



Standards Matches for Kidspiration®

Massachusetts

2001

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

Grades K-2

Standard 1: Discussion
Students will use agreed-upon rules for informal and formal discussions in small and large groups.

Grades 3-4

Standard 1: Discussion
Students will use agreed-upon rules for informal and formal discussions in small and large groups.

Grade 5

Standard 1: Discussion
Students will use agreed-upon rules for informal and formal discussions in small and large groups.

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Grades K-2

Standard 2: Questioning, Listening, and Contributing
Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

x	x											
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Grades 3-4

Standard 2: Questioning, Listening, and Contributing
Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

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

Grade 5

Standard 2: Questioning, Listening, and Contributing
Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

x

x

x

Grades K-2

Standard 3: Oral Presentation
Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

x

x

Grades 3-4

Standard 3: Oral Presentation
Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

x

x

Grade 5

Standard 3: Oral Presentation
Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

x

x

Kindergarten

Standard 4: Vocabulary and Concept Development
Students will understand and acquire new vocabulary and use it correctly in reading and writing.

x

x

x

Grades 1-2

Standard 4: Vocabulary and Concept Development
Students will understand and acquire new vocabulary and use it correctly in reading and writing.

x

x

x

x

x

Grades 3-4

Standard 4: Vocabulary and Concept Development Students will understand and acquire new vocabulary and use it correctly in reading and writing.

x

x

x

x

x

x

Grade 5

Standard 4: Vocabulary and Concept Development Students will understand and acquire new vocabulary and use it correctly in reading and writing.

x

x

x

x

x

x

Grades K-2

Standard 5: Structure and Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

x

Grades 3-4

Standard 5: Structure and Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

x

x

x

x

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

Grade 5

Standard 5: Structure and Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

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

Grades K-2

Standard 6: Formal and Informal English
Students will describe, analyze, and use appropriately formal and informal English.

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

Grades 3-4

Standard 6: Formal and Informal English
Students will describe, analyze, and use appropriately formal and informal English.

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

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Grade 5

Standard 6: Formal and Informal English
Students will describe, analyze, and use appropriately formal and informal English.

x

x

x

x

Kindergarten

Standard 7: Beginning Reading
Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.

x

x

x

x

x

x

Grades 1-2

Standard 7: Beginning Reading
Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.

x

x

x

x

x

x

Grades 3-4

Standard 7: Beginning Reading Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.	x	x				x	x	x	x			
--	---	---	--	--	--	---	---	---	---	--	--	--

Kindergarten

Standard 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.	x	x							x			
---	---	---	--	--	--	--	--	--	---	--	--	--

Grades 1-2

Standard 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.	x	x							x			
---	---	---	--	--	--	--	--	--	---	--	--	--

Grades 3-4

Standard 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.	x	x							x			
---	---	---	--	--	--	--	--	--	---	--	--	--

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Grade 5

Standard 8: Understanding a Text
Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

x

x

x

Grades Kindergarten-2

Standard 9: Making Connections
Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

x

x

x

x

Grades 3-4

Standard 9: Making Connections
Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

x

x

x

x

Grade 5

Standard 9: Making Connections
Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

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

Grades Kindergarten-2

Standard 10: Genre
Students will identify, analyze, and apply knowledge of the characteristics of different genres.

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

Grades 3-4

Standard 10: Genre
Students will identify, analyze, and apply knowledge of the characteristics of different genres.

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

Grade 5

Standard 10: Genre
Students will identify, analyze, and apply knowledge of the characteristics of different genres.

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

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Grades Kindergarten-2

Standard 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

x

x

x

x

Grades 3-4

Standard 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

x

x

x

x

Grade 5

Standard 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

x

x

x

x

Grades Kindergarten-2

Standard 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding

x

x

x

Grades 3-4

Standard 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding

x

x

x

Grade 5

Standard 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding

x

x

x

Grades Kindergarten-2

Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

x

x

x

Grades 3-4

Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding

x

x

x

x

Grade 5

Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding

x

x

x

x

Grades Kindergarten-2

Standard 14: Poetry

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

x

x

x

Grades 3-4

Standard 14: Poetry

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

x

x

x

Grade 5

Standard 14: Poetry

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

x

x

x

Grades Kindergarten-2

Standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.

x

x

x

Grades 3-4

Standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding

x

x

x

x

Grade 5

Standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding

x

x

x

x

Grades Kindergarten-2

Standard 16: Myth, Traditional Narrative, and Classical Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

x

x

x

x

Grades 3-4

Standard 16: Myth, Traditional Narrative, and Classical Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

x

x

x

x

Grade 5

Standard 16: Myth, Traditional Narrative, and Classical Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

x

x

x

x

x

Grades Kindergarten-2

Standard 17: Dramatic Literature Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.	x	x										
---	---	---	--	--	--	--	--	--	--	--	--	--

Grades 3-4

Standard 17: Dramatic Literature Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.	x	x							x			
---	---	---	--	--	--	--	--	--	---	--	--	--

Grade 5

Standard 17: Dramatic Literature Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.	x	x		x					x			
---	---	---	--	---	--	--	--	--	---	--	--	--

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Grade Kindergarten-2

Standard 18: Dramatic Reading and Performance

Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.

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Grades 3-4

Standard 18: Dramatic Reading and Performance

Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.

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Grade 5

Standard 18: Dramatic Reading and Performance

Students will plan and present dramatic readings, recitations, and performances that demonstrate

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

Kindergarten

Standard 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

x

x

x

x

Grades 1-2

Standard 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

x

x

x

x

Grades 3-4

Standard 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

x

x

x

x

Grade 5

Standard 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

x

x

x

x

x

Grades Kindergarten-2

Standard 20: Consideration of Audience and Purpose

Students will write for different audiences and purposes.

x

x

x

x

Grades 3-4

Standard 20: Consideration of Audience and Purpose

Students will write for different audiences and purposes.

x

x

x

x

x

Grade 5

Standard 20: Consideration of Audience and Purpose

Students will write for different audiences and purposes.

x

x

x

x

x

Grades Kindergarten-2

Standard 21: Revising

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

x

x

x

Grades 3-4

Standard 21: Revising

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

x

x

x

x

Grade 5

Standard 21: Revising

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

x

x

x

x

Kindergarten

Standard 22: Standard English Conventions

Students will use knowledge of standard English conventions in their writing, revising, and editing.

Grades 1-2

Standard 22: Standard English Conventions

Students will use knowledge of standard English conventions in their writing, revising, and editing.

x

x

x

Grades 3-4

Standard 22: Standard English Conventions

Students will use knowledge of standard English conventions in their writing, revising, and editing.

x

x

x

Grade 5

Standard 22: Standard English Conventions

Students will use knowledge of standard English conventions in their writing, revising, and editing.

x

x

x

Grades Kindergarten-2

Standard 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

x

x

x

Grades 3-4

Standard 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

x

x

x

Grade 5

Standard 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

x

x

x

Grades Kindergarten-2

Standard 24: Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

x

x

x

x

Grades 3-4

Standard 24: Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

x

x

x

x

Grade 5

Standard 24: Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

x

x

x

x

Grades Kindergarten-2

Standard 25: Evaluating Writing and Presentations

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

x

x

Grades 3-4

Standard 25: Evaluating Writing and Presentations

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

x

x

Grade 5

Standard 25: Evaluating Writing and Presentations

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

x

x

Grades Kindergarten-2

Standard 26: Analysis of Media

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.

x

x

Grades 3-4

Standard 26: Analysis of Media

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.

x	x		x						x			
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Grade 5

Standard 26: Analysis of Media

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.

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

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Grades Kindergarten-2

Standard 27: Media Production

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

x

x

x

x

Grades 3-4

Standard 27: Media Production

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

x

x

x

x

Grade 5

Standard 27: Media Production

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

x

x

x

x

Massachusetts

Kidspiration® 3 includes tools, symbols, activities and lessons in Math, supporting students as they build skills to meet Math standards

**2000
Mathematics**

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
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Kindergarten

Number Sense and Operations:
Understand numbers, ways of representing numbers, relationships among numbers, and number systems. Understand meanings of operations and how they relate to one another. Compute fluently and make reasonable estimates.

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

<p>Patterns, Relations, and Algebra:</p> <p>Understand patterns, relations, and functions. Represent and analyze mathematical situations and structures using algebraic symbols. Use mathematical models to represent and understand quantitative relationships. Analyze change in various contexts.</p>	x	x				x		x		x			
<p>Geometry:</p> <p>Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. Specify locations and describe spatial relationships using coordinate geometry and other representational systems. Apply transformations and use symmetry to analyze mathematical situations. Use visualization, spatial reasoning, and geometric modeling to solve problems.</p>		x				x		x			x		

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<p>Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement. Apply appropriate techniques, tools, and formulas to determine measurements.</p>	x	x				x		x					x
<p>Data Analysis, Statistics, and Probability: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. Select and use appropriate statistical methods to analyze data. Develop and evaluate inferences and predictions that are based on data. Understand and apply basic concepts of probability.</p>	x					x		x				x	

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Grades 1-2

Number Sense and Operations:

Understand numbers, ways of representing numbers, relationships among numbers, and number systems. Understand meanings of operations and how they relate to one another. Compute fluently and make reasonable estimates.

x

x

x

x

x

x

x

x

x

Patterns, Relations, and Algebra:

Understand patterns, relations, and functions. Represent and analyze mathematical situations and structures using algebraic symbols. Use mathematical models to represent and understand quantitative relationships. Analyze change in various contexts.

x

x

x

x

x

x

<p>Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. Specify locations and describe spatial relationships using coordinate geometry and other representational systems. Apply transformations and use symmetry to analyze mathematical situations. Use visualization, spatial reasoning, and geometric modeling to solve problems.</p>	x	x				x		x			x		
<p>Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement. Apply appropriate techniques, tools, and formulas to determine measurements.</p>	x	x				x		x					x

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

<p>Data Analysis, Statistics, and Probability:</p> <p>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. Select and use appropriate statistical methods to analyze data. Develop and evaluate inferences and predictions that are based on data. Understand and apply basic concepts of probability.</p>	x					x		x				x	
Grades 3-4													
<p>Number Sense and Operations:</p> <p>Understand numbers, ways of representing numbers, relationships among numbers, and number systems. Understand meanings of operations and how they relate to one another. Compute fluently and make reasonable estimates.</p>	x	x	x	x	x	x	x	x	x				

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

<p>Patterns, Relations, and Algebra:</p> <p>Understand patterns, relations, and functions. Represent and analyze mathematical situations and structures using algebraic symbols. Use mathematical models to represent and understand quantitative relationships. Analyze change in various contexts.</p>	x	x				x		x		x			
<p>Geometry:</p> <p>Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. Specify locations and describe spatial relationships using coordinate geometry and other representational systems. Apply transformations and use symmetry to analyze mathematical situations. Use visualization, spatial reasoning, and geometric modeling to solve problems.</p>	x	x				x		x			x		

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

<p>Measurement:</p> <p>Understand measurable attributes of objects and the units, systems, and processes of measurement. Apply appropriate techniques, tools, and formulas to determine measurements.</p>	x	x				x		x					x
<p>Data Analysis, Statistics, and Probability:</p> <p>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. Select and use appropriate statistical methods to analyze data. Develop and evaluate inferences and predictions that are based on data. Understand and apply basic concepts of probability.</p>	x					x		x				x	

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Grades 5-6

Number Sense and Operations:

Understand numbers, ways of representing numbers, relationships among numbers, and number systems. Understand meanings of operations and how they relate to one another. Compute fluently and make reasonable estimates.

x

x

x

x

x

x

x

x

x

Patterns, Relations, and Algebra:

Understand patterns, relations, and functions. Represent and analyze mathematical situations and structures using algebraic symbols. Use mathematical models to represent and understand quantitative relationships. Analyze change in various contexts.

x

x

x

x

x

x

<p>Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. Specify locations and describe spatial relationships using coordinate geometry and other representational systems. Apply transformations and use symmetry to analyze mathematical situations. Use visualization, spatial reasoning, and geometric modeling to solve problems.</p>	x	x				x		x			x		
<p>Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement. Apply appropriate techniques, tools, and formulas to determine measurements.</p>	x	x						x					x

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

**Data Analysis, Statistics,
and Probability:**

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. Select and use appropriate statistical methods to analyze data. Develop and evaluate inferences and predictions that are based on data. Understand and apply basic concepts of probability.

x

x

Massachusetts

2006

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

Grades K-2

Earth and Space Science
1. Recognize that water,
rocks, soil, and living
organisms are found on the
earth's surface.

x

x

x

x

x

x

2. Understand that air is a
mixture of gases that is all
around us and that wind is
moving air.

x

x

x

x

x

3. Describe the weather
changes from day to day and
over the seasons.

x

x

x

x

x

x

4. Recognize that the sun
supplies heat and light to the
earth and is necessary for
life.

x

x

x

x

x

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

5. Identify some events around us that have repeating patterns, including the seasons of the year, day and night.	x	x			x	x	x		x			x
Life Science (Biology)												
1. Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.	x	x				x	x		x	x		
2. Differentiate between living and nonliving things. Group both living and nonliving things according to the characteristics that they share.	x	x			x	x	x		x	x		
3. Recognize that plants and animals have life cycles, and that life cycles vary for different living things.	x	x				x	x		x	x		
4. Describe ways in which many plants and animals closely resemble their parents in observed appearance.	x	x				x	x		x	x		
5. Recognize that fossils provide us with information about living things that inhabited the earth years ago.	x	x			x	x	x		x	x		

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6. Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.	x	x				x	x		x	x		
7. Recognize changes in appearance that animals and plants go through as the seasons change.	x	x				x	x		x	x		
8. Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light, animals require food, water, air and shelter).	x	x				x	x		x	x		
Physical Sciences (Chemistry and Physics)												
1. Sort objects by observable properties such as size, shape, color, weight, and texture.	x	x				x	x		x			x
2. Identify objects and materials as solid, liquid, or gas. Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	x	x				x	x		x			x

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3. Describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.	x	x				x	x		x		x	
4. Demonstrate that the way to change the motion of an object is to apply a force (give it a push or a pull). The greater the force, the greater the change in the motion of the object.	x	x				x	x		x		x	
5. Recognize that under some conditions, objects can be balanced.	x	x					x		x		x	
Technology/Engineering 1. Materials and Tools Central Concept: Materials both natural and human-made have specific characteristics that determine how they will be used.	x	x				x	x		x			
2. Engineering Design Central Concept: Engineering design requires creative thinking and consideration of a variety of ideas to solve practical problems.	x	x					x		x			

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Grades 3-5

<p>Earth and Space Science</p> <p>1. Give a simple explanation of what a mineral is and some examples, e.g., quartz, mica.</p>	x	x			x	x	x		x			x
<p>2. Identify the physical properties of minerals (hardness, color, luster, cleavage, and streak), and explain how minerals can be tested for these different physical properties.</p>	x	x	x		x	x	x		x			x
<p>3. Identify the three categories of rocks (metamorphic, igneous, and sedimentary) based on how they are formed, and explain the natural and physical processes that create these rocks.</p>	x	x	x	x	x	x	x	x	x			x
<p>4. Explain and give examples of the ways in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains).</p>	x	x				x	x		x			x
<p>5. Recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.</p>	x	x			x	x	x		x			x

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6. Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.	x	x	x			x	x		x			x
7. Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.	x	x				x	x		x			x
8. Describe how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.	x	x				x	x	x	x			x
9. Differentiate between weather and climate.	x	x				x	x		x			x
10. Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.	x	x		x		x	x		x			x
11. Give examples of how the cycling of water, both in and out of the atmosphere, has an effect on climate.	x	x					x		x			x

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12. Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.	x	x		x		x	x		x			x
13. Recognize that the earth is part of a system called the "solar system" that includes the sun (a star), planets, and many moons. The earth is the third planet from the sun in our solar system.	x	x					x		x			x
14. Recognize that the earth revolves around (orbits) the sun in a year's time and that the earth rotates on its axis once approximately every 24 hours. Make connections between the rotation of the earth and day/night, and the apparent movement of the sun, moon, and stars across the sky.	x	x				x	x		x			x
15. Describe the changes that occur in the observable shape of the moon over the course of a month.	x	x				x	x		x			x
Life Science (Biology) 1. Classify plants and animals according to the physical characteristics that they share.	x	x		x	x	x	x		x	x		

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2. Identify the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection.	x	x	x		x	x	x		x	x		
3. Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.	x	x				x	x		x	x		
4. Describe the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis.	x	x				x	x		x	x		
5. Differentiate between observed characteristics of plants and animals that are fully inherited (e.g., color of flower, shape of leaves, color of eyes, number of appendages) and characteristics that are affected by the climate or environment (e.g., browning of leaves due to too much sun, language spoken).	x	x		x	x	x	x		x	x		

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<p>6. Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive, e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color.</p>	x	x		x		x	x		x	x		
<p>7. Give examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).</p>	x	x				x	x		x	x		
<p>8. Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment. Recognize that some animal behaviors are instinctive (e.g., turtles burying their eggs), and others are learned (e.g., humans building fires for warmth, chimpanzees learning how to use tools).</p>	x	x		x		x	x		x	x		

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<p>9. Recognize plant behaviors, such as the way seedlings' stems grow toward light and their roots grow downward in response to gravity. Recognize that many plants and animals can survive harsh environments because of seasonal behaviors, e.g., in winter, some trees shed leaves, some animals hibernate, and other animals migrate.</p>	x	x				x	x		x	x		
<p>10. Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.</p>	x	x				x		x	x	x		
<p>11. Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.</p>	x	x		x		x	x		x	x		
<p>Physical Sciences (Chemistry and Physics)</p> <p>1. Differentiate between properties of objects (e.g., size, shape, weight) and properties of materials (e.g., color, texture, hardness).</p>	x	x			x	x	x		x		x	

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2. Compare and contrast solids, liquids, and gases based on the basic properties of each of these states of matter.	x	x				x	x		x		x	
3. Describe how water can be changed from one state to another by adding or taking away heat.	x	x		x		x	x		x		x	
4. Identify the basic forms of energy (light, sound, heat, electrical, and magnetic). Recognize that energy is the ability to cause motion or create change.	x	x				x	x		x		x	
5. Give examples of how energy can be transferred from one form to another.	x	x					x		x		x	
6. Recognize that electricity in circuits requires a complete loop through which an electrical current can pass, and that electricity can produce light, heat, and sound.	x	x					x		x		x	
7. Identify and classify objects and materials that conduct electricity and objects and materials that are insulators of electricity.	x	x		x	x	x	x		x		x	
8. Explain how electromagnets can be made, and give examples of how they can be used.	x	x						x	x		x	

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9. Recognize that magnets have poles that repel and attract each other.	x	x					x		x		x	
10. Identify and classify objects and materials that a magnet will attract and objects and materials that a magnet will not attract.	x	x					x		x		x	
11. Recognize that sound is produced by vibrating objects and requires a medium through which to travel. Relate the rate of vibration to the pitch of the sound.	x	x					x		x		x	
12. Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.	x	x		x		x	x		x		x	
Technology/Engineering 1. Materials and Tools Central Concept: Appropriate materials, tools, and machines extend our ability to solve problems and invent.	x	x				x	x		x			
2. Engineering Design Central Concept: Engineering design requires creative thinking and strategies to solve practical problems generated by needs and wants.	x	x					x		x			

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Massachusetts

2003

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
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Kindergarten

PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them

x	x	x	x			x		x			x	
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PreK-K.2 Put events in their own and their families' lives in temporal order.

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

PreK-K.3 Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located.

x	x	x	x			x		x		x		
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PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school.

x	x	x	x			x		x		x		
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PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.	x	x	x	x			x		x				
PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults.	x	x	x	x			x		x				
PreK-K.7 Demonstrate understanding that there are important American symbols	x	x	x	x			x		x			x	
PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home.	x	x	x	x			x		x	x			
PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want).	x	x	x	x			x			x			
PreK-K.10 Give examples of the things that people buy with the money they earn.	x	x	x	x			x			x			
Grade 1													
1.1 On a map of the United States, locate Washington, D.C., and identify it as the capital of the United States of America; locate Boston and identify it as the capital of Massachusetts.	x	x	x	x			x		x			x	

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1.2 Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people	x	x	x	x			x		x					
1.3 Identify and explain the meaning of American national symbols.	x	x	x	x	x		x		x				x	

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<p>1.4 Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as America the Beautiful, My Country, 'tis of Thee, God Bless America, and The Star Spangled Banner and explain the general meaning of the lyrics.</p>	x	x	x	x			x		x			x	
<p>1.5 Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Patriots' Day, Memorial Day, Flag Day, and Independence Day.</p>	x	x	x	x	x		x		x			x	
<p>1.6 Give reasons for noting the days that mark the changes in seasons.</p>	x	x	x	x			x		x		x	x	
<p>1.7 After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g., Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medio Pollito), describe the main characters and their qualities.</p>	x	x	x	x	x	x	x		x			x	

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1.8 After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g., Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits	x	x	x	x	x	x	x		x			x	
1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.	x	x	x	x	x	x	x		x			x	
Grade 2													
2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica.	x	x	x	x			x					x	
2.2 Locate the current boundaries of the United States, Canada, and Mexico.	x	x	x	x			x					x	
2.3 Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans.	x	x	x	x			x					x	
2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile.	x	x	x	x			x					x	

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2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains.	x	x	x	x			x				x		
2.6 Explain the difference between a continent and a country and give examples of each.	x	x	x	x	x	x	x				x		
2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from.	x	x	x	x	x	x	x				x		
2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today.	x	x	x	x			x	x			x		
2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important.	x	x	x	x			x	x			x		
2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic).	x	x	x	x	x	x	x	x			x		

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Grade 3

3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.	x	x	x	x			x				x		
3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life.	x	x	x	x			x	x				x	
3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.	x	x	x	x			x	x				x	x
3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony.	x	x	x	x	x	x	x					x	
3.5 Explain important political, economic, and military developments leading to and during the American Revolution.	x	x	x	x			x					x	
3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.	x	x	x	x			x		x			x	

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3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements.	x	x	x	x			x					x	
3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks.	x	x	x	x			x				x		
3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.	x	x	x	x			x	x			x	x	
3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag.	x	x	x	x			x		x			x	
3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding.	x	x	x	x			x	x				x	
3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.	x	x	x	x			x	x				x	
3.13 Give examples of goods and services provided by their local businesses and industries.	x	x	x	x	x	x	x	x		x			

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3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries.	x	x	x	x	x	x	x	x	x				
Grade 4													
4.1 On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains.	x	x	x	x			x				x		
4.2 Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization.	x	x	x	x			x	x			x		x
4.3 Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system.	x	x	x	x	x	x	x	x					
4.4 Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder.	x	x	x	x			x	x					x
4.5 Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler.	x	x	x	x			x	x					x

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4.6 Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall).	x	x	x	x			x	x					x
4.7 After visiting a museum, listening to a museum educator in school, or conducting research in the library, describe an animal, person, building, or design depicted in an ancient Chinese work of art.	x	x	x	x			x	x					x
4.8 On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges.	x	x	x	x			x	x			x		
4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region.	x	x	x	x			x	x			x		
4.10 Identify the states, state capitals, and major cities in each region.	x	x	x	x			x	x			x		

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4.11 Describe the climate, major physical features, and major natural resources in each region.	x	x	x	x			x	x			x		
4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park).	x	x	x	x			x	x			x		
4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon).	x	x	x	x			x	x	x		x		
4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language.	x	x	x	x	x	x	x	x			x	x	x
4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture.	x	x	x	x	x	x	x	x	x			x	

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4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese).	x	x	x	x	x		x	x			x		
4.17 On a map of North America, locate Canada, its provinces, and major cities.	x	x	x	x			x	x			x		
4.18 Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy.	x	x	x	x			x	x			x	x	x
4.19 Describe the major ethnic and religious groups of modern Canada.	x	x	x	x			x	x			x		
4.20 Identify when Canada became an independent nation and explain how independence was achieved.	x	x	x	x			x	x					x
4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features.	x	x	x	x	x		x	x			x		x
4.22 Identify the major language groups in Canada, their geographic location, and the relations among them.	x	x	x	x			x	x			x		
4.23 On a map of North America, locate Mexico and its major cities.	x	x	x	x			x	x			x		

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4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy.	x	x	x	x			x	x		x	x		
4.25 Identify the language, major religion, and peoples of Mexico.	x	x	x	x			x	x			x		
4.26 Identify when Mexico became an independent nation and describe how independence was achieved.	x	x	x	x			x				x		x
4.27 On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands.	x	x	x	x			x				x		
4.28 Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions.	x	x	x	x			x			x	x		
4.29 Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados and Jamaica).	x	x	x	x			x				x		
4.30 Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved.	x	x	x	x			x	x			x		x

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Grade 5

5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them.	x	x	x	x			x				x		
5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.	x	x	x	x	x		x				x		x
5.3 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers.	x	x	x	x	x		x				x		x
5.4 Explain why the Aztec and Inca civilizations declined in the 16th century.	x	x	x	x	x	x	x	x					x
5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California.	x	x	x	x	x	x	x	x			x	x	x

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5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England).	x	x	x	x			x	x			x	x	x
5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.	x	x	x	x			x	x				x	x
5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans.	x	x	x	x	x	x	x	x				x	x
5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World.	x	x	x	x			x	x	x			x	x
5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.	x	x	x	x	x	x	x	x			x	x	
5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed.	x	x	x	x			x	x				x	

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5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies.	x	x	x	x			x	x			x	x	
5.13 Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary).	x	x	x	x			x	x				x	
5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution.	x	x	x	x	x		x	x				x	
5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.	x	x	x	x			x					x	
5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence.	x	x	x	x			x	x	x			x	
5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.	x	x	x	x			x	x				x	
5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States.	x	x	x	x			x	x				x	

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5.19 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth.	x	x	x	x			x	x	x			x	
5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure.	x	x	x	x			x	x	x			x	
5.21 Describe Shays' Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.	x	x	x	x			x	x				x	
5.22 Identify the various leaders of the Constitutional Convention and describe the major issues they debated.	x	x	x	x			x	x				x	
5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools).	x	x	x	x			x	x	x				
5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles.	x	x	x	x			x	x	x			x	
5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary).	x	x	x	x	x		x	x	x			x	

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5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791.	x	x	x	x			x	x	x			x	
5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today.	x	x	x	x	x	x	x	x	x			x	
5.28 Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia.	x	x	x	x	x	x	x	x	x			x	
5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.	x	x	x	x			x	x			x	x	
5.30 Describe the expedition of Lewis and Clark from 1803 to 1806.	x	x	x	x			x	x			x	x	
5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States.	x	x	x	x			x	x				x	
5.32 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism.	x	x	x	x			x	x				x	

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5.33 Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China.	x	x	x	x			x	x			x	x	
5.34 Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier.	x	x	x	x			x	x				x	
5.35 Identify the key issues that contributed to the onset of the Civil War.	x	x	x	x			x	x				x	

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