



Standards Matches for Kidspiration®

Maine

2007

English 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

Pre K - 2

A. **READING:** Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

Students read texts, within a grade appropriate span of text complexity, and apply their knowledge and strategies of comprehension, vocabulary, alphabets, and fluency.	x	x				x	x	x	x			
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.	x	x							x			
Students read informational texts, within a grade appropriate span of text complexity, for different purposes.	x	x							x			
B. <u>WRITING</u> : Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.												
Students use a writing process to communicate their ideas.	x	x								x	x	x
Students write stories that describe an experience.		x								x	x	

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Students write to inform an audience on a specific topic.	x	x								x	x	
Students write to explain likes and dislikes.	x	x								x	x	
Students convey simple needs in writing.	x	x								x	x	
C. <u>RESEARCH</u> : Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.												
Students answer research questions by gathering information from print and non-print.	x	x			x					x	x	

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<p>D. <u>LANGUAGE</u>: Students write and speak using the conventions of Standard American English. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.</p>												
<p>Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate.</p>		x									x	x
<p>Students apply the rules of capitalization, punctuation, and spelling to communicate.</p>		x									x	x
<p>E. <u>LISTENING AND SPEAKING</u>: Students listen to comprehend and speak to communicate effectively.</p>												
<p>Students use early active listening skills.</p>	x	x										
<p>Students use speaking skills to communicate.</p>	x	x										

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<p>F MEDIA: Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers, and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.</p>												
<p>Students understand that there are differences among the kinds of information in different forms of media.</p>	x	x										
<p>Grades 3-5</p>												
<p>A. READING: Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.</p>												

Students read texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabets, and fluency.	x	x		x			x	x	x				
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.	x	x							x				
Students read and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.	x	x							x				
B. <u>WRITING</u> : Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.													
Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.	x	x									x	x	x

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Students write narratives that relate events, ideas, observations, or recollections.		x								x	x		
Students write to identify and explain a position to an identified audience.		x								x	x		
Students write to persuade a targeted audience.		x								x	x		
Students write letters, other requests for information or directions for completing a process.		x								x	x		
C. RESEARCH : Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.													
Students create, identify, and answer research questions by gathering information from print and non-print sources and documenting sources and communicating findings.		x				x					x	x	

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<p>D. <u>LANGUAGE</u>: Students write and speak using the conventions of Standard American English. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.</p>												
<p>Students use parts of speech and vary sentence structure to communicate.</p>		x									x	x
<p>Students apply the rules of capitalization, punctuation, and spelling to communicate.</p>		x									x	x
<p>E. <u>LISTENING AND SPEAKING</u>: Students listen to comprehend and speak to communicate effectively.</p>												
<p>Students apply active listening skills.</p>	x	x										
<p>Students use active speaking skills to communicate effectively in a variety of contexts.</p>	x	x										

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<p>F <u>MEDIA</u>: Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers, and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.</p>												
<p>Students explain that the same information can have different effects when presented through different forms of media.</p>		x		x								

Maine

2007

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 Representation

Use words, numbers and math symbols

Number and Operations

Algebra

Geometry

Data Analysis and Probability

Measurement

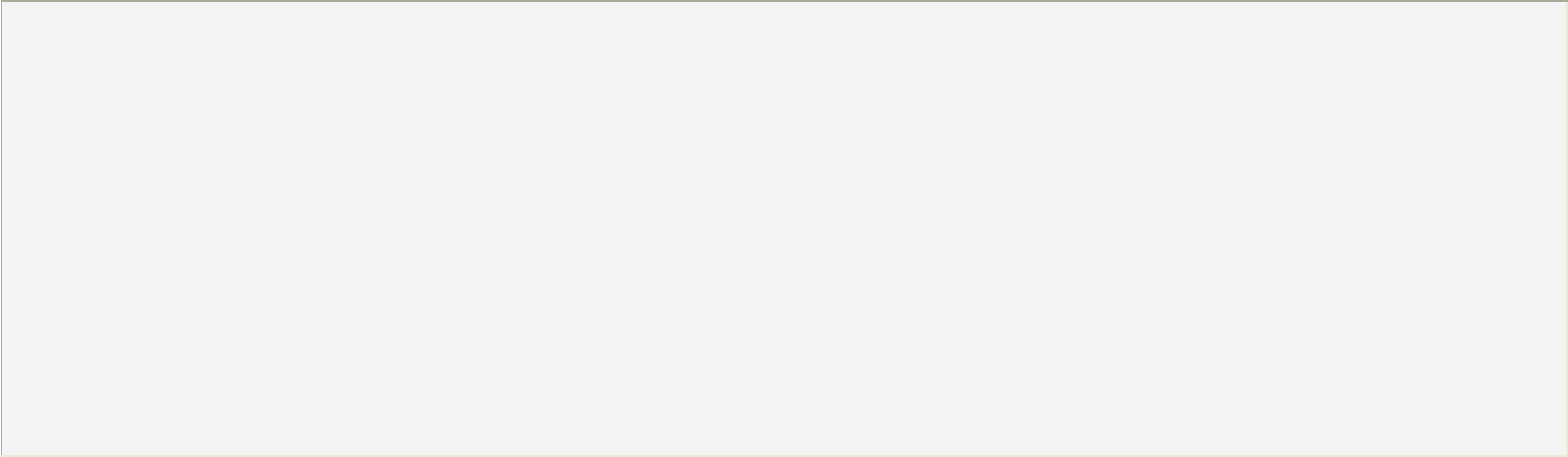
Pre K - 2

A. NUMBER: Students use numbers in everyday and mathematical contexts to quantify or describe phenomena, develop concepts of operations with different types of numbers, use the structure and properties of numbers with operations to solve problems, and perform mathematical computations. Students develop number sense related to magnitude, estimation, and the effects of mathematical operations on different types of numbers. It is expected that students use numbers flexibly, using forms of numbers that best match a situation. Students compute efficiently and accurately. Estimation should always be used when computing with numbers or solving problems.

1 Students understand and use number notation and place value to 1000 in numerals.	x		x			x	x	x	x			
2 Students understand and use procedures to add and subtract whole numbers with one and two digits.	x		x			x	x	x	x			
3 Students recognize unit fractions including 1/2, 1/4, and 1/3.	x	x		x	x	x	x	x	x			
B. DATA: Students make measurements and collect, display, evaluate, analyze, and compute with data to describe or model phenomena and to make decisions based on data. Students compute statistics to summarize data sets and use concepts of probability to make predictions and describe the uncertainty inherent in data collection and measurement.												
1 Students understand and use units of time, temperature, and money.						x		x				x
2 Students read, construct, and interpret picture graphs.						x		x				x

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C. GEOMETRY: Students use measurement and observation to describe objects based on their sizes and shapes; model or construct two-dimensional and three-dimensional objects; solve problems involving geometric properties; compute areas and volumes based on object properties and dimensions; and perform transformations on geometric figures. When making or calculating measures students use estimation to check the reasonableness of results.



1 Students recognize, classify, and create geometric figures in two and three dimensions.

x	x				x					x		
---	---	--	--	--	---	--	--	--	--	---	--	--

2 Students understand how to measure length and capacity and use appropriate units.

x					x		x					x
---	--	--	--	--	---	--	---	--	--	--	--	---

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D. ALGEBRA: Students use symbols to represent or model quantities, patterns, and relationships and use symbolic manipulation to evaluate expressions and solve equations. Students solve problems using symbols, tables, graphs, and verbal rules choosing the most effective representation and converting among representations.

1 Students understand how to represent quantities as simple expressions using addition and subtraction.

2 Students understand that the equal sign means, "is the same as."

3 Students understand how to create, identify, describe, and extend patterns given a pattern or a rule.

x		x				x	x		x		x		
x		x				x			x		x		
x	x					x			x		x		

Grade 3

A. NUMBER: Students use numbers in everyday and mathematical contexts to quantify or describe phenomena, develop concepts of operations with different types of numbers, use the structure and properties of numbers with operations to solve problems, and perform mathematical computations. Students develop number sense related to magnitude, estimation, and the effects of mathematical operations on different types of numbers. It is expected that students use numbers flexibly, using forms of numbers that best match a situation. Students compute efficiently and accurately. Estimation should always be used when computing with numbers or solving problems.

1 Students understand and use number notation and place value to 10,000 in numerals.

2 Students understand and use procedures to add and subtract whole numbers with up to four digits.

--	--	--	--	--	--	--	--	--	--	--	--	--

			x					x	x			
			x					x	x			

3 Students understand and apply meanings of multiplication and division.	x		x			x	x	x	x			
4 Students recognize, name, compare, illustrate, and use simple fractions.		x		x	x		x	x	x			
B. DATA: Students make measurements and collect, display, evaluate, analyze, and compute with data to describe or model phenomena and to make decisions based on data. Students compute statistics to summarize data sets and use concepts of probability to make predictions and describe the uncertainty inherent in data collection and measurement.												
1 Students understand and use measurements of time and temperature.						x		x				x
2 Students read, construct, and interpret bar graphs.	x							x				x

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<p>C. GEOMETRY: Students use measurement and observation to describe objects based on their sizes and shapes; model or construct two-dimensional and three-dimensional objects; solve problems involving geometric properties; compute areas and volumes based on object properties and dimensions; and perform transformations on geometric figures. When making or calculating measures students use estimation to check the reasonableness of results.</p>													
<p>1 Students identify, describe, and classify familiar two-dimensional shapes..</p>	x	x				x		x			x		
<p>2 Students understand how to find the distance around a figure.</p>	x	x						x					x
<p>D. ALGEBRA: Students use symbols to represent or model quantities, patterns, and relationships and use symbolic manipulation to evaluate expressions and solve equations. Students solve problems using symbols, tables, graphs, and verbal rules choosing the most effective representation and converting among representations.</p>													

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<p>1 Students use equivalent expressions to aid computation such as knowing that $43 + 56$ is the same as $40 + 3 + 50 + 6$.</p>			x					x		x			
<p>2 Students find the unknown in simple equations (or open sentences) in the context of numbers and operations as described in Standard 2.1: Number * for this grade level such as: $3 + 5 = [] + 3$ $3 + 9 = [] + 10$ $[] + () = 10$.</p>	x		x			x		x		x			
<p>3 Students understand arithmetic relationships among positive whole numbers.</p>	x		x			x		x		x			
<p>4 Students create, describe, explain and extend patterns with numbers and geometric objects.</p>	x	x						x		x			

Grade 4

A. NUMBER: Students use numbers in everyday and mathematical contexts to quantify or describe phenomena, develop concepts of operations with different types of numbers, use the structure and properties of numbers with operations to solve problems, and perform mathematical computations. Students develop number sense related to magnitude, estimation, and the effects of mathematical operations on different types of numbers. It is expected that students use numbers flexibly, using forms of numbers that best match a situation. Students compute efficiently and accurately. Estimation should always be used when computing with numbers or solving problems.

1 Students understand and use number notation and place value to 100,000 in numerals.

2 Students understand and use the concepts of factor and multiple.

			x					x	x				
	x		x					x	x				

3 Students understand and use procedures to multiply and divide whole numbers by two-digit numbers.			x					x	x				
4 Students understand, name, compare, illustrate, combine, and use fractions.		x		x	x			x	x				
5 Students understand and use number notation and place value in numbers with two decimal places in real-world contexts including money.			x					x	x				
B. DATA: Students make measurements and collect, display, evaluate, analyze, and compute with data to describe or model phenomena and to make decisions based on data. Students compute statistics to summarize data sets and use concepts of probability to make predictions and describe the uncertainty inherent in data collection and measurement.													
1 Students understand and use measurement of time, capacity, and temperature.						x		x					x

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2 Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.													
C. GEOMETRY: Students use measurement and observation to describe objects based on their sizes and shapes; model or construct two-dimensional and three-dimensional objects; solve problems involving geometric properties; compute areas and volumes based on object properties and dimensions; and perform transformations on geometric figures. When making or calculating measures students use estimation to check the reasonableness of results.													
1 Students identify and name angles, lines, relationships between lines, quadrilaterals, and triangles.	x	x				x		x			x		
2 Students understand the concept of area of a figure.	x	x						x					x
3 Students recognize congruent figures and line symmetry in figures.	x	x									x		

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<p>D. ALGEBRA: Students use symbols to represent or model quantities, patterns, and relationships and use symbolic manipulation to evaluate expressions and solve equations. Students solve problems using symbols, tables, graphs, and verbal rules choosing the most effective representation and converting among representations.</p>													
<p>1 Students create and evaluate simple expressions in the context of numbers and operations as described in Standard 2.1: Number * for this grade level.</p>	x	x				x		x		x			
<p>2 Students find the unknown in simple equations in the context of numbers and operations as described in Standard 2.1: Number * for this grade level such as: $3 \cdot b = 12$ $3 + 4 = x + 5$ $6 \times 5 = 3 \times []$.</p>	x		x					x		x			
<p>3 Students use tables, rules, diagrams, and patterns to represent the relationship between quantities and to extend sequences.</p>	x	x				x	x	x		x			

Grade 5

A. NUMBER: Students use numbers in everyday and mathematical contexts to quantify or describe phenomena, develop concepts of operations with different types of numbers, use the structure and properties of numbers with operations to solve problems, and perform mathematical computations. Students develop number sense related to magnitude, estimation, and the effects of mathematical operations on different types of numbers. It is expected that students use numbers flexibly, using forms of numbers that best match a situation. Students compute efficiently and accurately. Estimation should always be used when computing with numbers or solving problems.

1 Students understand and use number notation and place value to 10 million in numerals and words.

x

x

x

2 Students multiply and divide numbers up to four digits by numbers up to two digits, and by tens, hundreds, and thousands and interpret any remainders.			x					x	x				
3 Students solve problems requiring multiple operations (addition, subtraction, multiplication, and division) and use the conventions of order of operations (no exponents expected).													
4 Students understand, name, compare, illustrate, compute with, and use fractions.		x		x	x			x	x				
5 Students understand and use number notation and place value in numbers with three decimal places.			x					x	x				
6 Students understand concepts of positive and negative integers.													

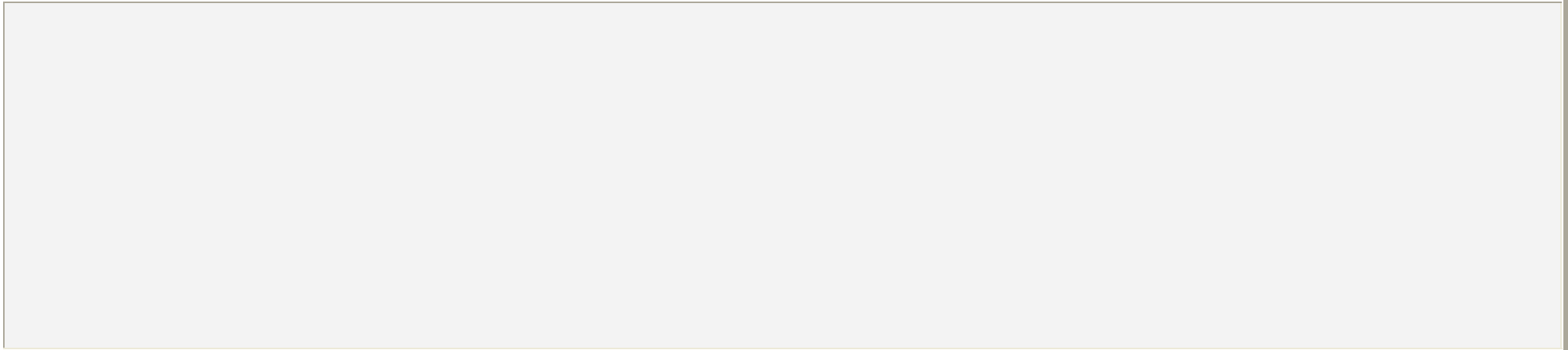
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B. DATA: Students make measurements and collect, display, evaluate, analyze, and compute with data to describe or model phenomena and to make decisions based on data. Students compute statistics to summarize data sets and use concepts of probability to make predictions and describe the uncertainty inherent in data collection and measurement.

1 Students understand and use measures of elapsed time, temperature, capacity, mass, and use measures of mass and weight.

2 Students read, construct, and interpret line graphs.

3 Students find and use median, mode, and range for a set of data.



<p>C. GEOMETRY: Students use measurement and observation to describe objects based on their sizes and shapes; model or construct two-dimensional and three-dimensional objects; solve problems involving geometric properties; compute areas and volumes based on object properties and dimensions; and perform transformations on geometric figures. When making or calculating measures students use estimation to check the reasonableness of results.</p>													
<p>1 Students identify, describe, and classify solid figures.</p>													
<p>2 Students find the area of triangles and quadrilaterals.</p>													
<p>3 Students understand how to find the volume and surface area of rectangular prisms.</p>													
<p>4 Students understand how to describe position and direction in two dimensions.</p>													
<p>5 Students reflect, slide, and rotate plane figures.</p>	x	x									x		

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<p>D. ALGEBRA: Students use symbols to represent or model quantities, patterns, and relationships and use symbolic manipulation to evaluate expressions and solve equations. Students solve problems using symbols, tables, graphs, and verbal rules choosing the most effective representation and converting among representations.</p>													
<p>1 Students create and evaluate simple expressions in the context of numbers and operations as described in Standard 2.1: Number * for this grade level.</p>	x	x				x			x		x		
<p>2 Students find the unknown in simple equations in the context of numbers and operations as described in Standard 2.1: Number * for this grade level such as: $39 - k = 39 - 40$ $78 + b = 57 + 79$ $30 \times A = 276$ $(3 + 4) \times 6 = 6 \times []$ $3 \times 15 = 3 \times (10 + [])$.</p>													
<p>3 Students use tables, rules, diagrams, and graphs to represent and analyze the relationship between quantities.</p>	x	x	x	x	x	x	x	x	x	x			

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Science and Technology

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
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Pre K - 2

A. Unifying Themes:
Students apply the principles of systems, models, constancy and change, and scale in science and technology.

Students recognize that parts work together, and make up whole man-made and natural objects.

Students identify models and the objects they represent to learn about their features.

Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.

			x		x	x		x			
			x		x	x		x			
			x		x	x		x			

Students observe differences in scale.				x		x	x		x			
B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use a systematic process, tools, equipment, and a variety of materials to create a technological design and produce a solution or product to meet a specified need.												
Students conduct and communicate results of simple investigations.	x	x		x		x	x		x			
Students use a simple design process and basic tools and materials to solve a problem or create a product.	x	x		x		x	x		x			
C. The Scientific and Technological Enterprise: Students understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.												

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Students describe the use of questions and accurate communication in scientists' work.				x			x		x			
Students recognize that people have always engaged in science and technology and that there is a difference between the natural and designed worlds.				x		x	x		x			
D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.												
Students describe the movement of objects across the sky, as seen from Earth.				x		x	x		x			x
Students describe Earth's weather and surface materials and the different ways they change.				x		x	x		x			x
Students use observable characteristics to describe objects and materials and changes to physical properties of materials.				x		x	x		x		x	

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Students describe how objects move in different ways.				x		x	x		x		x	
E. The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.												
Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.	x	x		x		x	x		x	x		
Students understand how plants and animals depend on each other and the environment in which they live.				x		x	x		x	x		
Students describe parts and wholes of living things, their basic needs, and the structures and processes that help them stay alive.	x	x		x		x	x		x	x		

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Students describe the cycle of birth, development, and death in different organisms and the ways in which organisms resemble their parents.				x		x	x		x	x		
Students describe similarities and differences between present day and past organisms that helped the organisms live in their environment.				x		x	x		x	x		
Grades 3-5												
A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.												
Students explain interactions between parts that make up whole man-made and natural things.	x	x		x		x	x		x			
Students use models to represent objects, processes, and events from the physical setting, the living environment, and the technological world.				x		x	x		x			
Students identify and represent basic patterns of change in the physical setting, the living environment, and the technological world.				x		x	x	x	x			

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Students use mathematics to describe scale for man-made and natural things.				x		x	x	x	x			
B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use a systematic process, tools, equipment, and a variety of materials to create a technological design and produce a solution or product to meet a specified need.												
Students plan, conduct, analyze data from, and communicate results of investigations, including fair tests.	x	x		x		x	x		x			
Students use a design process, simple tools, and a variety of materials to solve a problem or create a product, recognizing the constraints that need to be considered.	x	x		x		x	x		x			
C. The Scientific and Technological Enterprise: Students understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.												

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Students describe how scientific investigations result in explanations that are communicated to other scientists.				x		x	x		x			
Students describe why people use science and technology and how scientists and engineers work.	x	x		x		x	x	x	x			
Students identify and describe the influences of science and technology on people and the environment.	x	x		x		x	x	x	x			
D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.												
Students describe the positions and apparent motions of different objects in and beyond our solar system and how these objects can be viewed from Earth.	x	x		x		x			x			x
Students describe the properties of Earth's surface materials, the processes that change them, and cycles that affect the Earth.	x	x		x		x	x	x	x			x

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Students describe properties of objects and materials before and after they undergo a change or interaction.	x	x		x		x	x	x	x			x
Students summarize how various forces affect the motion of objects.	x	x		x			x		x			x
E. The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.												
Students compare living things based on their behaviors, external features, and environmental needs.	x	x		x	x	x	x	x	x	x		
Students describe ways organisms depend upon, interact within, and change the living and non-living environment as well as ways the environment affects organisms.				x		x	x	x	x	x		

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Students describe how living things are made up of one or more cells and the ways cells help organisms meet their basic needs.	x	x		x		x	x	x	x	x		
Students describe characteristics of organisms, and the reasons why organisms differ from or are similar to their parents.	x	x		x		x	x	x	x	x		
Students describe the fossil evidence and present explanations that help us understand why there are differences among and between present and past organisms.	x	x		x		x	x	x	x	x		

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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

Pre K - 2

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.

x

x

x

x

x

x

x

x

x

x

x

Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.

x

x

x

Students select, plan, and participate in a civic action or service-learning project based on a classroom or school asset or need, and describe the project's potential civic contribution.

x

x

x

<p>B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</p>													
<p>Students understand key ideas and processes that characterize democratic government in the community and the United States.</p>	x	x	x	x			x		x			x	
<p>Students understand the concepts of rights, duties, responsibilities, and participation.</p>	x	x	x	x	x		x		x				
<p>Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans.</p>	x	x	x	x	x	x	x	x	x			x	
<p>C. Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.</p>													
<p>Students understand the nature of economics as well as key foundation ideas.</p>	x	x	x	x	x		x			x			
<p>Students understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans.</p>	x	x	x	x			x			x			

Please note: This document lists standards in a format used by the state of ME. Consult the ME standards for the complete benchmarks to which Kidspiration software features are aligned.

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.													
Students understand the nature and basic ideas of geography.	x	x	x	x			x				x		
Students understand the influence of geography on individuals and groups in the United States and the world, including Maine Native Americans.	x	x					x				x		
E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.													
Students understand the nature of history as well as key foundation ideas.	x	x	x	x	x		x	x				x	
Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans.	x	x	x	x	x	x	x	x	x			x	

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Grades 3-5

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.

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Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.

x

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x

Students select, plan, and participate in a civic action or service-learning project based on a classroom, school or local community asset or need, and describe evidence of the project's effectiveness and civic contribution.

x

x

x

x

B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.	x	x	x	x			x		x				
Students understand the basic rights, duties, responsibilities, and roles of citizens in a democracy.	x	x	x	x	x		x		x				
Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans.	x	x	x	x			x	x	x			x	
C. Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.													
Students understand personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world.	x	x	x	x	x		x			x			
Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.	x	x	x	x	x	x	x	x		x			

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D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.													
Students understand the geography of the community, Maine, the United States, and various regions of the world.	x	x	x	x			x				x		
Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.	x	x	x	x			x	x			x		
E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.													
Students understand various major eras in the history of the community, Maine, and the United States.	x	x	x	x	x		x	x				x	
Students understand historical aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities.	x	x	x	x			x	x	x			x	