

Scholastic Classroom Magazines Meet National Curriculum Standards for Social Studies



Scholastic Classroom Magazines are a unique resource for high-quality, engaging articles and teacher support materials. Across all grades, these print and digital resources build students’ knowledge and skills, helping them meet the National Curriculum Standards for Social Studies.

| What the Standard Says | How Scholastic Classroom Magazines Help Students Achieve the Standard |
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| <p>1. CULTURE</p> <p>Social studies programs should include experiences that provide for the study of culture and cultural diversity.</p> <p>For example, students should understand that:</p> <ul style="list-style-type: none"> • Culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions, and way of life of a group of people. • Culture encompasses other attributes and products, such as language, literature, music, arts and artifacts, and foods. • Human cultures exhibit both similarities and differences, which can be explored through reading fiction and nonfiction, analyzing data, and conducting research. • Cultures are dynamic, change over time, and often influence behavior. | <p>Articles provide multiple opportunities for students to read and learn about various cultures around the world—from news briefs to in-depth investigations. Close-reading questions spark discussions about topics related to culture and cultural diversity.</p> <p>Articles cover topics in American culture, such as immigration, religion, social media trends, and sports.</p> <p>Articles discuss the cultures of other nations, such as human rights in China and child labor around the world.</p> <p>Images and other text features visually highlight aspects of different cultures.</p> <p>Articles often include historical information, allowing students to analyze how a culture may have changed over time.</p> <p>Compare-and-contrast Skill Builders help students understand similarities and differences between cultures. These activities can be used for research activities that expand upon the information provided in the article.</p> <p>Websites include videos that provide additional information about cultures discussed in the magazines.</p> |

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| <p>2. TIME, CONTINUITY, AND CHANGE</p> <p>Social studies programs should include experiences that provide for the study of the past and its legacy.</p> <p>For example, students should understand that:</p> <ul style="list-style-type: none"> • The historical experiences of societies, peoples, and nations reveal patterns of continuity and change. • Understanding the past enables us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values, and beliefs of the periods in which they took place. • Applying research methods associated with historical inquiry, exploring and understanding different perspectives on events, and using multiple sources will all aid in understanding the past. | <p>Articles focus on important historical periods and events, including ancient civilizations, the Civil War, World War II and the Holocaust, the civil rights movement, the women's rights movement, and the Cold War. These features connect history to current events.</p> <p>Historical maps, timelines, and sidebars highlight relevant information about specific time periods or events in history.</p> <p>Plays and online videos focus on important historical time periods or events, including the age of exploration, the fall of Troy, the Little Rock Nine, and the Trail of Tears.</p> <p>Primary-source Skill Builders encourage students to analyze historical events and issues through firsthand accounts. These activities ask students to draw comparisons between the past and the present.</p> <p>Research and writing activities included in Teacher's Guides allow students to further their study of a historical topic and help them understand events in historical context.</p> <p>Skill Builders help students hone their historical-inquiry skills.</p> |
| <p>3. PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Social studies programs should include experiences that provide for the study of people, places, and environments.</p> <p>For example, students should understand that:</p> <ul style="list-style-type: none"> • Physical systems, such as climate; weather and seasons; and natural resources, such as land and water, have an effect on human populations. • Human settlement and migration often follow patterns. • Human activities have an impact on the environment. • Key social, economic, and cultural characteristics affect populations in different locations. • National and global regions have grown along with technological advances. | <p>Articles often focus on people, places, and environmental issues, including climate change, undocumented immigrants, refugees, and students who are making a difference around the world.</p> <p>Articles and maps include information and statistical data about countries and regions around the world.</p> <p>Many magazines include map-skills activities that ask students to analyze changes over time in a region based on both physical and human geographic factors.</p> <p>Debates in many of the magazines often focus on environmental issues and how they impact human life.</p> <p>Teaching resources include close-reading questions, quizzes, debate topics, writing prompts, and photo-analysis activities that help students understand the interactions between human populations and their environments.</p> |

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| <p>4. INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Social studies programs should include experiences that provide for the study of individual development and identity.</p> <p>For example, students should understand that:</p> <ul style="list-style-type: none"> • Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture. • Individuals have unique qualities, but they must still collaborate with peers and others. • Individuals develop similarly and differently in various societies and cultures. | <p>Articles and videos feature young people from diverse backgrounds and focus on their life experiences and accomplishments. These articles can spark discussions regarding identity development in different cultures around the world.</p> <p>Articles focus on topics that are important for students’ personal development, such as body image, health, nutrition, media literacy, and social media usage.</p> <p>Debates in many of the magazines feature topics that are relevant to students’ lives, such as whether parents should monitor their kids’ social media use.</p> <p>Suggestions for discussions and debates give students opportunities to develop and express their opinions and collaborate with peers.</p> |
| <p>5. INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.</p> <p>For example, students should understand that:</p> <ul style="list-style-type: none"> • Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. • Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. • Institutions change over time, promote social conformity, and influence culture. | <p>Articles explore the role that schools, government agencies, courts, and other institutions play in people’s lives and in society, and how individuals and groups interact.</p> <p>Articles and videos cover topics such as the Supreme Court and the criminal justice system.</p> <p>Articles focus on the actions of individuals and groups, including labor unions, political parties, immigrants, and protesters, and their impact on society.</p> <p>Skill Builders help students further their understanding of these institutions, how they form, and how they change over time. These activities encourage students to think about why people organize into groups, and the roles of certain institutions.</p> |

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| <p>6. POWER, AUTHORITY, AND GOVERNANCE</p> <p>Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.</p> <p>For example, students should understand that:</p> <ul style="list-style-type: none"> • Various systems have been developed over the centuries to allocate and employ power and authority in the governing process. • These systems have evolved over time to meet the needs of contemporary U.S. society and other parts of the world. • Different governance systems have different purposes and defining characteristics. • Individuals have rights and responsibilities in relation to their families, their social groups, their communities, and their nation. | <p>Many articles focus on the U.S. government and governments around the world.</p> <p>Articles cover topics such as the jobs of the president, the rights and responsibilities of citizens (voting, volunteering, serving on juries, etc.), gridlock in Congress, political systems around the world, and revolutions.</p> <p>National and international news articles often focus on topics related to government and politics. Close-reading questions, writing prompts, and research activities in Teacher’s Guides allow students to further explore these topics, formulate their own opinions about the issues presented, and compare their experiences to those featured in the articles.</p> <p>Many magazines include debates that provide two perspectives on a topic (often related to government and politics). Students are challenged to analyze and evaluate each side of the debate and decide which one they most agree with.</p> |
| <p>7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.</p> <p>For example, students should understand that:</p> <ul style="list-style-type: none"> • The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy. • Globalization has led to interdependence, impacting local economies and social systems. | <p>Articles often cover economic issues and how economic development affects societies.</p> <p>Articles cover topics such as extreme poverty around the world, trade, globalization, supply and demand, income inequality, and the debate over the minimum wage in the U.S.</p> <p>The use of text features, such as charts, graphs, and infographics, highlights relevant economic information.</p> <p>Writing prompts and research activities in Teacher’s Guides provide students with the opportunity to learn more about economic systems around the world.</p> |

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| <p>8. SCIENCE, TECHNOLOGY, AND SOCIETY</p> <p>Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society.</p> <p>For example, students should understand that:</p> <ul style="list-style-type: none"> • Science and its practical application, technology, have had a major influence on social and cultural change. • Disparate cultures, geographically separated but impacted by global events, are often brought together by technology. • There are gaps in access to benefits of science and technology. • Exploring the complex influence of scientific findings and technology on human values, the growth of knowledge, and behavior can lead to a better understanding of contemporary societies. | <p>Articles often cover science, technology, and society, including their effects on social and cultural change.</p> <p>Articles cover topics such as drones, robots, nuclear power, fracking, technology and the law, social media, and climate change, and provide relevant statistical information. Articles also discuss how access to technology varies around the world.</p> <p>Text features such as charts, graphs, and timelines often address issues related to science and technology.</p> <p>Debates in many magazines often focus on a science or technological issue affecting the nation or the world.</p> <p>Close-reading questions, writing prompts, and research activities in Teacher’s Guides help students analyze the effects of technology on our lives.</p> |
| <p>9. GLOBAL CONNECTIONS</p> <p>Social studies programs should include experiences that provide for the study of global connections and interdependence.</p> <p>For example, students should understand that:</p> <ul style="list-style-type: none"> • World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. • Connections among nations and regions of the world provide opportunities as well as uncertainties. • Interpreting patterns and relationships of increased global interdependence and its implications will allow us to examine policy alternatives. • It is important to initiate analyses of the consequences of interactions among states, nations, and world regions as they respond to global events and changes. | <p>Articles cover topics such as immigration, terrorism, globalization, the refugee crisis, and child labor around the world.</p> <p>Close-reading questions, discussion questions, quizzes, debate topics, writing prompts, and research activities help students recognize the interconnectedness of far-flung nations and understand these global connections.</p> <p>Some economics- and government-themed articles focus on foreign policy.</p> <p>Maps and infographics visually present information that conveys how interconnected the world is because of technology, trade, and global institutions.</p> |

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| <p>10. CIVIC IDEALS AND PRACTICES</p> <p>Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.</p> <p>For example, students should understand that:</p> <ul style="list-style-type: none"> • An understanding of civic ideals and practices in both the U.S. and in other countries is critical to full participation in society. • It is important to have knowledge of the institutions and practices that support and protect freedoms and rights—as well as the important historical documents that articulate them. • Analyzing and evaluating relationships between civic ideals and practices, as well as learning how to take civic roles in communities, will help us to become better citizens. | <p>Articles discuss the ideals, principles, and practices of citizenship in a democratic republic.</p> |
| | <p>Articles cover such topics as constitutional amendments, new laws, voting, and elections. The magazines often feature students who have used civic action to improve their communities.</p> |
| | <p>History articles focus on the founding of the United States, including the Declaration of Independence and the Constitution.</p> |
| | <p>Primary-source Skill Builders provide students with opportunities to read, analyze, and compare/contrast historical documents with secondary-source articles.</p> |
| | <p>National and international news articles provide a look into what citizenship means in the U.S. and in other countries around the world.</p> |
| | <p>Many articles offer suggestions on how students can get involved in causes they care about. Civic-engagement activities ask students to research different organizations and learn how they can get involved in their own communities.</p> |
| | <p>Many magazines include debates that often focus on civic issues, such as whether voting should be mandatory. Students are asked to analyze these debates and support a side using evidence from the article.</p> |
| | <p>Online videos provide additional information about civic ideals and practices.</p> |
| | <p>Engaging discussion prompts help students further their understanding of various societies and what citizenship means to them.</p> |

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