

Helping Your Child Learn
A guide for parents of children in grades K to 3, Volume 2:
Correlation to the National Council for the Social Studies’
Curriculum Standards for Social Studies for the Early Grades

The following data describe the pages of the guide *Helping Your Child Learn, Volume 2* that address the *Curriculum Standards for Social Studies* (National Council for the Social Studies) for students in the early grades. Analysis data show the page numbers of the guide that correlate to each achievement expectation.

Curriculum Standards for Social Studies (NCSS)	Analysis Data
Strand I	
Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:	
a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.	Page 12
b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.	Page 12
c. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.	Page 6
d. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.	Page 12
e. Give examples and describe the importance of cultural unity and diversity within and across groups.	Pages 6, 12
Strand II	
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:	
a. Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.	Pages 11, 12, 14
b. Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.	Pages 4, 6
c. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.	Page 6
d. Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.	Page 6

Strand III	
Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:	
a. Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.	Page 7
b. Interpret, use, and distinguish various representations of the earth, such as maps, globes and photographs.	Page 7, 12
c. Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.	Pages 7, 12
d. Estimate distance and calculate scale.	Pages 5, 7
e. Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.	Pages 3, 7, 8
Strand IV	
Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:	
a. Describe personal changes over time, such as those related to physical development and personal interests.	Pages 6, 13, 14
b. Describe personal connections to place—especially place as associated with immediate surroundings.	Pages 6, 7, 12
c. Describe the unique features of one’s nuclear and extended families.	Pages 6, 12
d. Show how learning and physical development affect behavior.	Pages 2, 13
e. Identify and describe ways family, groups, and community influence the individual’s daily life and personal choices.	Pages 2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15
f. Explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions.	Pages 2, 3, 4, 6, 9, 10, 11, 12, 13, 14, 15
g. Analyze a particular event to identify reasons individuals might respond to it in different ways.	Pages 11, 14
h. Work independently and cooperatively to accomplish goals.	Pages 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14
Strand V	
Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:	
a. Identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.	Pages 2, 4, 13, 15
b. Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.	Pages 2, 6, 11, 14
c. Identify examples of institutions and describe the interactions of people with institutions.	Pages 2, 6, 12, 15

d. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts.	Pages 11, 14
e. Identify and describe examples of tension between an individual's beliefs and government policies and laws.	Page 11
g. Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.	Pages 2, 11, 15
Strand VI Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:	
a. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.	Pages 9, 11, 13, 15
d. Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security.	Pages 11, 12, 14, 15
f. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.	Pages 9, 10, 11, 12, 13, 14
h. Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.	Pages 9, 10, 11, 12, 13, 14
Strand IX Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:	
b. Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.	Pages 9, 10, 11, 12, 13, 14
Strand X Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:	
b. Identify examples of rights and responsibilities of citizens.	Pages 9, 11, 13, 14
c. Locate, access, organize, and apply information about an issue of public concern from multiple points of view.	Page 11, 14
d. Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.	Pages 11, 14
e. Explain actions citizens can take to influence public policy decisions.	Pages 11, 14
j. Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.	Page 11