

Key Education Publishing
Standards Correlation for Children Around the World: The Ultimate Class Field Trip
Visit 14 Countries and Explore the Languages and Cultures of Children Across the Globe

This book supports the NCSS Curriculum Standards for Social Studies and the National Council for Geographic Education's National Geography Standards.

NCSS Curriculum Standards for Social Studies

The activities in this book support the following performance expectations for students in the early grades:

Culture

1. **Students explore and describe similarities and differences in how different groups handle human needs.** In *Children Around the World*, students learn about food and housing in different cultures.
2. **Students can describe how language, folktales and stories, music, and art express culture and influence behavior in a given culture.** In this book, students learn about the arts and language of 14 different countries.
3. **Students can compare how people from different cultures deal with their environment and their society** By studying 14 different countries, students learn to compare many different environments and societies.

Time, Continuity, and Change

1. **Students can correctly use time vocabulary such as past, present, future, and long ago; read and create simple time lines; identify examples of change; and recognize cause and effect relationships.** Students demonstrate these skills while studying several of the countries in *Children Around the World*.

People, Places, and Environment

1. **Students create and use mental maps of different areas that show their understanding of location, direction, size, and shape** While studying countries around the world in this book, students label a world map that helps them visualize the relative position of the different countries.
2. **Students can use maps, globes, and photographs** With each country they visit in *Children Around the World*, students mark a map included in the book.
3. **Students describe how culture, needs, and ideas are reflected in the design of physical environments like homes and classrooms** In several of the country chapters in this book, students learn about different types of homes.
4. **Students study how human beings interact with their environment, including land use, the development of cities, and how humans affect ecosystems** As they study different countries in this book, students learn about the different ways people use the land in their country.

Individual Development and Identity

1. **Students can describe personal connections to places, especially those in their immediate surroundings.** In the "My Country" chapter of *Children Around the World*, students do activities related to their own homes, schools, and communities.
2. **Students describe things that make their families unique.** *Children Around the World* includes an activity where students describe their own families.
3. **Students can describe how the people around them influence their lives and the decisions they make.** In the "My Country" chapter of *Children Around the World*, students explore and discuss their own communities.
4. **Students examine the things that make up their identities, such as their interests, the things they can do, and their thoughts.** In the "My Country" chapter, students do an activity in which they explore what is unique and special about themselves.

Production, Distribution, and Consumption

1. **Students describe how workers with specific jobs contribute to the production and trade of goods and services.** In each country they study in *Children Around the World*, students learn about different workers in that society.

Global Connections

1. **Students explore ways that elements of culture such as language, art, music, and beliefs can lead to either global understanding or misunderstanding.** In studying the cultures of other countries and comparing them to their own country, students can come to a greater understanding of their global society.
2. **Students can cite examples of competition, collaboration, and interdependence among individuals, groups, and nations.** Several of the country chapters in *Children Around the World* include information on conflicts that have occurred in those countries.

Civic Ideals and Practices

1. **Students can identify key characteristics of the United States' form of government, such as individual human rights, liberty, justice, equality, and rule of law and apply them to specific situations.** In the "My Country" section of *Children Around the World*, students discuss the freedoms afforded to them as citizens of the United States.

**National Council for Geographic Education's National Geography Standards
The activities in this book support the following National Geography Standards.**

The World in Spatial Terms

1. **The student knows how to use maps, globes, and other geographic tools to find and report information.** As students progress through *Children Around the World*, they mark world maps to keep track of the countries they have studied.
2. **The student can use mental maps to organize information about people, places, and environments.** The information students learn in *Children Around the World* helps them develop mental maps of each country and of the world.
3. **The student can analyze where different people, places, and environments exist on Earth.** *Children Around the World* includes world maps that help students identify the relative locations of the different countries they study.

Places and Regions

4. **The student understands the physical and human characteristics of places.** In *Children Around the World*, students learn about 14 different countries, including each country's geography and its people.
5. **The student understands that people create regions to help interpret the complexity of Earth.** *Children Around the World* includes a map of the five continents, one way that people split the world into regions.
6. **The student understands how each person's culture and experience affect how that person perceives different places.** *Children Around the World* begins with a chapter where students study their own country to give them a starting point for studying the other countries in the book.

Physical Systems

7. **The student understands the characteristics and locations of different ecosystems.** In *Children Around the World*, students learn about such diverse ecosystems as the Kalahari Desert, the Amazon rainforest, and the Australian outback.

Human Systems

8. **The student understands the characteristics, locations, and movements of human populations.** In *Children Around the World*, students learn about human populations in 14 different countries.
9. **The student understands the ways different groups on Earth depend on each other economically.** In many of the chapters in *Children Around the World*, students learn about raw materials and goods produced for trade and export.
10. **The student understands the characteristics of human settlement.** In *Children Around the World*, students learn about human settlement in 14 different countries.
11. **The student understands how cooperation and conflict among people affects the political division of Earth.** In several of the chapters of *Children Around the World*, students learn about various conflicts throughout history.

Environment and Society

12. **The student understands how human actions can change the physical environment.** In several of the chapters of *Children Around the World*, students learn about things humans have created that have changed the environment.
13. **The student understands how the physical environment affects the way people live in that environment.** In *Children Around the World*, students learn about housing in different countries and how the climate of an area affects how people live there.

The Uses of Geography

14. **The student understands how to use geography to learn about the present and make plans for the future.** The activities in *Children Around the World* help students to come to a greater understanding about world cultures so that they can be productive citizens in the present and in the future.