



Standards Matches for Kidspiration®

<p><u>Mississippi</u> 2006 Language Arts</p>	<p><i>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</i></p>											
<p><i>Kindergarten</i></p>	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
<p>Competencies and Objectives 1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p>												
<p>a. The student will apply knowledge of concepts about print. (DOK 1)</p>		x										
<p>b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)</p>	x					x						

c. The student will use word recognition skills. (DOK 1)		x					x	x				
d. The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing). (DOK 1)								x				
e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)	x	x	x					x				
f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). (DOK 1)		x						x				
g. The student will use pictures and context to understand the meaning of a word. (DOK 2)		x							x			
h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource). (DOK 1)					x							
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.												

a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)		x							x				
b. The student will understand and make simple inferences about text. (DOK 2)	x	x							x				
c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. (DOK 2)	x	x							x				
d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2)	x	x		x					x				
3. The student will express, communicate, evaluate, or exchange ideas effectively.													
a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). (DOK 3)	x	x										x	x
b. The student will compose a description of a person, place, or thing. (DOK 3)	x	x										x	

c. The student will compose a personal story or narrative. (DOK 3)	x	x								x	x	
d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.). (DOK 3)		x									x	
4. The student will apply Standard English to communicate.												
a. The student will use Standard English grammar. (DOK 1)		x	x								x	x
b. The student will use Standard English mechanics. (DOK 1)		x									x	x
c. The student will begin to use a variety of sentence structures. (DOK 1)												
Grade 1												
Competencies and Objectives												
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.												

a. The student will apply knowledge of concepts about print. (DOK 1)		x										
b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)	x					x						
c. The student will use word recognition skills. (DOK 1)		x					x	x				
d. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words. (DOK 1)		x					x	x				
e. The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words. (DOK 2)		x						x				
f. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)			x									
g. The student will begin to identify and use synonyms, antonyms, and homonyms. (DOK 2)		x						x				

h. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)		x							x			
i. The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/or peer as a resource). (DOK 1)		x			x							
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.												
a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)		x							x			
b. The student will understand, infer, and make simple predictions. (DOK 2)	x	x							x			
c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)	x	x							x			

d. The student will analyze, interpret, compare, or respond to increasingly complex literary and informational text, citing text-based evidence. (DOK 3)	x	x		x					x			
3. The student will express, communicate, or evaluate ideas effectively.												
a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing) to compose or edit. (DOK 3)	x	x									x	x
b. The student will compose a description of a person, place, or thing. (DOK 3)	x	x									x	
c. The student will compose a narrative with a beginning, middle, and end. (DOK 3)	x	x								x	x	
d. The student will compose a short informational text based on a familiar topic, including but not limited to: (DOK 3)	x	x								x	x	
4. The student will apply Standard English to communicate.												

a. The student will use Standard English grammar. (DOK 1)		x									x	x
b. The student will use Standard English mechanics. (DOK 1)		x									x	x
c. The student will use varied sentence structures. (DOK 2)		x									x	
Grade 2												
Competencies and Objectives 1. The student will use word recognition and vocabulary (word meaning) skills to communicate.												
a. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)	x					x						
b. The student will use word recognition skills for multi-syllabic words. (DOK 2)		x					x	x				
c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)		x					x					

d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)		x						x				
e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)		x	x					x				
f. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)		x						x				
g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)		x							x			
h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher, and/or peer as a resource). (DOK 1)		x				x						
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.												

a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)		x							x				
b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)	x	x	x						x				
c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)	x	x							x				
d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)	x	x		x					x				
3. The student will express, communicate, or evaluate ideas effectively.													
a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing) to compose or edit. (DOK 3)	x	x										x	x

b. The student will compose descriptive text containing specific details. (DOK 3)		x								x	x		
c. The student will compose narrative text with a beginning, middle, and end. (DOK 3)		x								x	x		
d. The student will compose informational text with a main idea and supporting details. (DOK 3)		x								x	x		
e. The student will generate questions and use one source to locate the answers. (DOK 3)		x			x					x			
4. The student will apply Standard English to communicate.													
a. The student will use Standard English grammar. (DOK 1)		x										x	x
b. The student will use Standard English mechanics to compose or edit. (DOK 1)		x										x	x
c. The student will use correct and varied sentence structure. (DOK 2)		x										x	x

Grade 3

Competencies and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will use word recognition skills for multi-syllabic words. (DOK 2)

b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)

c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)

d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2)

e. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)

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

f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)		x							x			
g. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words. (DOK 2)		x										
h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource). [Note: These reference materials are not available during the administration of state tests.] (DOK 1)		x			x							
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.												
a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)		x							x			
b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)	x	x	x						x			

c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)	x	x							x			
d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)	x	x		x					x			
3. The student will express, communicate, or evaluate ideas effectively.												
a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing) to compose or edit. (DOK 3)	x	x									x	x
b. The student will compose descriptive text using specific details and vivid language. (DOK 3)		x								x	x	
c. The student will compose narrative text with a clear beginning, middle, and end. (DOK 3)		x								x	x	

d. The student will compose informational text and at least three supporting details. (DOK 3)		x								x	x	
e. The student will compose a simple persuasive text. (DOK 3)		x								x	x	
f. The student will generate questions and use multiple sources to locate answers. (DOK 3)		x			x					x	x	
4. The student will apply Standard English to communicate.												
a. The student will use Standard English grammar to compose or edit. (DOK 1)		x									x	x
b. The student will use Standard English mechanics to compose or edit. (DOK 1)		x									x	x
c. The student will use correct and varied sentence structures. (DOK 2)		x									x	x

Grade 4

Competencies and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel - consonant + e, consonant + le) for decoding words. (DOK 1)

x

x

b. The student will identify roots and affixes (e.g., non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words. (DOK 2)

x

x

c. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)

x

d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)

x

x

e. The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words. (DOK 2)

x

x

f. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate. (DOK 2)		x						x				
g. The student will use reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words. [Note: These reference materials are not available during the administration of state tests.] (DOK 1)		x						x				
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.												
a. The student will use text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)		x								x		
b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)	x	x								x		

c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)	x	x							x			
d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)		x	x						x			
e. The student will identify facts, opinions, or tools of persuasion in text. (DOK 2)		x	x						x			
3. The student will express, communicate, evaluate, or exchange ideas effectively.												
a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested under competency four.] (DOK 3)	x	x									x	x
b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)		x								x	x	

c. The student will compose narrative text relating an event with a clear beginning, middle, and end. (DOK 3)		x								x	x		
d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure. (DOK 3)		x								x	x		
e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)		x								x	x		
f. The student will compose text based on inquiry and research. (DOK 3)		x			x					x	x		
4. The student will apply Standard English to communicate.													
a. The student will apply Standard English grammar to compose or edit. (DOK 1)		x										x	x

b. The student will apply Standard English mechanics to compose or edit. (DOK 1)		x									x	x
c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2)		x									x	x

Grade 5

Competencies and Objectives												
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.												
a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)		x						x				
b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)		x										
c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)		x						x				

d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)		x							x			
e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)		x						x				
f. The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. [Note: These reference materials are not available during the administration of state tests.] (DOK 1)		x			x							
g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)		x										
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.												

a. The student will use text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)		x		x					x			
b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)	x	x		x					x			
c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)	x	x							x			
d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)	x	x		x					x			
e. The student will identify and interpret facts, opinions, or tools of persuasion in texts. (DOK 2)		x	x									
3. The student will express, communicate, evaluate, or exchange ideas effectively.												

a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested under competency four.] (DOK 3)	x	x									x	x
b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)		x								x	x	
c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3)		x								x	x	
d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)		x								x	x	
e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)		x								x	x	

f. The student will compose text of a variety of modes based on inquiry and research. (DOK 3)		x			x					x	x	
4. The student will apply Standard English to communicate.												
a. The student will apply Standard English grammar to compose or edit. (DOK 1)		x									x	x
b. The student will apply Standard English mechanics to compose or edit. (DOK 1)		x									x	x
c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2)		x									x	x

Mississippi

**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
------------------------	---------------------------	----------------------------	---------------------------	---------------------------	--------------------------	--------------------------------------	-------------------------------------	-----------------------	---------	----------	-------------------------------	-------------

Kindergarten

NUMBER AND OPERATIONS 1. Identify and represent relationships among sets of whole numbers up to 20 using manipulatives.	x		x			x	x	x	x				
ALGEBRA 2. Identify, describe, and reproduce patterns using concrete objects.	x	x				x				x			
GEOMETRY 3. Identify and classify two-dimensional shapes.	x	x				x		x			x		
MEASUREMENT 4. Identify measurable attributes of objects	x					x		x					x

DATA ANALYSIS & PROBABILITY 5. Collect, organize, and interpret data.	x	x				x		x				x	
Grade 1													
NUMBER AND OPERATIONS 1. Understand and represent relationships among numbers and compute operations (addition and subtraction) with and without manipulatives.	x		x			x	x	x	x				
ALGEBRA 2. Recognize, extend, and create patterns.	x	x	x			x	x	x		x			
GEOMETRY 3. Identify and classify properties of two- and three-dimensional shapes.	x	x				x		x			x		
MEASUREMENT 4. Identify and apply measurable attributes	x					x		x					x

<p>DATA ANALYSIS & PROBABILITY</p> <p>5. Collect, organize, and interpret data in graphical form.</p>	x					x		x				x	
Grade 2													
<p>NUMBER AND OPERATIONS</p> <p>1. Understand and represent relationships among numbers and operations (addition, subtraction, and multiplication). Compute fluently using effective strategies or rote memory.</p>	x		x			x		x	x				
<p>ALGEBRA</p> <p>2. Analyze patterns, numbers, relationships, and functions.</p>	x	x	x			x		x		x			
<p>GEOMETRY</p> <p>3. Describe, classify, and sort geometric figures according to their properties.</p>		x				x		x				x	

MEASUREMENT 4. Estimate, identify, and apply measurable attributes.						x		x					x
DATA ANALYSIS & PROBABILITY 5. Organize and interpret data in graphical form.	x					x		x					x
Grade 3													
NUMBER AND OPERATIONS 1. Understand and represent number relationships among numbers and the four basic operations. Compute fluently and make reasonable estimates.	x	x	x	x	x	x	x	x	x				
ALGEBRA 2. Explain, analyze, and generate patterns, relationships, and functions using algebraic symbols.	x	x	x			x		x		x			

<p>GEOMETRY</p> <p>3. Describe, compare, and contrast two- and three-dimensional shapes and relationships.</p>	x	x				x		x			x		
<p>MEASUREMENT</p> <p>4. Measure and explain the measurable attributes of objects, units, systems, and processes.</p>	x	x				x		x					x
<p>DATA ANALYSIS AND PROBABILITY</p> <p>5. Interpret and analyze data. Explore basic concepts of probability.</p>	x					x		x				x	
Grade 4													
<p>NUMBER AND OPERATIONS</p> <p>1. Understand relationships among numbers, use the four basic operations, compute fluently, and make reasonable estimates.</p>	x	x	x	x	x			x	x	x			

<p>ALGEBRA</p> <p>2. Analyze and represent patterns, number relationships, and functions using algebraic symbols. Demonstrate an understanding of the properties of the basic operations.</p>	x	x	x			x	x	x		x			
<p>GEOMETRY</p> <p>3. Analyze characteristics, properties, and relationships of two- and three dimensional geometric shapes. Use coordinate geometry.</p>	x	x				x		x			x		
<p>MEASUREMENT</p> <p>4. Evaluate and justify measurable attributes of objects, units, systems, and processes. Perform measurements.</p>	x					x		x					x
<p>DATA ANALYSIS & PROBABILITY</p> <p>5. Formulate and analyze data. Evaluate inferences and predictions.</p>													

Grade 5

NUMBER AND OPERATIONS

1. Analyze relationships among numbers and the four basic operations, compute fluently, and make reasonable estimates.

x

x

x

x

x

x

x

ALGEBRA

2. Explain and analyze number relationships and functions using algebraic symbols, and demonstrate an understanding of the properties of the basic operations.

x

x

x

x

x

GEOMETRY

3. Develop mathematical arguments about geometric relationships and describe spatial relationships using coordinate geometry.

x

x

x

x

MEASUREMENT 4. Develop concepts and apply appropriate tools and techniques to determine units of measure.	x					x		x				x
DATA ANALYSIS & PROBABILITY 5. Interpret and analyze data and make predictions.												

Mississippi 2001 Science	Kidspiration® 3 includes symbols, activities and lessons in Science, supporting students as they build skills to meet Science standards											
	Visually express ideas	Organize ideas	Build vocabulary	Increase comprehension	Group and classify	Compare and Contrast	Present ideas orally	Conduct research	Nature of Science	Life Science	Physical Science	Earth and Space
Kindergarten												
1. Develop an understanding that living and non-living things have identifiable characteristics. (L)	x	x		x	x	x	x		x	x		
2. Demonstrate an understanding of the five senses. (L)	x	x		x	x	x	x		x	x		
3. Explore proper nutrition and the relationship to personal hygiene. (L)	x	x		x	x		x		x	x		
4. Investigate the different types of observable and measurable characteristics of matter. (P)	x	x			x	x	x		x		x	

5. Explore and use non-standard units of length, weight and capacity/volume. (P)*	x	x				x	x		x		x	
6. Collect, organize and interpret data. (L, P, E)	x	x					x		x	x	x	x
7. Develop an understanding of the Earth as a planet; its structure, and its processes. (E)	x	x		x		x	x		x			x
8. Describe the appearance of the sky by day and by night. (E)	x	x				x	x		x			x
9. Discover how environmental concerns relate to land, water, and air. (E)	x	x		x			x		x			x
Grade 1												
1. Explore the basic patterns of living systems. (L)	x	x		x		x	x		x	x		
2. Investigate the diversity of living things. (L, P)	x	x		x	x	x	x		x	x	x	
3. Identify and describe daily changes in the sky. (E, P)	x	x				x	x		x		x	x

4. Examine the structure of the solar system. (E, P)	x	x		x		x	x		x		x	x
5. Discover the diversity of the Earth's surface. (E)	x	x		x		x	x		x			x
6. Explore changes that occur in the Earth's atmosphere. (E)	x	x					x		x			x
7. Investigate how environmental concerns relate to the quality of life. (E)	x	x		x			x		x			x
8. Examine the different types of observable and measurable changes that matter can undergo. (P)	x	x		x		x	x		x		x	
9. Explore the concepts of length, weight, temperature, and capacity/volume using nonstandard and standard (English and metric) units of measurement.	x	x				x	x		x		x	
Grade 2												
1. Explore the functions and systems of living things. (L)	x	x		x		x	x		x	x		
2. Research the diversity and interaction of living things. (L)	x	x		x	x	x	x		x	x		

3. Explore the structure of the Solar System. (E)	x	x		x		x	x		x			x
4. Identify and describe weekly and monthly changes in the sky. (E)	x	x		x		x	x		x			x
5. Recognize the diversity of the Earth's composition. (E)	x	x		x		x	x		x			x
6. Analyze changes that occur in the Earth's atmosphere. (E)	x	x		x		x	x		x			x
7. Investigate how environmental concerns relate to the quality of life. (E).	x	x		x			x		x			x
8. Predict and explore the effects of forces and energy on matter. (P)	x	x		x	x	x	x		x		x	
9. Investigate the properties of color, heat, and light. (P)	x	x		x		x	x		x		x	
10. Determine length, mass, weight, and capacity/volume using the appropriate standard (English and metric) units of measurement. (L, E, P)	x	x		x			x		x	x	x	x

Grade 3

1. Investigate the interactions of objects and organisms. (L,E)	x	x		x		x	x		x	x		x
2. Explore the components of living systems. (L)	x	x		x	x	x	x	x	x	x		
3. Identify and describe the appearance of stars in the night sky. (E, P)	x	x		x		x	x		x		x	x
4. Discover how internal and external forces affect the Earth's surface. (E)	x	x	x	x		x	x		x			x
5. Examine changes in matter. (P)	x	x		x		x	x		x		x	
6. Analyze changes in matter. (E)	x	x		x			x		x			x
7. Develop the process of measurement and related concepts. (L, E, P)	x	x	x	x		x	x		x	x	x	x

Grade 4

1. Investigate the ability of living things to adapt to their environment. (L)	x	x		x		x	x		x	x		
--	---	---	--	---	--	---	---	--	---	---	--	--

2. Explore the interactions of components in living systems. (L)	x	x		x	x	x	x		x	x		
3. Communicate an understanding of the interaction of bodies in the solar system. (E, P)	x	x		x			x		x		x	x
4. Identify and describe the visual and telescopic appearance of planets and moons. (E, P)	x	x		x		x	x		x		x	x
5. Discover the effects of external forces on the Earth's surface. (E)	x	x		x	x		x	x	x			x
6. Explore changes that occur in the Earth's atmosphere. (E)	x	x	x	x		x	x		x			x
7. Discover how environmental concerns relate to the hydrosphere, lithosphere, and atmosphere. (E, L)	x	x		x			x		x	x		x
8. Investigate the changes in the states of matter. (P)	x	x		x	x	x	x		x		x	
9. Examine the different forms of energy. (E, L, P)	x	x	x	x			x		x	x	x	x

10. Develop the process of measurement and the concepts related to units of measurement. (L, E, P)	x	x		x			x		x	x	x	x
Grade 5												
1. Identify and describe structures and functions in living systems. (L, E)	x	x		x		x	x		x	x		x
2. Identify and describe reproduction and heredity of organisms. (L, P)	x	x		x	x	x	x		x	x	x	
3. Determine the factors that influence the regulation and behavior of organisms. (L, E)	x	x				x	x		x	x		x
4. Examine the physical factors of populations as they relate to the formation of an ecosystem. (L, E)	x	x	x	x		x	x		x	x		x
5. Explore the diversity and adaptations of organisms. (L, E)	x	x		x	x	x	x		x	x		x
6. Investigate the structure of the Earth. (E)	x	x	x	x		x	x		x			x
7. Investigate the Earth as a part of the solar system. (E, P)	x	x		x			x		x		x	x

8. Identify properties and changes of matter. (E, P)	x	x		x		x	x		x		x	x
9. Investigate the effect motions and forces have on objects. (E, L, P)	x	x		x		x	x		x	x	x	x
10. Examine the transformations of forms of energy. (P)	x	x	x	x		x	x	x	x		x	

<u>Mississippi</u> 2004 Social Studies	<i>Kidspiration® 3 includes symbols, activities and lessons in Social Studies, supporting students as they build skills to meet Social Studies standards</i>												
	Visually express ideas	Organize ideas	Build vocabulary	Increase comprehension	Group and classify	Compare and Contrast	Present ideas orally	Conduct research	Civics and Government	Economics	Geography	U.S. History	World History
Kindergarten													
1. Develop an understanding of self/home in relationship to the expanding horizon theme. (C, H)	x	x	x	x		x	x		x		x		
2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)	x	x	x	x			x		x			x	
3. Demonstrate the ability to use social studies tools (e.g., timelines, bar graphs, globes, classroom maps, etc). (C, H, G)	x	x	x	x							x		
4. Identify the interdependence of economics (self/family). (C, G, E)	x	x	x	x			x		x				

5. Integrate, connect and apply social studies into other subject areas and everyday life. (C, H, G)	x	x	x	x							x		
Grade 1													
1. Develop an understanding of family/school in relationship to the expanding horizon theme. (C, H, G, E)	x	x	x	x		x	x		x		x		
2. Acquire the characteristics to be a responsible citizen. (C, H, E)	x	x	x	x			x		x			x	
3. Demonstrate the ability to use social studies tools (e.g., timelines, bar graphs, pictographs, globes, school maps, etc.). (C, H, G, E)	x	x	x	x							x		
4. Identify the interdependence of economics (self/family). (C, H, E)	x	x	x	x	x		x		x				
5. Integrate, connect, and apply social studies into other subject areas and everyday life. (C, H, E)	x	x	x	x		x	x				x	x	x

Grade 2

1. Develop an understanding of school/neighborhoods in relationship to the expanding horizon theme. (C, H, G, E)	x	x	x	x		x	x	x	x		x		
2. Acquire the characteristics to be a responsible citizen. (C, H, E)	x	x	x	x		x	x	x	x			x	
3. Demonstrate the ability to use social studies tools (e.g., timelines, compass, maps, globes, graphs, etc.). (C, H, G, E)	x	x	x	x			x	x	x		x		
4. Identify the interdependence of economics (self/family). (C, H, E)	x	x	x	x	x	x	x	x	x				
5. Integrate, connect and apply social studies into other subject areas and everyday life. (C, H, G)	x	x	x	x		x	x	x			x	x	x

Grade 3

1. Develop an understanding of community/local government in relationship to the expanding horizon theme. (C, H, G, E)	x	x	x	x		x	x	x	x		x	x	x
--	---	---	---	---	--	---	---	---	---	--	---	---	---

2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)	x	x	x	x			x	x	x		x		
3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, compasses, graphs, technological resources, grids, schedules, etc.). (C, H, G, E)	x	x	x	x			x	x			x		
4. Identify the interdependence of economics (self/family, school/neighborhood, and local). (C, H, E)	x	x	x	x	x	x	x		x				
5. Integrate, connect and apply social studies into other subject areas and everyday life. (G, H, C)	x	x	x	x		x	x	x			x		
Grade 4													
1. Develop an understanding of the state in relationship to the expanding horizon theme. (C, H, G, E)	x	x	x	x		x	x		x		x		
2. Acquire the characteristics to be a responsible citizen at the local, state, national and international level. (C, H, G, E)	x	x	x	x			x		x			x	

3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, primary sources, globes, compasses, graphs, technological resources, grids, schedules, etc.). (C, H, G, E)	x	x	x	x		x	x	x			x	x	
4. Identify the interdependence of economics (self, family, local, and state). (C, H, G, E)	x	x	x	x		x	x	x	x				
5. Integrate, connect, and apply social studies into other subject areas and everyday life. (G, H, C)	x	x	x	x			x	x			x	x	
Grade 5													
1. Examine the historical development of the United States of America. (H, G)	x	x	x	x		x	x	x			x	x	
2. Discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H)	x	x	x	x	x	x	x	x	x			x	

3. Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools (e.g., timelines, mental and physical maps, globes, resources, graphs, a compass rose, political cartoons, charts, primary and secondary sources, technology, and other geographical representations). (C, H, G, E)	x	x	x	x		x	x	x			x		
4. Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. (C, H)	x	x	x	x	x	x	x	x	x			x	
5. Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H)	x	x	x	x	x	x	x		x				
6. Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (G, E)	x	x	x	x	x	x	x	x	x	x	x		
7. Investigate how human technology and nature alters the environment. (G, H, C)	x	x	x	x			x			x	x	x	