

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Washington Science Standards
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>Component 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.</p> <p style="padding-left: 40px;">1.1.6 Understand characteristics of living organisms.</p> <ul style="list-style-type: none"> • Observe and describe characteristics of living organisms (e.g., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers). <p>Component 1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.</p> <p style="padding-left: 40px;">1.2.7 Understand that plants and animals have life cycles.</p> <ul style="list-style-type: none"> • Observe and describe the life cycle of a plant or animal (e.g., describe the life cycle of a butterfly—egg, caterpillar or larva, cocoon, and butterfly or adult).

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Washington Science Standards
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Component 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.</p> <p style="padding-left: 40px;">1.1.5 Understand physical properties of Earth Materials.</p> <ul style="list-style-type: none"> • Explain how some Earth materials are used by living things (e.g., water and soil for growing plants). <p>Grade 3 Standard</p> <p>Component 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.</p> <p style="padding-left: 40px;">1.1.5 Understand physical properties of Earth materials, including rocks, soil, water, and air.</p> <ul style="list-style-type: none"> • Describe and sort soils based on physical properties (e.g., color, particle size, ability to retain or drain water, texture, smell, support plant growth, source for mineral nutrients [not food] for plants).

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Washington Science Standards
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Component 1.3 Change: Understand how interactions within and among systems cause changes in matter and energy.</p> <p style="padding-left: 20px;">1.3.1 Know that a push or pull is a force on an object but some forces can act without touching an object.</p> <ul style="list-style-type: none"> • Observe and show that a push or pull on an object is a force on that object. <p>Grade 3 Standard</p> <p>Component 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.</p> <p style="padding-left: 20px;">1.1.2 Understand the relative position and motion of objects.</p> <ul style="list-style-type: none"> • Measure and describe the position of one object relative to another object (or surroundings) using positional language (such as in front of, behind, to the left, to the right, above, and below) and a distance scale (such as centimeters).

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Washington Social Studies Standards
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.</p> <p style="padding-left: 40px;">1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.</p>
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Geography</p> <p>2. The student understands the complex physical and human characteristics of places and regions.</p> <p style="padding-left: 40px;">2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics.</p> <p style="padding-left: 40px;">2.2 Describe the patterns humans make in places and regions.</p> <p>3. The student observes and analyzes the interaction between people, the environment, and culture.</p> <p style="padding-left: 40px;">3.1 Identify and examine people’s interaction with and impact on the environment.</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Civics</p> <p>1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.</p> <p style="padding-left: 40px;">1.2 Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law .</p> <p>2. The student analyzes the purposes and organization of government and laws.</p> <p style="padding-left: 40px;">2.2 Understand the function and effect of law.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Washington Social Studies Standards
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>Economics</p> <p>3. Students understand the role of government and institutions in past and present economic systems.</p> <p style="padding-left: 40px;">3.2 Understand the role of money, banking, and financial institutions and how individuals and businesses use them.</p>

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Washington Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Component 1.3 Change: Understand how interactions within and among systems cause changes in matter and energy.</p> <p>1.3.8 Understand that living things need constant energy and matter.</p> <ul style="list-style-type: none"> • Identify sources of energy and matter used by plants to grow and sustain life (e.g., air, water, light, food, mineral nutrients). • Identify sources of energy and matter used by animals to grow and sustain life (e.g., air, water, light, food, mineral nutrients). <p>1.3.10 Understand that an organism’s ability to survive is influenced by the organism’s behavior and the ecosystem in which it lives.</p> <ul style="list-style-type: none"> • Describe the characteristics of organisms that allow them to survive in an ecosystem. • Describe the role of an organism in a food chain of an ecosystem (i.e., predator, prey, consumer, producer, decomposer, scavenger).

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Washington 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>Component 1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.</p> <p>1.2.5 Know how the Sun, Moon, and stars appear from Earth.</p> <ul style="list-style-type: none"> • Describe the daily motion of the Sun, Moon, and stars as seen from Earth’s surface (e.g., the Sun, the Moon, and the stars all rise in the east and set in the west). • Describe how the moon looks a little different each day as seen from Earth (e.g., the lighted portion of the Moon changes shape every day). <p>Component 1.3 Change: Understand how interactions within and among systems cause changes in matter and energy.</p> <p>1.3.7 Know how the appearance of the Sun, Moon, and stars changes as seen from Earth.</p> <ul style="list-style-type: none"> • Describe how the Sun rises and sets at different places and times every day in a yearly pattern. • Describe how the appearance of the Moon changes in a predictable pattern (e.g., new Moon to full Moon every 28 days).

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Washington Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Component 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.</p> <p>1.1.1 Understand how to use properties to sort natural and manufactured materials and objects.</p> <ul style="list-style-type: none"> • Identify, describe, and sort objects and materials using observed physical properties such as hardness, shape, state of matter, smell, temperature, texture, weight, and magnetic properties. • Sort and classify natural and manufactured materials and objects according to various physical properties (e.g., length, weight, hardness, temperature, color, shape, texture, and smell). • Identify and describe the state of water as solid, liquid, or gas in different situations. • Identify which states of matter (solid, liquid, or gas) can change shape and which can expand to fill a container.

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Washington Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Civics</p> <p>1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.</p> <p style="padding-left: 40px;">1.3 Examine representative government and citizen participation.</p> <p>4. Understand individual rights and responsibilities of citizenship and the principles of democratic civic involvement.</p> <p style="padding-left: 40px;">4.1 Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level.</p> <p style="padding-left: 40px;">4.2 Identify and demonstrate rights of United States citizenship related to school, local, state, national, and international issues.</p>
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Economics</p> <p>1. Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.</p> <p style="padding-left: 40px;">1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Washington Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Geography</p> <ol style="list-style-type: none"> 1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth’s surface. <ol style="list-style-type: none"> 1.2 Recognize spatial patterns on Earth’s surface and understand the processes that create these patterns. 2. The student understands the complex physical and human characteristics of places and regions. <ol style="list-style-type: none"> 2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics. 2.3 Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions.
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi’ipuu 	<p>History</p> <ol style="list-style-type: none"> 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history. <ol style="list-style-type: none"> 1.1 Understand and analyze historical time and chronology. 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history. 1.3 Examine the influence of culture on United States, world, and Washington State history.

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Washington 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>Component 1.3 Change: Understand how interactions within and among systems cause changes in matter and energy.</p> <p>1.3.8 Understand that living things need constant energy and matter.</p> <ul style="list-style-type: none"> • Identify sources of energy and matter used by plants to grow and sustain life (e.g., air, water, light, food, mineral nutrients). • Identify sources of energy and matter used by animals to grow and sustain life (e.g., air, water, light, food, mineral nutrients). • Explain how plants and animals obtain food (e.g., plants make food from air, water, sunlight, mineral nutrients; animals obtain food from other living things). <p>1.3.10 Understand that an organism's ability to survive is influenced by the organism's behavior and the ecosystem in which it lives.</p> <ul style="list-style-type: none"> • Describe the characteristics of organisms that allow them to survive in an ecosystem. • Describe the role of an organism in a food chain of an ecosystem (i.e., predator, prey, consumer, producer, decomposer, scavenger).
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Component 1.3 Change: Understand how interactions within and among systems cause changes in matter and energy.</p> <p>1.3.4 Know processes that change the surface of Earth</p> <ul style="list-style-type: none"> • Describe how weathering and erosion change the surface of the Earth. • Describe how earthquakes, landslides, and volcanic eruptions change Earth's surface.

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Washington Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Component 1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.</p> <p>1.2.1 Analyze how the parts of a system go together and how these parts depend on each other.</p> <ul style="list-style-type: none"> • Identify the parts of a system (e.g., a device, natural or living thing) and how the parts go together). • Describe the function of a part of a system (e.g., a device, natural or living thing). • Describe a simple system that can perform a task and illustrate how the parts depend on each using common classroom materials. • Explain how one part of a system depends upon other parts of the same system.

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Washington Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What’s Out West? • Go West! • Westward Expansion 	<p>History</p> <ol style="list-style-type: none"> 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history. <ol style="list-style-type: none"> 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history. 2. The student understands the origin and impact of ideas and technological developments on history. <ol style="list-style-type: none"> 2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict.
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Geography</p> <ol style="list-style-type: none"> 1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth’s surface. <ol style="list-style-type: none"> 1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information. 1.2 Recognize spatial patterns on Earth’s surface and understand the processes that create these patterns. 2. The student understands the complex physical and human characteristics of places and regions. <ol style="list-style-type: none"> 2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics. 2.2 Describe the patterns humans make in places and regions. 2.3 Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions.

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Washington 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</p> <p>1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.</p> <p style="padding-left: 40px;">1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents.</p> <p style="padding-left: 40px;">1.2 Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law .</p> <p style="padding-left: 40px;">1.3 Examine representative government and citizen participation.</p> <p>2. The student analyzes the purposes and organization of government and laws.</p> <p style="padding-left: 40px;">2.1 Understand and explain the organization of government at the federal, state, and local level including the executive, legislative, and judicial branches.</p>
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World’s Economy 	<p>Economics</p> <p>1. Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.</p> <p style="padding-left: 40px;">1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.</p> <p style="padding-left: 40px;">1.2 Understand that the availability and use of resources influences the production of goods and services in the economy.</p> <p>2. Students understand the role of government and institutions in past and present economic systems.</p> <p style="padding-left: 40px;">2.2 Explain how different economic systems produce, distribute, and exchanges goods and services.</p>

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Washington 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>Component 1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.</p> <p style="padding-left: 40px;">1.2.8 Understand that organization and function of human body structures and organs and how those structures and organs interconnect.</p> <ul style="list-style-type: none"> • Recognize, explain, and give examples of human systems that are composed of organs (e.g., ear for hearing, mouth for speaking). • Describe the functions of major organs (e.g., the skin protects the human body from harmful substances, unhealthy organisms, and from drying out; the brain gets signals from the parts of the human body, controls the life functions, and sends signals out to the body parts). • Describe the interdependence of organ systems in the human body (e.g., what would happen if one part of the human body system was missing). • Describe how the systems allow the human body to take in and use mineral nutrients, air, food, and water for living, growth, and repair (e.g., breathing in air supplies the oxygen in order to live).

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Washington 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>Component 1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.</p> <p>1.2.5 Know how the Sun, Moon, and stars appear from Earth.</p> <ul style="list-style-type: none"> • Describe the daily motion of the Sun, Moon, and stars as seen from Earth’s surface (e.g., the Sun, the Moon, and the stars all rise in the east and set in the west). • Describe how the moon looks a little different each day as seen from Earth (e.g., the lighted portion of the Moon changes shape every day). <p>Component 1.3 Change: Understand how interactions within and among systems cause changes in matter and energy.</p> <p>1.3.7 Know how the appearance of the Sun, Moon, and stars changes as seen from Earth.</p> <ul style="list-style-type: none"> • Describe how the Sun rises and sets at different places and times every day in a yearly pattern. • Describe how the appearance of the Moon changes in a predictable pattern (e.g., new Moon to full Moon every 28 days).

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Washington Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Component 1.3 Change: Understand how interactions within and among systems cause changes in matter and energy.</p> <p>1.3.3 Understand that a substance remains the same substance when changing state. Understand that two or more substances can react to become new substances.</p> <ul style="list-style-type: none"> • Observe and describe water changing state from ice to liquid water to water vapor and back (e.g., with freezing, melting, evaporation, and condensation water remains water). • Observe and describe how a substance is the same substance before and after heating or cooling (e.g., solid candle wax can be heated to become liquid candle wax then cooled back to the same solid candle wax). • Describe how two different substances can form a simple chemical reaction to produce new substances (e.g., baking soda and vinegar react to form a gas).

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Washington 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</p> <p>1.3 Examine the influence of culture on United States, world, and Washington State history.</p> <p style="padding-left: 40px;">1.3.1 Describe the contributions of people from various cultural groups to the development of local, Washing State, and U.S. history.</p>
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Geography</p> <p>1.2 Recognize spatial patterns on Earth’s surface and understand the processes that create these patterns.</p> <p style="padding-left: 40px;">1.2.1a Locate places, major physical features, and human spatial patterns using maps, globes, and other sources.</p> <p>3.1 Identify and examine people’s interaction with and impact on the environment.</p> <p style="padding-left: 40px;">3.1.1a Identify choices individuals have in how they interact with the environment.</p> <p>3.2 Analyze how the environment and environmental changes affect people.</p> <p style="padding-left: 40px;">3.2.1a Describe how differing environments both provide varying opportunities and set limits for human activity.</p> <p style="padding-left: 40px;">3.2.1b Describe how people adapt to their environment to meet basic human needs and concerns.</p>
Civics	<ul style="list-style-type: none"> • Your American Government • Crafting the Constitution • How a Bill Becomes a Law 	<p>Civics</p> <p>1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents.</p> <p style="padding-left: 40px;">1.1.1a Identify and describe the essential characteristics of the Declaration of Independence.</p> <p style="padding-left: 40px;">1.1.1b Identify and describe the essential characteristics of the Constitution.</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Washington 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</p> <p>2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain.</p> <p style="padding-left: 40px;">2.1.1a Recognize that people trade or exchange goods and services only when they think they will gain.</p> <p style="padding-left: 40px;">2.1.1b Describe how markets are created by buyers and sellers exchanging goods and services.</p>

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Washington Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Component 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.</p> <p style="padding-left: 40px;">1.1.6 Understand how to classify organisms by their external and internal structures.</p> <ul style="list-style-type: none"> • Describe how organisms can be classified using similarities and differences in physical and functional characteristics (both internal and external).
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Component 1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.</p> <p style="padding-left: 40px;">1.2.2 Understand how various factors affect energy transfer and that energy can be transformed from one form of energy to another.</p> <ul style="list-style-type: none"> • Describe and determine the factors that affect heat energy transfer (e.g., properties of substances/materials [conductors, insulators], distance, direction, position).

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Washington Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>History World History</p> <p>WH1.2.1 Describe similarities and differences between families, communities, and cultures past and present; describe similarities and differences in the ways families, communities, and cultures address human needs over time; describe ways in which stories, folktales, and the arts serve as expressions of cultures.</p> <p>1.3 Examine the influence of culture on United States, world, and Washington State history. 1.3.1 Describe the contributions of people from various cultural groups to the development of local, Washing State, and U.S. history.</p>
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Geography</p> <p>1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information. 1.1.1a Examine a variety of maps to describe basic mapping elements.</p> <p>1.2 Recognize spatial patterns on Earth’s surface and understand the processes that create these patterns. 1.2.1a Locate places, major physical features, and human spatial patterns using maps, globes, and other sources.</p> <p>3.1 Identify and examine people’s interaction with and impact on the environment. 3.1.1a Identify choices individuals have in how they interact with the environment.</p> <p>3.2 Analyze how the environment and environmental changes affect people. 3.2.1a Describe how differing environments both provide varying opportunities and set limits for human activity. 3.2.1b Describe how people adapt to their environment to meet basic human needs and concerns.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Washington Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Civics</p> <p>2.3 Compare and contrast democracies with other forms of government.</p> <p style="padding-left: 20px;">2.3.1a Explain what government is and what governments do.</p> <p style="padding-left: 20px;">2.3.1b Understand that different societies have different forms of government.</p> <p>3.1 Understand how the world is organized politically and how nations interact.</p> <p style="padding-left: 20px;">3.1.1a Explain what a nation is and how the world is divided into many nations.</p> <p>3.2 Recognize factors and roles that affect the development of foreign policy by the United States.</p> <p style="padding-left: 20px;">3.2.1a Provide examples of conflict, cooperation, and interdependence among individuals, groups, and nations.</p> <p style="padding-left: 20px;">3.2.1b Explain why a nation would want to develop relationships with other nations.</p>
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Economics</p> <p>1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.</p> <p style="padding-left: 20px;">1.1.1a Recognize that wants exceeding availability resources implies alternative uses of the resources and forces individuals into making choices. Every choice has an associated opportunity cost in both a personal and community context.</p> <p>2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain.</p> <p style="padding-left: 20px;">2.1.1a Recognize that people trade or exchange goods and services only when they think they will gain.</p> <p style="padding-left: 20px;">2.1.1b Describe how markets are created by buyers and sellers exchanging goods and services.</p> <p>2.2 Explain how different economic systems produce, distribute, and exchange goods and services.</p> <p style="padding-left: 20px;">2.2.1a Recognize that economies distribute and exchange goods and services in different ways depending on laws, values, and customs.</p>