

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Utah 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 3: Students will develop an understanding of their environment.</p> <p>Objective 1: Investigate relationships between plants and animals and how living things change during their lives.</p> <ul style="list-style-type: none"> a. Observe and describe relationships between plants and animals. b. Describe the life cycles of local plants and animals using diagrams and pictures.
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Grade 4 Standard</p> <p>Standard III: Students will understand the basic properties of rocks, the processes involved in the formation of soils, and the needs of plants provided by soil.</p> <p>Objective 3: Observe the basic components of soil and relate the components to plant growth.</p> <ul style="list-style-type: none"> a. Observe and list the components of soil (i.e., minerals, rocks, air, water, living and dead organisms) and distinguish between the living, nonliving, and once living components of soil. b. Diagram or model a soil profile showing topsoil, subsoil, and bedrock, and how the layers differ in composition. c. Relate the components of soils to the growth of plants in soil (e.g., mineral nutrients, water). d. Explain how plants may help control the erosion of soil.

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Utah Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Grade 3 Standard</p> <p>Standard III. Students will understand the relationship between the force applied to an object and resulting motion of the object.</p> <p>Objective 1: Demonstrate how forces cause changes in speed or direction of objects.</p> <ol style="list-style-type: none"> a. Show that objects at rest will not move unless a force is applied to them. b. Compare the forces of pushing and pulling. <p>Objective 2: Demonstrate that the greater the force applied to an object, the greater the change in speed or direction of the object.</p> <ol style="list-style-type: none"> a. Predict and observe what happens when a force is applied to an object (e.g., wind, flowing water). b. Compare and chart the relative effects of a force of the same strength on objects of different weight (e.g., the breeze from a fan will move a piece of paper but may not move a piece of cardboard). c. Compare the relative effects of forces of different strengths on an object (e.g., strong wind affects an object differently than a breeze). d. Conduct a simple investigation to show what happens when objects of various weights collide with one another (e.g., marbles, balls). e. Show how these concepts apply to various activities (e.g., batting a ball, kicking a ball, hitting a golf ball with a golf club) in terms of force, motion, speed, direction, and distance (e.g., slow, fast, hit hard, hit soft).
Health	<ul style="list-style-type: none"> • What Should I Eat? • Choosing the Right Foods • Healthful Food Choices 	<p>Standard 1: Students will develop a sense of self.</p> <p>Objective 1: Describe and adopt behaviors for health and safety.</p> <ol style="list-style-type: none"> a. Explain the importance of balance in a diet.

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Utah 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>Standard 2: Students will develop a sense of self in relation to families and community. Objective 2: Examine important aspects of the community and culture that strengthen relationships. b. Compare rural, suburban, and urban communities.</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Standard 2: Students will develop a sense of self in relation to families and community. Objective 2: Examine important aspects of the community and culture that strengthen relationships. a. Explain why families, schools, and communities have rules.</p>

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Utah Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Standard II: Students understand that organisms depend on living and nonliving things within their environments.</p> <p>Objective 1: Classify living and nonliving things in an environment.</p> <ol style="list-style-type: none"> a. Identify characteristics of living things (i.e., growth, movement, reproduction). b. Identify characteristics of nonliving things. c. Classify living and nonliving things in an environment. <p>Objective 2: Describe the interactions between living and nonliving things in a small environment.</p> <ol style="list-style-type: none"> a. Identify living and nonliving things in a small environment (e.g., terrarium, aquarium, flowerbed) composed of living and nonliving things. b. Predict the effects of changes in the environment (e.g., temperature, light, moisture) on a living organism. c. Observe and record the effect of changes (e.g., temperature, amount of water, light) upon the living organisms and nonliving things in a small-scale environment.

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Utah 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>Standard 1: Students will understand that the shape of Earth and the moon are spherical and that Earth rotates on its axis to produce the appearance of the sun and moon moving through the sky.</p> <p>Objective 1: Describe the appearance of Earth and the moon.</p> <ol style="list-style-type: none"> a. Describe the shape of Earth and the moon as spherical. b. Explain that the sun is the source of light that lights the moon. c. List the differences in the physical appearance of Earth and the moon as viewed from space. <p>Objective 2: Describe the movement of Earth and the moon and the apparent movement of other bodies through the sky.</p> <ol style="list-style-type: none"> a. Describe the motions of Earth (i.e., the rotation [spinning] of Earth on its axis, the revolution [orbit] of Earth around the sun). b. Use a chart to show that the moon orbits Earth approximately every 28 days. c. Use a model of Earth to demonstrate that Earth rotates on its axis once every 24 hours to produce the night and day cycle. d. Use a model to demonstrate why it seems to a person on Earth that the sun, planets, and stars appear to move across the sky.
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Grade 5 Standard</p> <p>Standard I: Students will understand that chemical and physical changes occur in matter.</p> <p>Objective 2: Evaluate evidence that indicates a physical change has occurred.</p> <ol style="list-style-type: none"> a. Identify the physical properties of matter (e.g., hard, soft, solid, liquid, gas). b. Compare changes in substances that indicate a physical change has occurred. c. Describe the appearance of a substance before and after a physical change.

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Utah 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>People</p> <p>Standard 4: Students examine how governments and economies develop as the indigenous community develops.</p> <p>Objective 2: Identify the factors that determine economic development.</p> <p style="padding-left: 40px;">d. Identify the relationship between producers and consumers, supply and demand.</p> <p>Standard 5: Students participate in activities that promote good citizenship.</p> <p>Objective 2: Identify ways to meet community needs.</p> <p style="padding-left: 40px;">a. Differentiate between personal and community needs.</p>
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Time</p> <p>Standard 1: Students show how environments and communities change over time through the influence of people.</p> <p>Objective 1: Predict how human activity will influence environments and communities.</p> <p style="padding-left: 40px;">a. Describe various environments: e.g., desert, plains, tropical, tundra, steppe, mountain, frozen, forest.</p> <p>Places</p> <p>Standard 6: Students use map skills to analyze the influence of physical features on the building of communities in the United States.</p> <p>Objective 2: Recognize the physical features that influenced various community settlements.</p> <p style="padding-left: 40px;">a. Identify the physical characteristics of various environments.</p> <p style="padding-left: 40px;">b. List natural resources of various environments.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Utah Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	<p>People</p> <p>Standard 3: Students trace the development and emergence of culture in indigenous communities.</p> <p>Objective 2: Compare the emergence of culture in the local area with the indigenous cultures of the United States.</p> <ul style="list-style-type: none"> a. Identify cultural characteristics of indigenous environment so f the United States. b. Compare community characteristics in the local region with other indigenous cultures; e.g., houses, clothing, jobs.

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Utah 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 V: Students will understand the physical characteristics of Utah’s wetlands, forests, and deserts and identify common organisms for each environment.</p> <p>Objective 2: Describe the common plants and animals found in Utah environments and how these organisms have adapted to the environment in which they live.</p> <p style="padding-left: 40px;">c. Describe some of the interactions between animals and plants of a given environment (e.g., woodpecker eats insects that live in a forest, brine shrimp of the Great Salt Lake eat algae and birds feed on brine shrimp).</p>
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth’s Changing Surface 	<p>Standard III: Students will understand the basic properties of rocks, the processes involved in the formation of soils, and the needs of plants provided by soil</p> <p>Objective 2: Explain how the processes of weathering and erosion change and move materials that become soil.</p> <ul style="list-style-type: none"> a. Identify the processes of physical weathering that break down rocks at Earth’s surface (i.e., water movement, freezing, plant growth, wind). b. Distinguish between weathering (i.e., wearing down and breaking of rock surfaces) and erosion (i.e., the movement of materials). c. Model erosion of Earth materials and collection of these materials as part of the process that leads to soil (e.g., water moving sand in a playground area and depositing this sand in another area).

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Utah Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Grade 5 Standard</p> <p>Standard IV: Students will understand features of static and current electricity.</p> <p>Objective 2: Analyze the behavior of current electricity.</p> <ol style="list-style-type: none"> a. Draw and label the components of a complete electrical circuit that includes switches and loads (e.g., light bulb, bell, speaker, motor). b. Predict the effect of changing one or more of the components (e.g., battery, load, wires) in an electric circuit. c. Generalize the properties of materials that carry the flow of electricity using data by testing different materials. d. Investigate materials that prevent the flow of electricity. e. Make a working model of a complete circuit using a power source, switch, bell or light, and a conductor for a pathway.

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Utah Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What’s Out West? • Go West! • Westward Expansion 	<p>Time</p> <p>Standard 1: Students demonstrate the sequence of change in Utah over time.</p> <p>Objective 2: Trace the development of the state of Utah.</p> <p style="padding-left: 40px;">b. Identify the first settlers; e.g., Mormon pioneers, miners, laborers, entrepreneurs.</p> <p>Grade 5 Standard</p> <p>Standard 2: Students trace the development and expansion of the United States through the 19th century.</p> <p>Objective 2: Describe the events that motivated expansion of the United States.</p> <p style="padding-left: 40px;">a. Explain the political; factors that aided expansion; e.g., Louisiana Purchase, Homestead Act, free/slave state admission, territorial wars.</p> <p style="padding-left: 40px;">b. Relate how new settlement affected the homes and communities of the westward pioneers.</p> <p>Objective 3: Analyze expansion of the United States from the Civil War to 1900.</p> <p style="padding-left: 40px;">a. Trace the trails that led to westward expansion; e.g., Oregon, Spanish, California, Mormon.</p>
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Places</p> <p>Standard 6: Students use geographical tools to analyze political and physical features of Utah and the Western United States.</p> <p>Objective 1: Identify geographical characteristics of Utah and other states in the western region of the United States.</p> <p style="padding-left: 40px;">a. Find physical features that Utah shares with other western states.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Utah Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>Grade 5 Standard People Standard 5: Students analyze the role of the Constitution in the building of governance and citizenship in the United States. Objective 1: Trace the development of the United States Constitution. b. Describe the goals outlined in the Preamble. c. Identify key individuals in the development of the Constitution. Objective 2: Explain the functions of the branches of Federal Government. a. Explain the role of the Legislative, Executive, and Judicial branches of government.</p>
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World’s Economy 	<p>People Standard 3: Students summarize how a constitutional government and a free market economy developed in Utah. Objective 2: Trace the development of a free market system in Utah. b. Analyze the role of the worker in a business; e.g., division of labor, worker’s needs, wages, contribution to the business, work ethic.</p>

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Utah 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 6 Standard</p> <p>Standard I: Students will understand that the appearance of the moon changes in a predictable cycle as it orbits Earth and as Earth rotates on its axis.</p> <p>Objective 1: Explain patterns of changes in the appearance of the moon as it orbits Earth.</p> <ol style="list-style-type: none"> a. Describe changes in the appearance of the moon during a month. b. Identify the pattern of change in the moon’s appearance. c. Use observable evidence to explain the movement of the moon around Earth in relationship to Earth turning on its axis and the position of the moon changing in the sky. d. Design an investigation, construct a chart, and collect data depicting the phases of the moon. <p>Objective 2: Demonstrate how the relative positions of Earth, the moon, and the sun create the appearance of the moon’s phases.</p> <ol style="list-style-type: none"> a. Identify the difference between the motion of an object rotating on its axis and an object revolving in orbit. b. Compare how objects in the sky (the moon, planets, stars) change in relative position over the course of the day or night. c. Model the movement and relative positions of Earth, the moon, and the sun.

	<p>Standard II: Students will understand how Earth’s tilt on its axis changes the length of daylight and creates the seasons.</p> <p>Objective 1: Describe the relationship between the tilt of Earth's axis and its yearly orbit around the sun.</p> <ol style="list-style-type: none">Describe the yearly revolution (orbit) of Earth around the sun.Explain that Earth's axis is tilted relative to its yearly orbit around the sun.Investigate the relationship between the amount of heat absorbed and the angle to the light source. <p>Objective 2: Explain how the relationship between the tilt of Earth's axis and its yearly orbit around the sun produces the seasons.</p> <ol style="list-style-type: none">Compare Earth’s position in relationship to the sun during each season.Compare the hours of daylight and illustrate the angle that the sun's rays strikes the surface of Earth during summer, fall, winter, and spring in the Northern Hemisphere.Use collected data to compare patterns relating to seasonal daylight changes.Use a drawing and/or model to explain that changes in the angle at which light from the sun strikes Earth, and the length of daylight, determine seasonal differences in the amount of energy received.Use a model to explain why the seasons are reversed in the Northern and Southern Hemispheres <p>Standard III: Students will understand the relationship and attributes of objects in the solar system.</p> <p>Objective 1: Describe and compare the components of the solar system.</p> <ol style="list-style-type: none">Identify the planets in the solar system by name and relative location from the sun.Describe the characteristics of comets, asteroids, and meteors.Research and report on the use of manmade satellites orbiting Earth and various planets.
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Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Utah Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Standard I: Students will understand that chemical and physical changes occur in matter.</p> <p>Objective 2: Evaluate evidence that indicates a physical change has occurred.</p> <ol style="list-style-type: none"> a. Identify the physical properties of matter (e.g., hard, soft, solid, liquid, gas). b. Compare changes in substances that indicate a physical change has occurred. c. Describe the appearance of a substance before and after a physical change. <p>Objective 3: Investigate evidence for changes in matter that occur during a chemical reaction.</p> <ol style="list-style-type: none"> a. Identify observable evidence of a chemical reaction (e.g., color change, heat or light given off, heat absorption, gas given off). c. Cite examples of chemical reactions in daily life. d. Compare a physical change to a chemical change. e. Hypothesize how changing one of the materials in a chemical reaction will change the results.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Utah 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>People</p> <p>Standard 6: Students analyze events and leaders in the United States through the 19th century.</p> <p>Objective 3: Analyze the significant social and political movements of the United States from the Civil War to 1900.</p> <ul style="list-style-type: none"> a. Trace the development of social and political movements; e.g., abolition, child labor, immigration, labor unions. b. Identify leaders of the social and political movements.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Utah Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Time Standard 1: Students examine the sequence of events that led to the development of the New World and the United States. Objective 1: Generate reasons for exploration and settlement in the New World</p> <ol style="list-style-type: none"> a. Determine reasons for exploration of North America; e.g., economic, religious, political, adventure. b. Trace development of North American colonies. <p>People Standard 4: Students analyze the contributions of key individuals and groups on the development of the New World and the United States. Objective 1. Analyze the role of American Indians, explorers, and leaders in the development of the New World.</p> <ol style="list-style-type: none"> c. Explain the reasons early leaders established the first colonies; e.g., religion, expansion, economics. <p>Places Standard 9: Students analyze the influence of geographic features on the building of the New World and the United States. Objective 1: Analyze how physical features affected the expansion of North America.</p> <ol style="list-style-type: none"> a. Show how geographic features influenced locations of settlements; e.g., water, mountains, plains, deserts. b. Identify the impact of physical features on agriculture and industry in the colonies. <p>Objective 2: Use maps to identify the development of the New World and the United States.</p> <ol style="list-style-type: none"> a. Identify European colonies in the New World.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Utah 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>Time</p> <p>Standard 1: Students examine the sequence of events that led to the development of the New World and the United States.</p> <p>Objective 2: Identify key events that led to United States independence.</p> <ul style="list-style-type: none"> a. Analyze England’s influence on the colonies; e.g., French and Indian War, sea power, trading power. b. Describe events that brought the colonies together as a nation; e.g., disagreements, confrontations, Declaration of Independence, Revolutionary War. <p>People</p> <p>Standard 5: Students analyze the role of the Constitution in the building of governance and citizenship in the United States.</p> <p>Objective 1: Trace the development of the United States Constitution.</p> <ul style="list-style-type: none"> b. Describe the goals outlined in the Preamble. c. Identify key individuals in the development of the Constitution. <p>Objective 2: Explain the functions of the branches of Federal Government.</p> <ul style="list-style-type: none"> a. Explain the role of the Legislative, Executive, and Judicial branches of government. b. Explain the process of passing a law.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Utah 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>Time</p> <p>Standard 1: Students examine the sequence of events that led to the development of the New World and the United States.</p> <p>Objective 1: Generate reasons for exploration and settlement in the New World</p> <p style="padding-left: 40px;">b. Trace development of North American colonies.</p> <p>Standard 2: Students trace the development and expansion of the United States through the 19th century.</p> <p>Objective 1: Describe how the development of the government promoted United States' westward expansion.</p> <p style="padding-left: 40px;">a. Identify conditions established by the new government that allowed expansion; e.g., formation of new states, trade, individual rights, land acquisition.</p>

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Utah Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Grade 4 Standard</p> <p>Standard V: Students will understand the physical characteristics of Utah's wetlands, forests, and deserts and identify common organisms for each environment.</p> <p>Objective 3: Use a simple scheme to classify Utah plants and animals.</p> <ol style="list-style-type: none"> a. Explain how scientists use classification schemes. b. Use a simple classification system to classify unfamiliar Utah plants or animals (e.g., fish/amphibians/reptile/bird/mammal, invertebrate/vertebrate, tree/shrub/grass, deciduous/conifers).
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Standard VI: Students will understand properties and behavior of heat, light, and sound.</p> <p>Objective 1: Investigate the movement of heat between objects by conduction, convection, and radiation.</p> <ol style="list-style-type: none"> a. Compare materials that conduct heat to materials that insulate the transfer of heat energy. b. Describe the movement of heat from warmer objects to cooler objects by conduction and convection. c. Describe the movement of heat across space from the sun to Earth by radiation. d. Observe and describe, with the use of models, heat energy being transferred through a fluid medium (liquid and/or gas) by convection currents. e. Design and conduct an investigation on the movement of heat energy.

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Utah Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>Time Standard 1: Students identify the sequence of vents that led to the establishment of ancient civilizations. Objective 2: Identify the sequence of history in the Fertile Crescent and ancient Egypt.</p> <ul style="list-style-type: none"> a. Examine how life in the Fertile Crescent changed over time; hunter/gather to agrarian society. b. Trace the development of Egypt as a nation; e.g., three kingdoms, government, economy. <p>Objective 3: Trace the development of Ancient Greece and Rome.</p> <ul style="list-style-type: none"> a. Examine the sequence of events that led to the development of democracy in ancient Greece. <p>People Standard 4: Students explore the cultures of ancient civilizations. Objective 3: Identify the roots of democratic and republican forms of government.</p> <ul style="list-style-type: none"> a. Describe the components of Greek democracy; e.g., Assembly, citizenship, banishment.
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Places Standard 7: Students explore the geographical features of ancient civilizations. Objective 1: Examine the major physical and political features of early civilizations.</p> <ul style="list-style-type: none"> a. Compare the physical features surrounding the Fertile Crescent and ancient Egypt; e.g., water, deserts, mountains. b. Examine the importance of water in the development of civilizations. c. Analyze the importance of geographic features and climate in agriculture.

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Utah Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>People</p> <p>Standard 6: Students examine the development of European culture from 1900 to the present.</p> <p>Objective 2: Explore the culture and current events of modern Europe.</p> <ul style="list-style-type: none"> a. Examine governance and economic structures. c. Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders.
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>People</p> <p>Standard 6: Students examine the development of European culture from 1900 to the present.</p> <p>Objective 2: Explore the culture and current events of modern Europe.</p> <ul style="list-style-type: none"> b. Examine governance and economic structures. c. Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders.