up</li> <li>• Heat Around Us</li> <li>• Understanding Heat</li> </ul>	D. Students can understand concepts and relationships in physical science. 2. Students can understand and apply the concept of energy.

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Iowa Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• Egypt Long Ago</li> <li>• Ancient China</li> <li>• Ancient Greece</li> </ul>	<p><b>National Center for History in the Schools</b>            World History: Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE</p> <p>Standard 1: The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley.            Standard 1A: The student understands how Mesopotamia, Egypt, and the Indus valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE.</p> <ul style="list-style-type: none"> <li>• Analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization.</li> </ul> <p>Standard 2: How agrarian societies spread and new states emerged in the third and second millennia BCE.            Standard 2A: The student understands how civilization merged in northern China in the second millennium BCE.</p> <ul style="list-style-type: none"> <li>• Compare the climate and geography of the Huang He (Yellow River) valley with the natural environment of Mesopotamia, Egypt, and the Indus valley.</li> </ul>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Iowa Social Studies Standards Covered in Program</b>
<p>Geography</p>	<ul style="list-style-type: none"> <li>• The Life-Giving Nile</li> <li>• Life in Africa and Arabia</li> <li>• Empires of the Americas</li> </ul>	<p><b>The Eighteen National Geography Standards</b>  Human Systems:  Standard 12: The process, patterns, and functions of human settlement.</p> <p>Environment and Society:  Standard 14: How human actions modify the physical environment.  Standard 15: How physical systems affect human systems.</p> <p><b>National Center for History in the Schools</b>  United States History: Era 1: Three Worlds Meet (Beginnings to 1620)  Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.  Standard 2B. The student understands the Spanish and Portuguese conquest of the Americas.</p> <ul style="list-style-type: none"> <li>• Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos.</li> </ul> World History: Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE Standard 6: The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE. Standard 6A: The student understands the origins, expansion, and achievements of Maya civilization. <ul style="list-style-type: none"> <li>• Describe the natural environment of southern Mesoamerica and its relationship to the development of Maya urban society.</li> </ul> World History: Era 5: Intensified Hemispheric Interactions, 1000-1500 CE Standard 6: The expansion of states and civilizations in the Americas, 1000-1500. Standard 6A: The student understands the development of complex societies and states in North America and Mesoamerica. <ul style="list-style-type: none"> <li>• Analyze how the Aztec empire arose in the 14<sup>th</sup> and 15<sup>th</sup> centuries and explain major aspects of Aztec government, society, religion, and culture.</li> </ul>

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Civics	<ul style="list-style-type: none"> <li>• Government in Action</li> <li>• Global Relationships</li> <li>• Yugoslavia: A Changing Nation</li> </ul>	<p><b>National Standards for Civics and Government</b></p> <p>I. What are civic life, politics, and government?</p> <p>B. What are the essential characteristics of limited and unlimited government?</p> <p>1. Limited and unlimited governments. Students should be able to describe the essential characteristics of limited and unlimited governments.</p> <ul style="list-style-type: none"> <li>• Describe the essential characteristics of limited and unlimited governments.               <ul style="list-style-type: none"> <li>○ Limited governments have established and respected restraints in their power, e.g.,                   <ul style="list-style-type: none"> <li>▪ Constitutional governments-governments characterized by legal limits on political power</li> </ul> </li> <li>○ Unlimited governments are those in which there are no effective means of restraining their powers, e.g.,                   <ul style="list-style-type: none"> <li>▪ Authoritarian systems-governments in which political power is concentrated in one person or a small group, and individuals and groups are subordinated to that power</li> <li>▪ Totalitarian systems-modern forms of extreme authoritarianism in which the government attempts to control every aspect of the lives of individuals and prohibits independent associations.</li> </ul> </li> </ul> </li> <li>• Identify historical and contemporary examples of limited and unlimited governments and justify their classification, e.g.,               <ul style="list-style-type: none"> <li>○ Limited governments-United States, Great Britain, Botswana, Japan, Israel, Chile</li> <li>○ Unlimited governments-Nazi Germany, Imperial Japan, Spain under Franco, Argentina under Peron, Iraq under Hussein,</li> </ul> </li> </ul>

		<p style="text-align: center;">Iran</p> <p>IV. What is the relationship of the United States to other nations and to world affairs?</p> <p>A. How is the world organized politically?</p> <p>1. Nation-states. Students should be able to explain how the world is organized politically.</p> <ul style="list-style-type: none"> <li>• Describe how the world is divided into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it</li> <li>• Explain why there is no political organization at the international level with power comparable to that of the nation-state</li> </ul> <p>2. Interaction among nation-states. Students should be able to explain how nation-states interact with each other.</p> <ul style="list-style-type: none"> <li>• Describe the most important means nation-states use to interact with one another             <ul style="list-style-type: none"> <li>○ Trade</li> <li>○ Diplomacy</li> <li>○ Treaties and agreements</li> <li>○ Humanitarian aid</li> <li>○ Economic incentives and sanctions</li> <li>○ Military force and the threat of force</li> </ul> </li> <li>• Explain reasons for the breakdown of order among nation-states, e.g., conflicts about national interests, ethnicity, and religion; competition for resources and territory; absence of effective means to enforce international law</li> <li>• Explain the consequences of the breakdown of order among nation-states</li> <li>• Explain why and how the breakdown of order among nation-states can affect their own lives.</li> </ul>
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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Iowa Social Studies Standards Covered in Program</b>
Economics	<ul style="list-style-type: none"> <li>• Changing Economies</li> <li>• Economies Around the World</li> <li>• Many Economies, One World</li> </ul>	<p><b>Voluntary National Content Standards in Economics</b></p> <p>Content Standard 3</p> <p>2. There are essential differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority.</p> <p>3. People in all economies must address three questions: What goods and services will be produced? Who will these goods and services be produced? Who will consume them?</p> <p>Content Standard 5</p> <p>3. Despite the mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons or because some companies and workers are hurt by free trade.</p> <p>4. Imports are foreign goods and services that are purchased from sellers in other nations.</p> <p>5. Exports are domestic goods and services that are sold to buyers in other nations.</p>