

*Another Country Calling...*

THE ADVENTURES OF SIMON AND BARKLEE™

*Bring the World to Children... and Children to the World.*

# COLORADO

## Correlations

### Colorado Model Content Standards

Using the storybooks, the student FunBooks, the lesson plans with enrichments and the teacher and classroom programs offered by Simon and Barklee, Inc., educators can meet many of the standards specified in the Model Content Standards, especially in **reading and language arts**. Many lessons combine several disciplines.

This integrated program offers classroom educators enormous flexibility to engage learners, ignite curiosity while meeting required standards. It is intended to develop and hone critical thinking skills, enhance respect for diversity, celebrate cultures and encourage a world-view in children.

*Simon and Barklee*, the series main characters, are animals who go real places and do real things. Children can easily identify with their characteristics, behaviors and interests without the imposition of race or age. They are universal in appeal.

The integrated nature of the stories, activities and lessons graphically demonstrates the interrelationships between classroom academics and life as well as illustrating the interrelationships between countries and their peoples.

**Standards correlation for grades K-4 and 5-8, with reference to grade-level expectations from 3-5.**

<b>Reading and Writing</b>		
<b>1. Students read and understand a variety of materials</b>		
	<b>LESSON NUMBER</b>	
<ul style="list-style-type: none"> <li>Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism and other figures of speech.</li> </ul>	<i>Fra</i>	G2, 9, 10, 11, 12
	<i>Eng</i>	G2, 4, 8, 13, 14, 15
	<i>Ger</i>	G1, G3, 6, 11, 15, 17, 18, 19
	<i>Mex</i>	G2, 6, 8, 9, 13, 17, 18, 19
<ul style="list-style-type: none"> <li>Make connections between reading and what they already know, and identify what they need to know about a topic before reading about it</li> </ul>	<i>Fra</i>	<b>Storybooks</b> <b>Activity books</b> directions, technology resources, research sources
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
<ul style="list-style-type: none"> <li>Use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes and suffixes of words for comprehension</li> </ul>	<i>Fra</i>	storybooks are illustrated with full-color, regionally accurate pictures and build word recognition skills using "new words boxes" to identify, give pronunciation, and define new words.
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
<ul style="list-style-type: none"> <li>Use information from reading to increase vocabulary and enhance language usage.</li> </ul> (all storybooks build vocabulary using "new words boxes" to identify and define new words)	<i>Fra</i>	G1, 4, 5, 9, 10, 11
	<i>Eng</i>	6, 9, 13, 14, 15, 16
	<i>Ger</i>	G2, 7, 12, 13, 17, 18, 19
	<i>Mex</i>	G1, 12, 17, 18, 19
<b>2. Students write and speak for a variety of purposes and audiences</b>		
	<b>LESSON NUMBER</b>	
<ul style="list-style-type: none"> <li>Write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures and persuading</li> </ul>	<i>Fra</i>	G2, G3, 19, 20, 22
	<i>Eng</i>	G3, 2, 9, 18, 19
	<i>Ger</i>	G1, G3, 3, 11, 14
	<i>Mex</i>	G3, 13, 14
<ul style="list-style-type: none"> <li>Write and speak for audiences such as peers, teachers, and the community</li> </ul>	<i>Fra</i>	G1, G3, 3, 11, 14,
	<i>Eng</i>	G3, 2, 9, 18, 19
	<i>Ger</i>	G1, G3, 3, 11, 14
	<i>Mex</i>	G3, 13, 14
<ul style="list-style-type: none"> <li>Plan, draft, revise, proofread and edit written communications.</li> </ul>	<i>Fra</i>	<b>Young Authors Workshop</b>
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
<ul style="list-style-type: none"> <li>Use a variety of devices such as figurative language, symbolism, dialect and precise vocabulary to convey meaning</li> </ul>	<i>Fra</i>	G2, 18
	<i>Eng</i>	G2, 18, 19
	<i>Ger</i>	G1, 9, 11, 14
	<i>Mex</i>	G3, 13
<ul style="list-style-type: none"> <li>Organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration</li> </ul>	<i>Fra</i>	G2, G3, 8, 20
	<i>Eng</i>	G1, 10, 18
	<i>Ger</i>	8, 14
	<i>Mex</i>	5, 10
<b>Young Authors Workshop</b>		

<b>3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.</b>		
• Know and use correct grammar in speaking and writing	<b>Fra</b>	Young Authors Workshop Editing Workshop
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
• Apply correct usage in speaking and writing	<b>Fra</b>	Young Authors Workshop Editing Workshop
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
• Use correct sentence structure in writing	<b>Fra</b>	Young Authors Workshop Editing Workshop
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
• Demonstrate correct punctuation, capitalization and spelling.	<b>Fra</b>	Young Authors Workshop Editing Workshop
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
<b>4. Students apply thinking skills to their reading, writing, speaking, listening and viewing.</b>		
• Make predictions, analyze, draw conclusions and discriminate between fact and opinion in writing, reading, speaking, listening and viewing.	<b>Fra</b>	G2, 13, 18, 19, 20
	<b>Eng</b>	G1, 2, 5, 8, 9, 18, 20
	<b>Ger</b>	G3, 3, 6, 11, 16
	<b>Mex</b>	G2, 8, 9, 15, 16
• Use reading, writing, speaking, listening and viewing to define and solve problems	<b>Fra</b>	G2, G3, 8, 13, 15, 18, 20
	<b>Eng</b>	G1, 3, 10, 12, 18, 19
	<b>Ger</b>	G1, G3, 3, 4, 8, 11, 14
	<b>Mex</b>	G2, 2, 5, 9, 13, 15
• Recognize, express and defend points of view orally and in writing	<b>Fra</b>	G2, 8, 13, 16, 18, 20
	<b>Eng</b>	2, 3, 6, 8, 10, 20
	<b>Ger</b>	G1, G3, 3, 4, 6, 8, 9, 11
	<b>Mex</b>	G2, 5, 7, 8, 15
• Identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director	<b>Fra</b>	G2, 4, 5, 6, 15, 16, 18, 20, 22
	<b>Eng</b>	2, 3, 6, 8, 19
	<b>Ger</b>	G3, 3, 4, 6, 9, 14, 22
	<b>Mex</b>	6, 7, 8, 14, 15
• Evaluate the reliability, accuracy and relevancy of information.	<b>Fra</b>	7, 15, 18, 20
	<b>Eng</b>	8, 12, 18, 19, 20
	<b>Ger</b>	G3, 3, 6, 14, 22
	<b>Mex</b>	G3, 2, 7, 8, 14, 15
<b>5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources</b>		
• Select relevant material for reading, writing and speaking purposes	<b>Fra</b>	1, 2, 6, 7, 15, 16, 19, 20
	<b>Eng</b>	G2, G3, 1, 2, 3, 9, 12, 16, 17, 19
	<b>Ger</b>	G1, 1, 2, 3, 4, 7, 10, 14
	<b>Mex</b>	G3, 1, 2, 6, 7, 10, 11, 14, 15, 20, 21
• Understand the structure, organization, and use of various media, reference and technological sources as they select information for their reading and writing.	<b>Fra</b>	1, 2, 7, 15, 16, 19, 20
	<b>Eng</b>	G2, G3, 1, 2, 3, 9, 12, 16, 17, 19
	<b>Ger</b>	G1, 1, 2, 3, 4, 7, 10, 14
	<b>Mex</b>	G3, 1, 2, 3, 6, 7, 10, 11, 14, 15, 20, 21

<ul style="list-style-type: none"> <li>Paraphrase, summarize, organize, and synthesize information</li> </ul>	<b>Fra</b>	1, 2, 6, 7, 15, 16, 19, 20
	<b>Eng</b>	G2, G3, 1, 2, 3, 9, 12, 16, 17, 19
	<b>Ger</b>	G1, 1, 2, 3, 4, 10, 14
	<b>Mex</b>	G3, 1, 2, 7, 10, 11, 14, 15
<ul style="list-style-type: none"> <li>Use information to produce a quality product</li> </ul>	<b>Fra</b>	6, 7, 15, 19, 20
	<b>Eng</b>	G2, G3, 1, 2, 3, 9, 12, 19
	<b>Ger</b>	G1, 1, 2, 3, 4, 10, 14
	<b>Mex</b>	G3, 1, 2, 3, 7, 10, 11, 14, 15

**6. Students read and recognize literature as a record of human experience.**

<ul style="list-style-type: none"> <li>Read literature to investigate common issues and interests</li> <li>Read literature to understand places, people, events and vocabulary, both familiar and unfamiliar.</li> <li>Read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world</li> </ul>	<p>The storybooks, activities with story extensions, reading, writing and research projects focus the learner on diversity and global neighbors. They are all intended to promote understanding of people and places outside students' experience and to represent cultural and ethnic traditions from around the world.</p>
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**Geography**

**1. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places and environments.**

<p>1.1 Students know how to use maps, globes and other geographic tools to acquire, process and report information from a spatial perspective.</p>	<b>Fra</b>	G3, 1, 2, 3, 19
	<b>Eng</b>	G3, 1, 2, 9, 17, 19
	<b>Ger</b>	1, 2, 3, 4, 5
	<b>Mex</b>	G3, 1, 11, 15
<p>1.2 Students develop knowledge of Earth to locate people, places and environments</p>	<b>Fra</b>	G3, 1, 2, 3, 19
	<b>Eng</b>	G3, 1, 2, 9, 17, 19
	<b>Ger</b>	1, 2, 3, 4, 5
	<b>Mex</b>	G3, 1, 11, 15
<p>1.3 Students know how to analyze the dynamic spatial organization of people, places and environments.</p>	<b>Fra</b>	G3, 1, 2, 3, 19
	<b>Eng</b>	G3, 1, 2, 9, 17, 19
	<b>Ger</b>	1, 2, 3, 4, 5
	<b>Mex</b>	G3, 1, 11, 15

**2. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.**

<p>2.1 Students know the physical and human characteristics of places.</p> <p>2.2 Students know how culture and experience influence people's perceptions of places and regions.</p>	<p>In addition to the physical characteristics of place, as shown in the standard detailed above, each story and related activities address the concept of culture and perception from both an insider and outsider perspective.</p>
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**3. Students understand how physical processes shape Earth's surface patterns and systems**

3.1 Students know the physical processes that shape Earth's surface patterns.	<b>Fra</b>	
	<b>Eng</b>	17
	<b>Ger</b>	
	<b>Mex</b>	11
<b>4. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.</b>		
4.1 Students know the characteristics, location, distribution and migration of human populations.	<b>Fra</b>	1, 2
	<b>Eng</b>	G3, 2, 9, 19
	<b>Ger</b>	1, 2, 3, 4
	<b>Mex</b>	G3, 1, 10, 15
4.2 Students know the nature and spatial distribution of cultural patterns.	<b>Fra</b>	1, 2
	<b>Eng</b>	G3, 2, 6, 9, 19
	<b>Ger</b>	1, 2, 3, 4
	<b>Mex</b>	G3, 1, 10, 15
4.3 Students know the patterns and networks of economic interdependence.	<b>Fra</b>	1, 2
	<b>Eng</b>	2, 9
	<b>Ger</b>	1, 2, 3, 4
	<b>Mex</b>	G3, 1, 15
4.4 Students know the processes, patterns, and functions of human settlement.	<b>Fra</b>	1, 2
	<b>Eng</b>	9
	<b>Ger</b>	1, 2, 3
	<b>Mex</b>	G3, 10, 15
4.5 Students know how cooperation and conflict among people influence the division and control of Earth's surface.	<b>Fra</b>	
	<b>Eng</b>	9
	<b>Ger</b>	3, 4
	<b>Mex</b>	10, 15
<b>5. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution and importance of resources.</b>		
5.1 Students know how human actions modify the physical environment.	<b>Fra</b>	1
	<b>Eng</b>	G3, 1, 2, 9
	<b>Ger</b>	Storybook, 1, 2, 3
	<b>Mex</b>	Storybook, G3, 1, 10, 15
5.2 Students know how physical systems affect human systems.	<b>Fra</b>	
	<b>Eng</b>	G3, 1, 2, 9
	<b>Ger</b>	3, 4, 10
	<b>Mex</b>	11
5.3 Students know the changes that occur in the meaning, use, location, distribution and importance of resources.	<b>Fra</b>	
	<b>Eng</b>	2, 9
	<b>Ger</b>	3, 4
	<b>Mex</b>	Storybook, 15
<b>6. Students apply knowledge of people, places and environments to understand the past and present and to plan for the future.</b>		
6.1 Students know how to apply geography to understand the past.	<b>Fra</b>	
	<b>Eng</b>	G3, 1, 2, 9, 17, 19
	<b>Ger</b>	1, 2, 3
	<b>Mex</b>	G3, 1, 2, 7, 14, 15
6.2 Students know how to apply geography to understand the present and plan for the future.	<b>Fra</b>	
	<b>Eng</b>	G3, 1, 2
	<b>Ger</b>	1, 2, 3, 4
	<b>Mex</b>	G3, 1, 7, 15

<b>History</b>		
<b>1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships</b>		
1.1 Students know the general chronological order of events and people in history.	<b>Fra</b>	
1.2 Students use chronology to organize historical events and people.	19	
	<b>Eng</b>	
	G3, 2, 9	
1.3 Students use chronology to examine and explain historical relationships	<b>Ger</b>	
	3	
<b>(uses countries outside US to illustrate historical progression)</b>	<b>Mex</b>	
	G3, 10, 14, 15	
<b>2. Students know how to use the processes and resources of historical inquiry.</b>		
2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.	<b>Fra</b>	
	19, 21	
	<b>Eng</b>	
2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.	G3, 2, 9, 16, 17	
	<b>Ger</b>	
	3	
2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.	<b>Mex</b>	
	G3, 7, 10, 14, 15	
<b>(numerous print, technology and encyclopedia resources directly related to each area of study are listed in the teachers' editions.)</b>		
<b>3. Students understand that societies are diverse and have changed over time.</b>		
3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.	<b>Fra</b>	19
	<b>Eng</b>	G3, 2, 9, 19
	<b>Ger</b>	3
	<b>Mex</b>	G3, 6, 10, 14, 15
3.2 Students understand the history of social organization in various societies.	<b>Fra</b>	6, 18, 19
	<b>Eng</b>	2, 6, 9, 20
	<b>Ger</b>	3, 9
	<b>Mex</b>	G3, 10, 14, 15

<b>4. Students understand how science, technology and economic activity have developed, changed and affected societies throughout history.</b>	
4.1 Students understand the impact of scientific and technological developments on individuals and societies.	<b>Fra</b>
	19
	<b>Eng</b>
	2, 9
4.2 Students understand how economic factors have influenced historical events.	<b>Ger</b>
	3
4.3 Students understand the historical development and know the characteristics of various economic systems.	<b>Mex</b>
	G3, 10, 15
<b>5. Students understand political institutions and theories that have developed and changed over time.</b>	
5.2 Students know how various systems of government have developed and functioned throughout history.	<b>Fra</b>
	19
5.3 Students know how political power has been acquired, maintained, used and/or lost throughout history.	<b>Eng</b>
	2, 9
5.4 Students know the history of relationships among different political powers and the development of international relations.	<b>Ger</b>
	3
	<b>Mex</b>
	14, 15
<b>Economics</b>	
<b>3. Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.</b>	
3.1 Students understand that the exchange of goods and services creates economic interdependence and change.	<b>Fra</b>
	15, 16
3.2 Students understand how a country's monetary system facilitates the exchange of resources.	<b>Eng</b>
	2, 3, 12
	<b>Ger</b>
	3, 4
	<b>Mex</b>
	2, 15

<b>Mathematics</b>	
1. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.	<b>Fra</b> 15, 16
3. Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.	<b>Eng</b> 3, 7, 12
5. Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.	<b>Ger</b> 4, 5
6. Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators and computers in problem-solving situations and communicate the reasoning used in solving these problems.	<b>Mex</b> 2, 3
<b>Science</b>	
5. Students know and understand interrelationships among science, technology and human activity and how they can affect the world.	<b>Fra</b>
6. Students understand that science involves a particular way of knowing and understand common connections among scientific disciplines	<b>Eng</b> 9, 17
	<b>Ger</b>
	<b>Mex</b> Storybook, 11



<b>Foreign Language</b>		
2. Students acquire and use knowledge of cultures while developing foreign language skills.  <i>(all storybooks use foreign vocabulary with pronunciation and definition in "new words" boxes throughout)</i>	<b>Fra</b>	G1, 4,,5, 6, 14, 21
	<b>Eng</b>	12, 13
	<b>Ger</b>	G2, 6, 9, 12, 20, 21
	<b>Mex</b>	G1, 6, 12, 20, 21
<b>Music</b>		
1. Students sing or play on instruments varied repertoire of music, alone or with others.  4. Students will listen to, analyze, evaluate and describe music.  5. Students will relate music to various historical and cultural traditions.	<b>Fra</b>	21
	<b>Eng</b>	G3, 21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	G3, 20, 21
<b>Visual Arts</b>		
1. Students recognize and use the visual arts as a form of communication.  <i>Passport Pals Program</i>	<b>Fra</b>	G3, 6
	<b>Eng</b>	G3, 6
	<b>Ger</b>	
	<b>Mex</b>	G3, 4
4. Students relate the visual arts to various historical and cultural traditions.	<b>Fra</b>	21
	<b>Eng</b>	G3
	<b>Ger</b>	
	<b>Mex</b>	7
<b>Theatre</b>		
1. Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.  2. Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing.  3. Students understand and relate the role of theatre arts to culture and history.  6. Students know and apply connections between theatre and other disciplines.	<b>Fra</b>	21
	<b>Eng</b>	G3
	<b>Ger</b>	
	<b>Mex</b>	G3