



Let's Find Out® for Kindergarten Meets the California History-Social Studies Content Standards

CHRONOLOGICAL AND SPATIAL THINKING

STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW LET'S FIND OUT MEETS THIS STANDARD
1	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret timelines.	<ul style="list-style-type: none"> Over the course of the year, classes can plot on a timeline the historical time periods and events that are featured in <i>Let's Find Out (LFO)</i>. As more events are added, existing ones will shift, and classes can have discussions surrounding the context of these events and why it is important to understand when events happened.
2	Students correctly apply terms related to time, including <i>past</i> , <i>present</i> , <i>future</i> , <i>decade</i> , <i>century</i> , and <i>generation</i> .	<ul style="list-style-type: none"> <i>LFO</i> publishes both historical and current social studies-focused articles, which can spark discussion about past, present, and future.
3	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	<ul style="list-style-type: none"> Students have opportunities to read a history-focused article in <i>LFO</i> and compare how life was lived during a historical time period with how we currently live. Students are encouraged to make personal connections to what they read in <i>LFO</i>, as this will help them better understand historical events and historical time periods. Students can role-play people from the past to help them build upon their understanding of what life was like throughout history.
4	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	<ul style="list-style-type: none"> Articles in the Student Editions can include map text features, which can help students learn more about where locations exist and give students their first opportunity to explore features of a map.

RESEARCH, EVIDENCE, AND POINT OF VIEW

1	Students differentiate between primary and secondary sources.	<ul style="list-style-type: none"> Although the majority of the articles and online videos created for <i>LFO</i> are secondary sources, teachers can pair these articles with primary sources to show students the difference between the points of view presented as well as the types of information highlighted about an event or a person. Practicing reading and listening to both types of articles will be very helpful to students in the future, when they are presented with more challenging historical material.
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RESEARCH, EVIDENCE, AND POINT OF VIEW

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2	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	<ul style="list-style-type: none"> Class discussions encourage students to think critically and pose questions about the events presented in the magazine, in both article and text-feature form, to gain a better understanding of the event that occurred.
3	Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	<ul style="list-style-type: none"> At times, <i>LFO</i> suggests fiction stories to pair with its nonfiction articles. Compare/contrast and classifying printables help students see the similarities and differences between the actual event and the fictionalized version. Classes can also pair historical articles in the magazine with relevant fiction from their classroom or school library.

HISTORICAL INTERPRETATION

1	Students summarize the key events of the era they are studying and explain the historical contexts of those events.	<ul style="list-style-type: none"> Class discussions can help students glean the main ideas from a longer article to build a summary of what they read.
2	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.	<ul style="list-style-type: none"> Sorting and classifying activities help students understand the human and physical characteristics of a place they read about in an article or see via text features or online videos. Through these activities, students learn which characteristics “belong” to specific places around the world.

KINDERGARTEN—LEARNING AND WORKING LONG AGO

K.1	<p>Students understand that being a good citizen involves acting in certain ways.</p> <ol style="list-style-type: none"> Follow rules, such as sharing and taking turns, and know the consequences of breaking them. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. 	<ul style="list-style-type: none"> Many issues of <i>LFO</i> feature the important social studies skills of understanding why we have rules and knowing how to follow them. Some articles focus on topics like classroom rules or the importance of cleaning up when an activity is over. These topics remind students what is expected of them to be a good citizen in school and in their communities. Online videos also feature this information to help show students what it means to follow the rules. The What Should You Do? feature in many Student Editions poses a question that may be tough for students to answer. To make the best choice, they need to use their knowledge of rules, keeping order, being a good citizen, how to solve problems, and how to stay safe. These questions can be connected to stories of individuals who acted in a similar way for the betterment of society (or, alternatively, what happened when an individual did not follow the rules). Printables focused on rules allow students to draw examples of what it means to follow rules and how one can be a good citizen by doing so. This allows students who are not yet confident in their writing to express their understanding in a creative way.
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KINDERGARTEN—LEARNING AND WORKING LONG AGO

STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW <i>LET'S FIND OUT</i> MEETS THIS STANDARD
K.2	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	<ul style="list-style-type: none"> • <i>LFO</i> articles and online videos include information about national symbols. Lesson activities and online videos give students opportunities to study these further and gain a more thorough understanding as to why they are important to the people of the United States and its history.
K.3	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	<ul style="list-style-type: none"> • <i>LFO</i> features different types of jobs in its articles and online videos so that students have an opportunity to learn more about various occupations. Students also learn why these jobs are important and how these workers help our communities. • Diagram text features can be used with articles about jobs to show students important information relevant to a job, like parts of a uniform or how a job is done. • After reading these articles or watching these videos, students can use recall printables and online games, like the “Make a Match” game, to show what they learned.
K.4	<p>Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <ol style="list-style-type: none"> 1. Determine the relative locations of objects using the terms <i>near/far</i>, <i>left/right</i>, and <i>behind/in front</i>. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. 5. Demonstrate familiarity with the school’s layout, environs, and the jobs people do there. 	<ul style="list-style-type: none"> • Printables and online games can focus on positional and directional prepositional phrases to help students understand relative location. • Basic map-skills printables and Your Turn activities help students follow a path to locate objects in a familiar place, like a classroom, while better understanding the purpose for using a map or globe. These activities also provide an opportunity to begin using cardinal directions to describe how to move from one place to another. • Articles in the Student Editions can help students learn more about a location and to help them identify the physical characteristics of the area.
K.5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	<ul style="list-style-type: none"> • Some issues of <i>LFO</i> include a Calendar Skills activity to help students understand the passing of time and sequential order, as well as provide opportunities for students to begin using vocabulary related to time, such as <i>before/after</i>, <i>today</i>, <i>weeks</i>, and <i>months</i>.

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STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW <i>LET'S FIND OUT</i> MEETS THIS STANDARD
K.6	<p>Students understand that history relates to events, people, and places of other times.</p> <ol style="list-style-type: none"> 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day). 2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin. 3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). 	<ul style="list-style-type: none"> • Social studies-focused articles and online videos often focus on national holidays. Articles can center on why and how national holidays are celebrated and the history behind each holiday. • Articles and videos also frequently feature information about individuals who are important to United States history and their roles in shaping our nation. • History-focused articles in the Student Editions encourage discussion about how life was lived “back then.” Students are encouraged to make connections to their lives and experiences to compare/contrast the past with how things are done today. Printables and online games help students sort this information and put their thoughts into words and pictures.

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