# Standards Matches for Kidspiration®

| Georgia<br>2006<br>Language Arts | *Kidspiration®3 includes symbols, activities and lessons in English Language Arts and Reading, supporting students as they build skills to meet English Language Arts and Reading standards.* | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Visually express ideas | Organize ideas | Group and classify | Compare and contrast | Conduct research | Phonemic awareness | Phonics | Vocabulary | Comprehension | Forms of writing | Writing process | Grammar and mechanics |
| ***Kindergarten*** | | | | | | | | | | | | |
| ELAKR1 The student demonstrates knowledge of concepts of print. | x | | | | | | | | | | | |
| ELAKR2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. | x | | | | | x | | | | | | |

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| ELAKR3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. | x | | | | | | x | | x | | | |
| ELAKR4 The student demonstrates the ability to read orally with speed, accuracy, and expression. | | | | | | | | | | | | |
| ELAKR5 The student acquires and uses grade-level words to communicate effectively. | x | | | | | | | x | | | | |
| ELAKR6 The student gains meaning from orally presented text. | x | x | x | x | | | | | x | | | |
| ELAKW1 The student begins to understand the principles of writing. | x | x | | | | | | | | | x | x |
| ELAKLSV1 The student uses oral and visual skills to communicate. | x | | | | | | | | | | | |

| ***Grade 1*** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ELA1R1 The student demonstrates knowledge of concepts of print. | x | | | | | | | | | | | |
| ELA1R2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. | x | | | | | x | | | | | | |
| ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. | x | x | | | | | x | | | x | x | |
| ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression. | | | | | | | | | | | | |

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| ELA1R5 The student acquires and uses grade-level words to communicate effectively. | x | x | | | | | | x | x | | | |
| ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. | x | x | x | x | x | | | | x | | | |
| ELA1W1 The student begins to demonstrate competency in the writing process. | x | x | | | x | | | | | | x | x |
| ELA1LSV1 The student uses oral and visual strategies to communicate. | x | | | | | | | | | | | |
| ***Grade 2*** | | | | | | | | | | | | |
| ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. | x | | | | | | x | x | | | | |

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| ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. | | | | | | | x | | | | | |
| ELA2R3 The student acquires and uses grade-level words to communicate | x | | | | | | | x | x | | | |
| ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. | x | x | x | x | x | | | x | x | | | |
| ELA2W1 The student demonstrates competency in the writing process. | x | x | | x | x | | | | | x | x | x |
| ELA2LSV1 The student uses oral and visual strategies to communicate. | x | | | | x | | | x | | | | |

| *Grade 3* | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ELA3R1 The student demonstrates the ability to read orally with speed, accuracy, and expression. | | | | | | | x | | | | | |
| ELA3R2 The student acquires and uses grade-level words to communicate effectively. | x | | | | | | | x | x | | | |
| ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. | x | x | x | x | | | | | x | | | |
| ELA3W1 The student demonstrates competency in the writing process. | x | x | | | x | | | | | x | x | x |

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| ELA3C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. | x | x | | | x | | | x | | | x | x |
| ELA3LSV1 The student uses oral and visual strategies to communicate. | x | | | | | | | | | | | |
| ***Grade 4*** | | | | | | | | | | | | |
| ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. | x | x | x | x | | | | | x | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ELA4R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. | | | | | | | | | | | | |
| ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. | x | x | | | x | | | x | | | x | |
| ELA4R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. | | | | | | | x | | x | | | |

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| ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. | x | x | | x | | | | | | x | x | |
| ELA4W2 The student demonstrates competence in a variety of genres. | x | x | | x | x | | | | | x | x | |
| ELA4W3 The student uses research and technology to support writing. | x | x | | | x | | | | | | | |
| ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing. | x | x | | | | | | | | | x | x |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. | x | x | x | | | | | x | | x | x | x |
| ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. | x | x | | | | | | | | | | |
| ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. | x | x | | | | | | | | x | | |

| *Grade 5* | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. | x | x | x | x | | | | | x | | | |
| ELA5R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. | | | | | | | | | | | | |
| ELA5R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. | x | x | | | x | | | x | x | | x | |

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| ELA5R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. | | | | | | | x | | x | | | |
| ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. | x | x | | x | | | | | | x | x | |
| ELA5W2 The student demonstrates competence in a variety of genres. | x | x | | | x | | | | | x | x | |
| ELA5W3 The student uses research and technology to support writing. | | x | | | x | | | | | x | x | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. | x | x | | | | | | | | x | x | x |
| ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. | x | | x | | | | | | | x | x | x |
| ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. | | | | | | | | | | | | |
| ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. | x | x | | | | | | | | x | x | |

| Georgia<br>2006<br>Mathematics | ***Kidspiration® 3 includes tools, symbols, activities and lessons in Math, supporting students as they build skills to meet Math standards.*** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Model with Color Tiles | Model with Pattern Blocks | Model with Base Ten Blocks | Model with Fraction Tiles | Model with Fraction Boxes | Modeling in Picture View | Use Multiple Modes of Repre sentation | Use words, numbers and math symbols | Number and Operations | Algebra | Geometry | Data Analysis and Probability | Measurement |
| ***Kindergarten*** | | | | | | | | | | | | | |
| MKN1. Students will connect numerals to the quantities they represent. | x | | | | | x | x | x | x | | | | |
| MKN2. Students will use representations to model addition and subtraction. | x | | | | | x | x | x | x | | | | |

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| MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter. | x | | | | | x | | x | | | | | x |
| MKM2. Students will understand the measurement of calendar time. | | | | | | x | | x | | | | | x |
| MKM3. Students will tell time as it relates to a daily schedule. | | | | | | x | | x | | | | | x |
| MKG1. Students will correctly name simple two and three-dimensional figures, and recognize them in the environment. | | x | | | | x | | x | | | x | | |
| MKG2. Students will understand basic spatial relationships. | | | | | | x | | x | | | x | | |

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| MKG3. Students will identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes. | x | x | | | | x | | | | x | x | | |
| *MKD1. Students will pose information questions, collect data, organize, and record* results using objects, pictures, and picture graphs. | x | | | | | x | | x | | | | x | |
| MKP1. Students will solve problems (using appropriate technology). | x | x | | | | x | x | x | x | x | x | x | x |
| MKP2. Students will reason and evaluate mathematical arguments. | x | x | | | | x | x | x | x | x | x | x | x |
| MKP3. Students will communicate mathematically. | x | x | | | | x | x | x | x | x | x | x | x |

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| MKP4. Students will make connections among mathematical ideas and to other disciplines. | x | x | | | | x | x | x | x | x | x | x | x |
| MKP5. Students will represent mathematics in multiple ways. | x | x | | | | x | x | x | x | x | x | x | x |
| ***Grade 1*** | | | | | | | | | | | | | |
| M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100. | x | | x | | | x | | x | x | | | | |

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| M1N2. Understand place value notation for the numbers between 1 and 100. (Discussions may allude to 3-digit numbers to assist in understanding place value. | | | x | | | | | x | x | | | | |
| M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction. | x | x | x | | | x | | x | x | | | | |
| M1N4. Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams. | x | | x | | | x | | x | x | | | | |
| M1M1. Students will compare and/or order the length, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit. | x | | | | | x | | x | | | | | x |

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| M1M2. Students will develop an understanding of the measurement of time. | | | | | | x | | x | | | | | x |
| M1G1. Students will study and create various two and three-dimensional figures and identify basic figures (squares, circles, triangles, and rectangles) within them. | x | x | | | | x | | x | | | x | | |
| M1G2. Students will compare, contrast, and/or classify geometric shapes by the common attributes of position, shape, size, number of sides, and number of corners. | | x | | | | x | | x | | | x | | |
| M1G3. Students will arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, and left or right of). | | x | | | | x | | x | | | x | | |

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| M1D1. Students will create simple tables and graphs and interpret them. | x | | | | | x | | x | | | | x | |
| M1P1. Students will solve problems (using appropriate technology). | x | x | x | | | x | x | x | x | x | x | x | x |
| M1P2. Students will reason and evaluate mathematical arguments. | x | x | x | | | x | x | x | x | x | x | x | x |
| M1P3. Students will communicate mathematically. | x | x | x | | | x | x | x | x | x | x | x | x |
| M1P4. Students will make connections among mathematical ideas and to other disciplines. | x | x | x | | | x | x | x | x | x | x | x | x |
| M1P5. Students will represent mathematics in multiple ways. | x | x | x | | | x | x | x | x | x | x | x | x |

| ***Grade 2*** | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M2N1. Students will use multiple representation of numbers to connect symbols to quantities. | | | x | | | x | | x | x | | | | |
| M2N2. Students will build fluency with multi-digit addition and subtraction. | | | x | | | | | x | x | | | | |
| M2N3. Students will understand multiplication, multiply numbers, and verify results. | x | x | x | | | x | x | x | x | | | | |
| M2N4. Students will understand and compare fractions. | x | x | | x | x | x | x | x | x | | | | |
| M2N5. Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs (=, >, <). | x | | x | x | x | | | x | x | | | | |

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| M2M1. Students will know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter. | | | | | | x | | | | | | | x |
| M2M2. Students will tell time to the nearest five minutes and know relationships of time such as the number of minutes in an hour and hours in a day. | | | | | | x | | | | | | | x |
| M2M3. Students will estimate, then measure, temperature (Fahrenheit) and determine if estimations were reasonable. | | | | | | | | | | | | | |

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| M2G1. Students will describe and classify plane figures (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, and irregular polygonal shapes) according to the number of edges and vertices and the sizes of angles (right angle, obtuse, acute). | | x | | | | x | | x | | | x | | |
| M2G2. Students will describe and classify solid geometric figures (prisms, cylinders, cones, and spheres) according to such things as the number of edges and vertices and the number and shape of faces and angles. | | | | | | x | | | | | x | | |
| M2G3. Students will describe the change in attributes as two and three-dimensional shapes are cut and rearranged. | | | | | | | | | | | | | |

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| M2D1. Students will create simple tables and graphs and interpret their meaning. | x | | | | | x | | x | | | | x | |
| M2P1. Students will solve problems (using appropriate technology). | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M2P2. Students will reason and evaluate mathematical arguments. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M2P3. Students will communicate mathematically. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M2P4. Students will make connections among mathematical ideas and to other disciplines. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M2P5. Students will represent mathematics in multiple ways. | x | x | x | x | x | x | x | x | x | x | x | x | x |

| ***Grade 3*** | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M3N1. Students will further develop their understanding of whole numbers and ways of representing them. | | | x | | | | | x | x | | | | |
| M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving. | | | x | | | | | x | x | | | | |
| M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving. | x | | x | | | x | x | x | x | | | | |
| M3N4. Students will understand the meaning of division and develop the ability to apply it in problem solving. | x | | x | | | x | x | x | x | | | | |

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| M3N5. Students will understand the meaning of decimal fractions and common fractions in simple cases and apply them in problem-solving situations. | | x | x | x | x | | | x | x | | | | |
| M3M1. Students will further develop their understanding of the concept of time by determining elapsed time of a full, half, and quarter-hour. | | | | | | | | | | | | | |
| M3M2. Students will measure length choosing appropriate units and tools. | | | | | | x | | x | | | | | x |
| M3M3. Students will understand and measure the perimeter of simple geometric figures (squares and rectangles). | x | x | | | | | | x | | | | | x |

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| M3M4. Students will understand and measure the area of simple geometric figures (squares and rectangles). | x | x | | | | | | x | | | | | x |
| M3G1. Students will further develop their understanding of geometric figures by drawing them. They will also state and explain their properties. | | x | | | | | | x | | | | x | | |
| M3A1. Students will use mathematical expressions to represent relationships between quantities and interpret given expressions. | x | x | | | | | | x | | | x | | | |
| M3D1. Students will create and interpret simple tables and graphs. | x | | | | | | | x | | | | | x | |
| M3P1. Students will solve problems (using appropriate technology). | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

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| M3P2. Students will reason and evaluate mathematical arguments. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M3P3. Students will communicate mathematically. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M3P4. Students will make connections among mathematical ideas and to other disciplines. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M3P5. Students will represent mathematics in multiple ways. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| ***Grade 4*** | | | | | | | | | | | | | |
| M4N1. Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system. | | | x | | | | | x | x | | | | |

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| M4N2. Students will understand and apply the concept of rounding numbers. | | | x | | | | | x | x | | | | |
| M4N3. Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers. | | | x | | | | | x | x | | | | |
| M4N4. Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. | | | x | | | | | x | x | | | | |
| M4N5. Students will further develop their understanding of the meaning of decimal fractions and use them in computations. | | | x | | | | | x | x | | | | |
| M4N6. Students will further develop their understanding of the meaning of common fractions and use them in computations. | | x | | x | x | | | x | x | | | | |

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| M4N7. Students will explain and use properties of the four arithmetic operations to solve and check problems. | x | x | x | x | x | x | x | x | x | | | | |
| M4M1. Students will understand the concept of weight and how to measure it. | | | | | | | | | | | | | |
| M4M2. Students will understand the concept of angles and how to measure it. | | | | | | | | | | | | | |
| M4G1. Students will define and identify the characteristics of geometric figures through examination and construction. | | x | | | | x | | x | | | x | | |
| M4G2. Students will understand fundamental solid figures. | | | | | | | | | | | | | |
| M4G3. Students will use the coordinate system. | | | | | | | | | | | | | |
| M4A1. Students will represent and interpret mathematical relationships in quantitative expressions. | x | x | | | | x | | x | | x | | | |

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| M4D1. Students will gather, organize, and display data according to the situation and compare related features. | x | | | | | x | | x | | | | x | |
| M4P1. Students will solve problems (using appropriate technology). | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M4P2. Students will reason and evaluate mathematical arguments. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M4P3. Students will communicate mathematically. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M4P4. Students will make connections among mathematical ideas and to other disciplines. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M4P5. Students will represent mathematics in multiple ways. | x | x | x | x | x | x | x | x | x | x | x | x | x |

| ***Grade 5*** | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M5N1. Students will further develop their understanding of whole numbers. | x | | x | | | | | x | x | | | | |
| M5N2. Students will further develop their understanding of decimal fractions as part of the base-ten number system. | | | x | | | | | x | x | | | | |
| M5N3. Students will further develop their understanding of the meaning of multiplication and division with decimal fractions and use them. | | | x | | | | | x | x | | | | |
| M5N4. Students will continue to develop their understanding of the meaning of common fractions and compute with them. | | x | | x | x | | | x | x | | | | |

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| M5N5. Students will understand the meaning of percentage. | x | | | | | | | x | x | | | | |
| M5M1. Students will extend their understanding of area of fundamental geometric plane figures. | | | | | | | | | | | | | |
| M5M3. Students will measure capacity with appropriately chosen units and tools. | | | | | | | | | | | | | |
| M5M4. Students will understand and compute the volume of a simple geometric solid. | | | | | | | | | | | | | |
| M5G1. Students will understand congruence of geometric figures and the correspondence of their vertices, sides, and angles. | | x | | | | | | | | | x | | |

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| M5G2. Students will understand the relationship of the circumference of a circle to its diameter is pi (π ≈ 3.14). | x | x | | | | | | | | x | | | |
| M5A1. Students will represent and interpret the relationships between quantities algebraically. | x | | | | | | | | | | | x | |
| M5D2. Students will collect, organize, and display data using the most appropriate graph. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M5P1. Students will solve problems (using appropriate technology). | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M5P2. Students will reason and evaluate mathematical arguments. | x | x | x | x | x | x | x | x | x | x | x | x | x |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M5P3. Students will communicate mathematically. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M5P4. Students will make connections among mathematical ideas and to other disciplines. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| M5P5. Students will represent mathematics in multiple ways. | x | x | x | x | x | x | x | x | x | x | x | x | x |

| **Georgia**<br><br>**2004**<br><br>**Science** | ***Kidspiration® 3 includes symbols, activities and lessons in Science, supporting students as they build skills to meet Science standards.*** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Visually express ideas | Organize ideas | Build vocabulary | Increase comprehension | Group and classify | Compare and Contrast | Present ideas orally | Conduct research | Nature of Science | Life Science | Physical Science | Earth and Space |
| ***Kindergarten*** | | | | | | | | | | | | |
| SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. | x | x | | | | x | x | | x | | | |
| SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. | x | x | | | | | x | | x | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SKCS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. | x | | | | | | x | | x | | | |
| SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. | x | x | | | | x | x | | x | | | |
| SKCS5. Students will communicate scientific ideas and activities clearly. | x | x | | | | x | x | | x | | | |
| SKCS6. Students will understand the important features of the process of scientific inquiry. | x | x | | | | x | x | | x | | | |
| SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky. | x | x | | | x | x | x | | x | | | x |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SKE2. Students will describe the physical attributes of rocks and soils. | x | x | | | x | x | x | | x | | | x |
| SKP1. Students will describe objects in terms of the materials they are made of and their physical properties. | x | x | | | x | x | x | | x | | x | |
| SKP2. Students will investigate different types of motion. | x | x | | | | x | x | | x | | x | |
| SKP3. Students will observe and communicate effects of gravity on objects. | x | x | | | | | x | | x | | x | |
| SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes. | x | x | | | x | x | x | | x | x | | |
| SKL2. Students will compare the similarities and differences in groups of organisms. | x | x | | x | x | x | x | | x | x | | |

| ***Grade 1*** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. | x | x | | | | x | x | | x | | | |
| S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. | x | x | | | | | x | | x | | | |
| S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. | x | x | | | | | x | | x | | x | |
| S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. | x | x | | | | x | x | | x | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S1CS5. Students will communicate scientific ideas and activities clearly | x | x | | | | x | x | | x | | | |
| S1CS6. Students will be familiar with the character of scientific knowledge and how it is achieved. | x | x | | | | x | x | | x | | | |
| S1CS7. Students will understand important features of the process of scientific inquiry. | x | x | | | | x | x | | x | | | |
| S1E1. Students will observe, measure, and communicate weather data to see patterns in weather and climate. | x | x | | | x | x | x | | x | | | x |
| S1E2. Students will observe and record changes in water as it relates to weather. | x | x | | | x | x | x | | x | | | x |
| S1P1. Students will investigate light and sound. | x | x | | | x | x | x | | x | | x | |

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| S1P2. Students will demonstrate effects of magnets on other magnets and other objects. | x | x | | | x | x | x | | x | | x | |
| S1L1. Students will investigate the characteristics and basic needs of plants and animals. | x | x | x | x | x | x | x | | x | x | | |
| ***Grade 2*** | | | | | | | | | | | | |
| S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. | x | x | | | | x | x | | x | | | |
| S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. | x | x | | | | | x | | x | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S2CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. | x | x | | | | | x | | x | | | |
| S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. | x | x | | | | x | x | | x | | | |
| S2CS5. Students will communicate scientific ideas and activities clearly. | x | x | | | | x | x | | x | | | |
| S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved. | x | x | | | | | x | | x | | | |
| S2CS7. Students will understand important features of the process of scientific inquiry. | x | x | | | | x | x | | x | | | |
| S2E1. Students will understand that stars have different sizes, brightness, and patterns. | x | x | | | x | x | x | | x | | | x |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S2E2. Students will investigate the position of sun and moon to show patterns throughout the year. | x | x | | | | x | x | | x | | | x |
| S2E3. Students will observe and record changes in their surroundings and infer the causes of the changes. | x | x | | | | | x | | x | | | x |
| S2P1. Students will investigate the properties of matter and changes that occur in objects. | x | x | | | x | x | x | | x | | x | |
| S2P2. Students will identify sources of energy and how the energy is used. | x | x | | | | x | x | | x | | x | |
| S2P3. Students will demonstrate changes in speed and direction using pushes and pulls. | x | x | | | | x | x | | x | | x | |
| S2L1. Students will investigate the life cycles of different living organisms. | x | x | | x | | x | x | | x | x | | |

| ***Grade 3*** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. | x | x | | | | | x | | x | | | |
| S3CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. | x | x | | | | | x | | x | | | |
| S3CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures. | x | x | | | | | x | | x | | | |
| S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters. | x | x | | | | x | x | | x | | | |
| S3CS5. Students will communicate scientific ideas and activities clearly. | x | x | | | | | x | | x | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S3CS6. Students will question scientific claims and arguments effectively. | x | x | | x | | | x | x | x | | | |
| S3CS7. Students will be familiar with the character of scientific knowledge and how it is achieved. | x | x | | | | | x | | x | | | |
| S3CS8. Students will understand important features of the process of scientific inquiry. | x | x | | | | | x | | x | | | |
| S3E1. Students will investigate the physical attributes of rocks and soils. | x | x | | | x | x | x | x | x | | | x |
| S3E2. Students will investigate fossils as evidence of organisms that lived long ago. | x | x | | | x | x | x | | x | | | x |
| S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat. | x | x | | | x | x | x | | x | | x | |
| S3P2. Students will investigate magnets and how they affect other magnets and common objects. | x | x | | | x | x | x | | x | | x | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat. | x | x | | | x | x | x | | x | x | | |
| S3L2. Students will recognize the effects of pollution and humans on the environment. | x | x | | | | x | x | | x | x | | |
| ***Grade 4*** | | | | | | | | | | | | |
| S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. | x | x | | | | | x | | x | | | |
| S4CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. | x | x | | | | | x | | x | | | |
| S4CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures. | x | x | | | | | x | | x | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S4CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters. | x | x | | | | x | x | | x | | | |
| S4CS5. Students will communicate scientific ideas and activities clearly. | x | x | | | | | x | x | x | | | |
| S4CS6. Students will question scientific claims and arguments effectively. | x | x | | | | x | x | x | x | | | |
| S4CS7. Students will be familiar with the character of scientific knowledge and how it is achieved. | x | x | | | | x | x | | x | | | |
| S4CS8. Students will understand important features of the process of scientific inquiry. | x | x | | | | | x | | x | | | |
| S4E1. Students will compare and contrast the physical attributes of stars, star patterns, and planets. | x | x | | | | x | x | | x | | | x |
| S4E2. Students will model the position and motion of the earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon. | x | x | | | | x | x | | x | | | x |

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| S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather. | x | x | | | | x | x | | x | | | x |
| S4E4. Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes. | x | x | | | | x | x | | x | | | x |
| S4P1. Students will investigate the nature of light using tools such as mirrors, lenses, and prisms. | x | x | | | | x | x | | x | | x | |
| S4P2. Students will demonstrate how sound is produced by vibrating objects and how sound can be varied by changing the rate of vibration. | x | x | | | | x | x | | x | | x | |
| S4P3. Students will demonstrate the relationship between the application of a force and the resulting change in position and motion on an object. | x | x | | | x | x | x | | x | | x | |
| S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem. | x | x | | | x | x | x | | x | x | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S4L2. Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection). | x | x | | | | x | x | x | x | x | | |
| ***Grade 5*** | | | | | | | | | | | | |
| S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. | x | x | | | | | x | | x | | | |
| S5CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. | x | x | | | | | x | | x | | | |
| S5CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. | x | x | | | | | x | | x | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S5CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters. | x | x | | | | x | x | | x | | | |
| S5CS5. Students will communicate scientific ideas and activities clearly. | x | x | | | | | x | x | x | | | |
| S5CS6. Students will question scientific claims and arguments effectively. | x | x | | | | x | x | x | x | | | |
| S5CS7. Students will be familiar with the character of scientific knowledge and how it is achieved. | x | x | | | | x | x | | x | | | |
| S5CS8. Students will understand important features of the process of scientific inquiry. | x | x | | | | | x | | x | | | |
| S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes. | x | x | x | x | x | x | x | x | x | | | x |
| S5P1. Students will verify that an object is the sum of its parts. | x | x | | | | | x | | x | | x | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S5P2. Students will explain the difference between a physical change and a chemical change. | x | x | | | x | x | x | | x | | x | |
| S5P3. Students will investigate the electricity, magnetism, and their relationship. | x | x | | | | x | x | | x | | x | |
| S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification. | x | x | | | x | x | x | | x | x | | |
| S5L2. Students will recognize that offspring can resemble parents in inherited traits and learned behaviors. | x | x | | | | x | x | | x | x | | |
| S5L3. Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled). | x | x | x | x | | x | x | | x | x | | |
| S5L4. Students will relate how microorganisms benefit or harm larger organisms. | x | x | | x | x | x | x | x | x | x | | |

| **Georgia**<br>**2004**<br>**Social Studies** | ***Kidspiration® 3 includes symbols, activities and lessons in Social Studies, supporting students as they build skills to meet Social Studies standards.*** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Visually express ideas | Organize ideas | Build vocabulary | Increase comprehension | Group and classify | Compare and Contrast | Present ideas orally | Conduct research | Civics and Government | Economics | Geography | U.S. History | World History |
| ***Kindergarten*** | | | | | | | | | | | | | |
| SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated. | x | x | x | x | | | x | | x | | | x | |
| SSKH2 The student will identify important American symbols and explain their meaning. | x | x | x | x | | | x | | x | | | x | |
| SSKH3 The student will correctly use words and phrases related to chronology and time to explain how things change. | x | x | x | x | x | x | x | | | | | x | x |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SSKG1 The student will describe American culture by explaining diverse community and family celebrations and customs. | x | x | x | x | | | x | | x | | x | | |
| SSKG2 The student will explain that a map is a drawing of a place and a globe is a model of the Earth. | x | x | x | x | | x | x | | | | x | | |
| SSKG3 The student will state the street address, city, county, state, nation, and continent in which he or she lives. | x | x | x | x | | | x | | x | | x | | |
| SSKCG1 The student will demonstrate an understanding of good citizenship. | x | x | x | x | | | x | | x | | | | |
| SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment. | x | x | x | x | | | x | | x | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher). | x | x | x | x | | | x | | x | | | | |
| SSKE2 The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries. | x | x | x | x | | | x | | | x | | | |
| SSKE3 The student will explain how money is used to purchase goods and services. | x | x | x | x | x | x | x | | | x | | | |
| SSKE4 The student will explain that people must make choices because they cannot have everything they want. | x | x | x | x | | | x | | x | x | | | |
| ***Grade 1*** | | | | | | | | | | | | | |
| SS1H1 The student will read about and describe the life of historical figures in American history. | x | x | x | x | x | x | x | | | | | x | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SS1H2 The student will read or listen to American folktales and explain how they characterize our national heritage. The study will include John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley. | x | x | x | x | | | x | | x | | | x | |
| SS1G1 The student will describe the cultural and geographic systems associated with the historical figures in SS1H1a. | x | x | x | x | | | x | | | | x | x | |
| SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe. | x | x | x | x | | | x | | | | x | | |
| SS1G3 The student will locate major topographical features of the earth's surface. | x | x | x | x | | | x | | | | x | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SS1CG1 The student will describe how the historical figures in SS1H1a display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment. | x | x | x | x | | | x | | x | | | x | |
| SS1CG2 The student will explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful. | x | x | x | x | | | x | | x | | | x | |
| SS1E1 The student will identify goods that people make and services that people provide for each other. | x | x | x | x | x | x | x | | | x | | | |
| SS1E2 The student will explain that people have to make choices about goods and services because of scarcity. | x | x | x | x | x | x | x | | | x | | | |
| SS1E3 The student will describe how people are both producers and consumers. | x | x | x | x | x | x | x | | | x | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SS1E4 The student will describe the costs and benefits of personal spending and saving choices. | x | x | x | x | x | x | x | | | x | | | |
| ***Grade 2*** | | | | | | | | | | | | | |
| SS2H1 The student will read about and describe the lives of historical figures in Georgia history. | x | x | x | x | x | x | x | x | | | | | |
| SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. | x | x | x | x | x | x | x | x | | | | x | |
| SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface. | x | | x | x | | | | | | | x | | |
| SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees. | x | x | x | x | | | x | x | | | x | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SS2CG1 The student will define the concept of government and the need for rules and laws. | x | x | x | x | | | x | | x | | | | |
| SS2CG2 The student will identify the roles of elected officials. | x | x | x | x | x | x | x | x | x | | | x | |
| SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion. | x | x | x | x | | | x | x | x | | | x | |
| SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps. | x | x | x | x | | | x | | x | | | | |
| SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs. | x | x | x | x | | | x | | | x | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others). | x | x | x | x | | | x | | | x | | | |
| SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. | x | x | x | x | | | x | | | x | | | |
| SS2E4 The student will describe the costs and benefits of personal spending and saving choices. | x | x | x | x | x | x | x | x | | x | | | |
| ***Grade 3*** | | | | | | | | | | | | | |
| SS3H1 The student will explain the political roots of our modern democracy in the United States of America. | x | x | x | x | x | x | x | x | x | | | | x |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy. | x | x | x | x | | | x | x | x | | | x | |
| SS3G1 The student will locate major topographical features of the United States of America. | x | | x | x | | | x | | | | x | | |
| SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a. | x | x | x | x | | | x | x | x | | x | x | |
| SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government. | x | x | x | x | x | x | x | x | x | | | | |
| SS3CG2 The student will describe how the historical figures in SS3H2a display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority. | x | x | x | x | | | x | x | x | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SS3E1 The student will describe the four types of productive resources | x | x | x | x | | | x | | | x | | | |
| SS3E2 The student will explain that governments provide certain types of goods and services in a market economy and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military. | x | x | x | x | x | x | x | | | x | | | |
| SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties. | x | x | x | x | x | x | x | | | x | | | |
| SS3E4 The student will describe the costs and benefits of personal spending and saving choices. | x | x | x | x | x | x | x | | | x | | | |
| ***Grade 4*** | | | | | | | | | | | | | |
| SS4H1 The student will describe how early Native American cultures developed in North America. | x | x | x | x | | | x | x | | | | x | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SS4H2 The student will describe European exploration in North America. | x | x | x | x | | | x | x | | | | x | x |
| SS4H3 The student will explain the factors that shaped British colonial America. | x | x | x | x | x | x | x | x | | | | x | |
| SS4H4 The student will explain the causes, events, and results of the American Revolution. | x | x | x | x | | | x | x | | | | x | |
| SS4H5 The student will analyze the challenges faced by the new nation. | x | x | x | x | | | x | x | | | | x | |
| SS4H6 The student will explain westward expansion of America between 1801 and 1861. | x | x | x | x | | | x | x | | | | x | |
| SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements. | x | x | x | x | | | x | x | | | | x | |
| SS4G1 The student will be able to locate important physical and man-made features in the United States. | x | x | x | x | | | x | x | | | x | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SS4G2 The student will describe how physical systems affect human systems. | x | x | x | x | x | x | x | x | | | x | | |
| SS4CG1 The student will describe the meaning of natural rights, “we the people,” and the federal system. | x | x | x | x | | | x | x | x | | | x | |
| SS4CG2 The student will explain the importance of freedom of expression as written in the First Amendment to the U. S. Constitution. | x | x | x | x | | | x | x | x | | | x | |
| SS4CG3 The student will describe the functions of government. | x | x | x | x | | | x | x | x | | | | |
| SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. | x | x | x | x | | | x | x | x | | | | |
| SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness). | x | x | x | x | | | x | x | x | | | x | x |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. | x | x | x | x | | | x | x | | x | | | |
| SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important. | x | x | x | x | | | x | x | | x | | | |
| ***Grade 5*** | | | | | | | | | | | | | |
| SS5H1 The student will explain the causes, major events, and consequences of the Civil War. | x | x | x | x | x | x | x | x | | | | x | |
| SS5H2 The student will analyze the effects of Reconstruction on American life. | x | x | x | x | x | x | x | x | | | | x | |
| SS5H3 The student will describe how life changed in America at the turn of the century. | x | x | x | x | x | x | x | x | | | | x | |

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| SS5H4 The student will describe U.S. involvement in World War I and post- World War I America. | x | x | x | x | | | x | x | | | | x | |
| SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans. | x | x | x | x | | | x | x | | | | x | |
| SS5H6 The student will explain the reasons for America's involvement in World War II. | x | x | x | x | | | x | x | | | | x | |
| SS5H7 The student will discuss the origins and consequences of the Cold War. | x | x | x | x | | | x | x | | | | x | |
| SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975. | x | x | x | x | | | x | x | | | | x | |
| SS5H9 The student will trace important developments in America since 1975. | x | x | x | x | | | x | x | | | | x | |
| SS5G1 The student will locate important places in the United States. | x | | x | x | | | | x | | | x | | |

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| SS5G2 The student will explain the reasons for the spatial patterns of economic activities. | x | x | x | x | | | x | x | | | x | | |
| SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution. | x | x | x | x | | | x | x | x | | | | |
| SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made. | x | x | x | x | | | x | x | x | | | | |
| SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy. | x | x | x | x | x | x | x | x | x | | | x | |
| SS5CG4 The student will explain the meaning of "e pluribus unum" and the reason it is the motto of the United States. | x | | x | x | | | x | x | | | | | |
| SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. | x | x | x | x | | | x | x | | x | | | |

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| SS5E2 The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history. | x | x | x | x | | | x | x | | x | | x | |
| SS5E3 The student will describe how consumers and businesses interact in the United States economy across time. | x | x | x | x | | | x | x | | x | | | |
| SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important. | x | x | x | x | x | | x | x | | x | | | |