



# Select National Education Standards Addressed in the Text

The chapters in this text have been aligned with the following national learning standards.

In addition, the chapters have been aligned with a number of state English Language Arts and English Language Development standards. To view these alignments, visit [www.facingthefuture.org](http://www.facingthefuture.org)

## National Council for the Social Studies (NCSS) Standards

- Strand 1—Culture
- Strand 2—Time, Continuity, and Change
- Strand 3—People, Places, and Environments
- Strand 4—Individual Development and Identity
- Strand 5—Individuals, Groups, and Institutions
- Strand 6—Power, Authority, and Governance
- Strand 7—Production, Distribution, and Consumption
- Strand 8—Science, Technology, and Society
- Strand 9—Global Connections
- Strand 10—Civic Ideals and Practices

## National Science Education Standards (NSES)

- Content Standard A—Science as Inquiry
- Content Standard B—Physical Science
- Content Standard C—Life Science
- Content Standard D—Earth and Space Science
- Content Standard E—Science and Technology
- Content Standard F—Science in Personal and Social Perspectives

## International Reading Association (IRA)/ National Council of Teachers of English (NCTE) Standards for the English Language Arts

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### **Teachers of English to Speakers of Other Languages (TESOL) Standards, grades 4-8**

Goal 2, Standard 1: To use English to achieve academically in all content areas: Students will use English to interact in the classroom

Goal 2, Standard 2: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

Goal 2, Standard 3: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

#### **Select National Standards Addressed by Chapter**

	<b>NCSS</b>	<b>NSES</b>	<b>NCTE/IRA</b>	<b>TESOL</b>
<b>Chapter 1</b>	1, 3, 4, 7, 8, 9, 10	A, C, E, F	1, 3, 4, 5, 11, 12	Goal 2, Standards 1 - 3
<b>Chapter 2</b>	3, 8, 9	C, D, F	1, 3, 4, 5, 11, 12	Goal 2, Standards 1 - 3
<b>Chapter 3</b>	2, 3, 7, 8, 9	A, B, C, D, F	1, 3, 4, 5, 11, 12	Goal 2, Standards 1 - 3
<b>Chapter 4</b>	1, 4, 7, 8, 9	C, F	1, 3, 4, 5, 11, 12	Goal 2, Standards 1 - 3
<b>Chapter 5</b>	2, 3, 7, 9	C, F	1, 3, 4, 5, 11, 12	Goal 2, Standards 1 - 3
<b>Chapter 6</b>	1, 2, 3, 4, 9, 10	C, F	1, 3, 4, 5, 11, 12	Goal 2, Standards 1 - 3
<b>Chapter 7</b>	1, 2, 3, 5, 6, 7, 9, 10	F	1, 3, 4, 5, 11, 12	Goal 2, Standards 1 - 3
<b>Chapter 8</b>	1, 3, 4, 5, 10	F	1, 3, 4, 5, 11, 12	Goal 2, Standards 1 - 3
<b>Chapter 9</b>	1, 3, 4, 5, 10	A, F	1, 3, 4, 5, 11, 12	Goal 2, Standards 1 - 3