Standards Matches for Kidspiration®

Nebraska 2001 Reading/Writing	*Kidspiration®3 includes symbols, activities and lessons in English Language Arts and Reading, supporting students as they build skills to meet English Language Arts and Reading standards*											
	Visually express ideas	Organize ideas	Group and classify	Compare and contrast	Conduct research	Phonemic awareness	Phonics	Vocabulary	Comprehension	Forms of writing	Writing process	Grammar and mechanics
Kindergarten- Grade 1												
1.1.1 By the end of first grade, students will read and write using a variety of word recognition strategies at grade one level.		x					x	x	x			
1.1.2 By the end of first grade, students will demonstrate phonological awareness and exhibit knowledge of letters and sounds.	x	x				x	x					

1.1.3 By the end of first grade, students will demonstrate knowledge of the organization of print when reading and writing.	x	x										
1.1.4 By the end of first grade, students will read and demonstrate comprehension at grade one level, using a variety of strategies.	x	x		x				x	x			
1.1.5 By the end of first grade, students will respond to fiction and non-fiction text through writing, drawing, and verbal responses.	x	x		x					x			
1.1.6 By the end of first grade, students will print neatly and correctly.												
1.1.7 By the end of first grade, students will write about familiar experiences, people, objects, or events.		x									x	x
1.2.1 By the end of first grade, students will speak in clear, complete, coherent sentences using standard English.												

1.3.1 By the end of first grade, students will identify information gained and complete tasks through listening.	x	x										
Grade 2- Grade 4												
4.1.1 By the end of the fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.		x					x	x	x			
4.1.2 By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.		x			x			x				
4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.	x	x							x			
4.1.4 By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.		x			x							

4.1.5 By the end of the fourth grade, students will identify and use characteristics to classify different types of text.		x	x									
4.1.6 By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.	x	x							x			
4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.		x							x			
4.1.8 By the end of the fourth grade, students will identify similarities and differences between two fourth grade level reading selections.				x					x			
4.2.1 By the end of the fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling.		x									x	x

4.2.2 By the end of the fourth grade, students will write paragraphs/reports with focus, related ideas, and supporting details.	x	x									x	
4.2.3 By the end of the fourth grade, students will revise and edit narrative compositions.		x									x	x
4.2.4 By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.		x								x	x	
4.2.5 By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.	x	x									x	
4.3.1 By the end of the fourth grade, students will participate in group discussions by asking questions and contributing information and ideas.												
4.3.2 By the end of the fourth grade, students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.		x										

4.4.1 By the end of the fourth grade, students will identify information gained and complete tasks through listening.	x	x										
Grade 5 (Standards to end of Grade 8)												
8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.	x	x							x			
8.1.2 By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.					x							
8.1.3 By the end of the eighth grade, students will identify and classify different types of text.		x	x						x			
8.1.4 By the end of the eighth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.	x	x							x			

8.1.5 By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.		x							x			
8.1.6 By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.		x		x					x			
8.1.7 By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.		x							x			
8.2.1 By the end of the eighth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.		x									x	X
8.2.2 By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.	x	x									x	

8.2.3 By the end of the eighth grade, students will revise and edit descriptive compositions.		x									x	x
8.2.4 By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.		x								x	x	
8.2.5 By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.		x			x						x	
8.3.1 By the end of the eighth grade, students will participate in group discussions by asking questions and contributing information and ideas.												
8.3.2 By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.		x										
8.4.1 By the end of the eighth grade, students will identify information gained and complete tasks through listening.		x								x	x	

Nebraska 2000 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
Grade K-1													
1.1 NUMERATION/NUMBER SENSE 1.1.1 By the end of first grade, students will recognize, write, and orally express the sequential order of the number system.	x		x			x		x	x				
1.1.2 By the end of first grade, students will demonstrate ways of representing numbers and compare relations among numbers.	x	x	x		x	x	x	x	x				
1.1.3 By the end of first grade, students will identify numbers and applications in everyday situations.	x					x		x	x				

1.1.4 By the end of first grade, students will demonstrate the value of numbers (0-20) using concrete objects.	x	x	x			x	x	x	x				
1.2 COMPUTATION/ESTIMATION 1.2.1 By the end of first grade, students will demonstrate the concepts of addition and subtraction up to 10.	x	x	x			x	x	x	x				
1.2.2 By the end of first grade, students will justify estimations to mathematical problems.	x	x	x			x		x	x				
1.3 MEASUREMENT 1.3.1 By the end of first grade, students will measure two or more items or sets using nonstandard units of measure and compare attributes.	x	x				x		x	x				
1.3.2 By the end of first grade, students will identify tools of measurement and their appropriate use (clocks, calendar, ruler, balance scale, and thermometer).						x							x
1.3.3 By the end of first grade, students will tell time to the half-hour using an analog and digital clock.						x		x					x

1.3.4 By the end of first grade, students will identify the different units of measurement used in their environment (cents, dollars, pounds, gallons, liters, meters, miles, minutes, and hours).													
1.3.5 By the end of first grade, students will identify past, present, and future as orientations in time.													
1.4 GEOMETRY/SPATIAL CONCEPTS 1.4.1 By the end of first grade, students will compare relative position (left/right, above/below, over/under, up/down, and near/far).	x					x		x			x		
1.4.2 By the end of first grade, students will identify, describe, and create circles, squares, triangles, and rectangles.	x	x				x		x			x		

1.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS 1.5.1 By the end of first grade, students will collect information about objects and events in their environment (favorite candy bar, number of siblings, and number of pets).													
1.5.2 By the end of first grade, students will organize and display collected information using objects and pictures.	x	x				x						x	
1.5.3 By the end of first grade, students will compare and interpret information from displayed data (more, less, and fewer).	x	x				x		x				x	
1.5.4 By the end of first grade, students will describe the process used in data collection and analysis.													

1.6 ALGEBRAIC CONCEPTS 1.6.1 By the end of first grade, students will identify, describe, extend, and create patterns (objects, sounds, movements, shapes, numbers, and colors).	x	x				x		x		x			
1.6.2 By the end of first grade, students will sort and classify objects according to one or more attributes (size, shape, color, and thickness).	x	x				x				x	x		
1.6.3 By the end of first grade, students will identify and describe patterns in their environment.													
Grades 2-4													
4.1 NUMERATION/NUMBER SENSE 4.1.1 By the end of fourth grade, students will demonstrate place value of whole numbers through the millions and decimals to the hundredth place.			x					x	x				

4.1.2 By the end of fourth grade, students will write and illustrate equivalences of whole numbers in expanded form, decimals, and fractions.		x	x	x	x		x	x	x				
4.1.3 By the end of fourth grade, students will describe and apply relationships between whole numbers, decimals, and fractions by order, comparison, and operation.	x	x	x	x	x	x	x	x	x				
4.1.4 By the end of fourth grade, students will identify examples of positive and negative numbers and zero.													
4.1.5 By the end of fourth grade, students will make change and count out in amounts up to $20.00.						x		x	x				

4.2 COMPUTATION/ESTIMATION 4.2.1 By the end of fourth grade, students will estimate, add, subtract, multiply, and divide whole numbers without and with calculators and solve word problems.	x		x			x		x	x				
4.2.2 By the end of fourth grade, students will estimate, add, and subtract decimals without and with calculators and solve word problems.			x					x	x				
4.2.3 By the end of fourth grade, students will estimate, add, and subtract fractions with like denominators without calculators and solve word problems.		x		x	x			x	x				
4.3 MEASUREMENT 4.3.1 By the end of fourth grade, students will estimate, measure, and solve word problems using metric units for linear measure, area, mass/weight, capacity, and temperature.						x		x					x

4.3.2 By the end of fourth grade, students will estimate, measure, and solve word problems using standard units for linear measure, area, mass/weight, capacity, and temperature.						x		x					x
4.3.3 By the end of fourth grade, students will tell and write correct time to the minute using an analog clock.						x		x					x
4.3.4 By the end of fourth grade, students will measure and determine the perimeter of a many-sided figure without a formula using standard and metric units of measure.													
4.4 GEOMETRY/SPATIAL CONCEPTS 4.4.1 By the end of fourth grade, students will identify, describe, and create two- and three-dimensional geometric shapes.	x	x				x		x			x		

4.4.2 By the end of fourth grade, students will identify and draw points, lines, line segments, rays, and angles.													
4.4.3 By the end of fourth grade, students will identify, analyze, and compare two-dimensional geometric figures using congruence, symmetry, similarity, and simple transformations.	x	x									x		
4.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS 4.5.1 By the end of fourth grade, students will collect, organize, record, and interpret data and describe the findings.	x					x		x				x	
4.6 ALGEBRAIC CONCEPTS 4.6.1 By the end of fourth grade, students will use and interpret variables and mathematical symbols to write and solve one-step equations.	x	x				x	x	x		x			

4.6.2 By the end of fourth grade, students will identify, describe, and extend arithmetic patterns, using concrete materials and tables.	x	x				x		x		x			
Grade 5 (Standards through Grade 8)													
8.1 NUMERATION/NUMBER SENSE 8.1.1 By the end of eighth grade, students will recognize natural numbers, whole numbers, integers, and rational numbers.			x	x	x			x	x				
8.1.2 By the end of eighth grade, students will determine equivalences among fractions, decimals, and percents.			x	x	x			x	x				
8.1.3 By the end of eighth grade, students will write and use numbers in expanded exponential form and scientific notation.													

8.1.4 By the end of eighth grade, students will identify and display numbers including prime and composite, factors and multiples, divisibility, powers, and properties.	x		x	x	x		x	x	x	x			
8.2 COMPUTATION/ESTIMATION 8.2.1 By the end of eighth grade, students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with and without the use of technology.			x	x	x		x	x	x				
8.2.2 By the end of eighth grade, students will identify the appropriate operation and do the correct calculations when solving word problems.	x	x	x	x	x	x	x	x	x				

8.2.3 By the end of eighth grade, students will solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, proportions, and percents) with and without the use of technology.	x	x	x	x	x	x	x	x	x				
8.2.4 By the end of eighth grade, students will apply the order of operations to solve problems with and without the use of technology.													
8.2.5 By the end of eighth grade, students will apply strategies of estimation when solving problems with and without the use of technology.													
8.3 MEASUREMENT 8.3.1 By the end of eighth grade, students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.													

8.3.2 By the end of eighth grade, students will convert units within measurement systems using standard and metric, given conversion factors.													
8.4 GEOMETRY/SPATIAL CONCEPTS 8.4.1 By the end of eighth grade, students will identify, describe, compare, and classify two- and three dimensional geometric figures - plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; lines, line segments, rays, angles, parallel and perpendicular lines.	x	x				x		x			x		
8.4.2 By the end of eighth grade, students will use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.	x	x									x		

8.4.3 By the end of eighth grade, students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid and triangle, as well as the area and circumference of circles.													
8.4.4 By the end of eighth grade, students will solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.													
8.4.5 By the end of eighth grade, students will apply transformations to two- and three-dimensional geometric figures.	x	x									x		
8.4.6 By the end of eighth grade, students will use geometric terms and representations to describe the physical world.													

8.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS 8.5.1 By the end of eighth grade, students will collect, construct, and interpret data displays and compute mean, median, and mode.													
8.5.2 By the end of eighth grade, students will read and interpret tables, charts, and graphs to make comparisons and predictions.													
8.5.3 By the end of eighth grade, students will conduct experiments or simulations to demonstrate theoretical probability and relative frequency.						x		x				x	
8.5.4 By the end of eighth grade, students will identify statistical methods and probability for making decisions.	x		x			x		x				x	

8.6 ALGEBRAIC CONCEPTS 8.6.1 By the end of eighth grade, students will demonstrate knowledge and use of the one- and two-dimensional coordinate systems.													
8.6.2 By the end of eighth grade, students will apply algebraic concepts and operations to solve linear equations and word problems.													
8.6.3 By the end of eighth grade, students will describe and represent relations, using tables, graphs, and rules.	x	x				x		x		x			

Nebraska **1998** **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
Grade K-1												
1.1 Unifying Concepts and Processes Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world. 1.1.1 By the end of first grade, students will develop an understanding of systems, order, and organization.	x	x				x	x		x			
1.1.2 By the end of first grade, students will develop an understanding of evidence, models, and explanation.	x	x					x		x			

1.1.3 By the end of first grade, students will develop an understanding of change, constancy, and measurement.	x	x				x	x		x			
1.1.4 By the end of first grade, students will develop an understanding of form and function.	x	x					x		x			
1.2 Science as Inquiry Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science. 1.2.1 By the end of first grade, students will develop the abilities needed to do scientific inquiry.	x	x		x			x		x			
1.3 Physical Science Physical science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use. 1.3.1 By the end of first grade, students will develop an understanding of the characteristics of materials.	x	x			x	x	x		x		x	

1.4 Life Science Life science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use. 1.4.1 By the end of first grade, students will develop an understanding of the characteristics of living things.	x	x		x		x	x		x	x		
1.4.2 By the end of first grade, students will develop an understanding of the life cycles of organisms.	x	x		x		x	x		x	x		
1.5 Earth and Space Science Earth and space science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use. 1.5.1 By the end of first grade, students will develop an understanding of the characteristics of earth materials.	x	x		x		x	x		x			x

1.5.2 By the end of first grade, students will develop an understanding of the objects in the sky.	x	x		x					x			x
1.5.3 By the end of first grade, students will develop an understanding of the changes in the earth and sky.	x	x					x		x			x
1.6 Science and Technology An understanding of science and technology establishes connections between the natural and designed world, inking science and technology. 1.6.1 By the end of first grade, students will develop an understanding of technological design.	x	x					x		x			
1.6.2 By the end of first grade, students will develop an understanding of science and technology.	x	x					x		x			

1.7 Science in Personal and Social Perspectives A personal and social perspective of science helps a student to understand and act on personal and social issues. This perspective builds a foundation for future decision making. 1.7.1 By the end of first grade, students will develop an understanding of personal health.	x	x					x		x			
1.7.2 By the end of first grade, students will develop an understanding of resources.	x	x					x		x			
1.8 History and Nature of Science The history and nature of science illustrates different aspects of scientific inquiry, the human aspects of science,and the role that science has played in the development of various cultures. 1.8.1 By the end of first grade, students will develop an understanding of science as a human endeavor.	x	x					x		x			

Grade 2-4												
4.1 Unifying Concepts and Processes Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world. 4.1.1 By the end of fourth grade, students will develop an understanding of systems, order, and organization.	x	x		x			x		x			
4.1.2 By the end of fourth grade, students will develop an understanding of evidence, models, and explanation.	x	x					x		x			
4.1.3 By the end of fourth grade, students will develop an understanding of change, constancy, and measurement.	x	x		x		x	x		x			
4.1.4 By the end of fourth grade, students will develop an understanding of form and function.	x	x					x		x			

4.2 Science As Inquiry Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science. 4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.	x	x		x			x		x			
4.3 Physical Science Physical science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use. 4.3.1 By the end of fourth grade, students will develop an understanding of the characteristics of objects and materials.	x	x			x	x	x		x		x	
4.3.2 By the end of fourth grade, students will develop an understanding of the position and motion of objects.	x	x		x			x		x		x	
4.3.3 By the end of fourth grade, students will develop an understanding of light, heat, electricity, and magnetism.	x	x	x	x		x	x		x		x	

4.4 Life Science Life science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use. 4.4.1 By the end of fourth grade, students will develop an understanding of the characteristics of living things.	x	x		x		x	x		x	x		
4.4.2 By the end of fourth grade, students will develop an understanding of the life cycles of living things.	x	x		x		x	x		x	x		
4.4.3 By the end of fourth grade, students will develop an understanding of living things and environments.	x	x					x		x	x		
4.5 Earth and Space Science Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use. 4.5.1 By the end of fourth grade, students will develop an understanding of the characteristics of earth materials.	x	x		x		x	x	x	x			x

4.5 Earth and Space Science Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use. 4.5.1 By the end of fourth grade, students will develop an understanding of the characteristics of earth materials.												
4.5.2 By the end of fourth grade, students will develop an understanding of objects in the sky.	x	x		x			x		x			x
4.5.3 By the end of fourth grade, students will develop an understanding of the changes in the earth and sky.	x	x		x			x	x	x			x
4.6 Science and Technology An understanding of science and technology establishes connections between the natural and designed world, by linking science with technology. 4.6.1 By the end of fourth grade, students will develop an understanding of technological design.	x	x		x			x		x			

4.6.2 By the end of fourth grade, students will develop an understanding of science and technology.	x	x		x		x	x		x			
4.6.3 By the end of fourth grade, students will develop an understanding of the abilities to distinguish between natural objects and objects made by humans.	x	x		x	x		x		x			
4.7 Science in Personal and Social Perspectives A personal and social perspective of science helps a student understand and act on personal and social issues. This perspective builds a foundation for future decision making. 4.7.1 By the end of fourth grade, students will develop an understanding of personal health.	x	x		x			x		x			
4.7.2 By the end of fourth grade, students will develop an understanding of the types of resources.	x	x					x		x			
4.7.3 By the end of fourth grade, students will develop an understanding of environmental changes.	x	x				x	x		x			

4.7.4 By the end of fourth grade, students will develop an understanding of how science and technology helps communities resolve problems.	x	x		x		x	x	x	x		
4.8 History and Nature of Science The history and nature of science illustrates different aspects of scientific inquiry, the human aspects of science, and the role of science in the development of various cultures. 4.8.1 By the end of fourth grade, students will develop an understanding of science as a human endeavor.	x	x		x		x	x	x	x		
Grade 5 (Standards to Grade 8)											
8.1 Unifying Concepts and Processes Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world. 8.1.1 By the end of eighth grade, students will develop an understanding of systems, order, and organization.	x	x	x	x	x	x	x		x		

8.1.2 By the end of eighth grade, students will develop an understanding of evidence, models, and explanation.	x	x		x			x		x			
8.1.3 By the end of eighth grade, students will develop an understanding of change, constancy, and measurement.	x	x	x	x			x		x			
8.1.4 By the end of eighth grade, students will develop an understanding of form and function.	x	x		x				x	x			
8.2 Science as Inquiry Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science. 8.2.1 By the end of eighth grade, students will develop the abilities needed to do scientific inquiry.	x	x		x			x		x			

8.3 Physical Science Physical science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use. 8.3.1 By the end of eighth grade, students will develop an understanding of properties and changes of properties in matter.	x	x		x		x	x		x		x	
8.3.2 By the end of eighth grade, students will develop an understanding of motion and forces.	x	x		x			x		x		x	
8.3.3 By the end of eighth grade, students will develop an understanding of the forms of energy and how energy is transferred.	x	x		x		x	x	x	x		x	
8.4 Life Science Life science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use. 8.4.1 By the end of eighth grade, students will develop an understanding of the structure and function in living systems.	x	x		x		x	x	x	x	x		

8.4.2 By the end of eighth grade, students will develop an understanding of reproduction and heredity.	x	x		x			x	x	x	x		
8.4.3 By the end of eighth grade, students will develop an understanding of regulation and behavior.	x	x		x			x	x	x	x		
8.4.4 By the end of eighth grade, students will develop an understanding of populations and ecosystems.	x	x	x	x			x	x	x	x		
8.4.5 By the end of eighth grade, students will develop an understanding of diversity and adaptations of organisms.	x	x		x			x	x	x	x		
8.5 Earth and Space Science Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use. 8.5.1 By the end of eighth grade, students will develop an understanding of the structure of the earth.	x	x		x			x	x	x			x

8.5.2 By the end of eighth grade, students will develop an understanding of the earth's history.	x	x		x			x		x			x
8.5.3 By the end of eighth grade, students will develop an understanding of the earth in the solar system.	x	x		x			x	x	x			x
8.6 Science and Technology An understanding of science and technology establishes connections between the natural and designed world, linking science and technology. 8.6.1 By the end of eighth grade, students will develop an understanding of technological design.	x	x		x			x	x	x			
8.6.2 By the end of eighth grade, students will develop an understanding of science and technology.	x	x		x			x	x	x			

8.7 Science in Personal and Social Perspectives A personal and social perspective of science helps a student understand and act on personal and social issues. This perspective builds a foundation for future decision making. 8.7.1 By the end of eighth grade, students will develop an understanding of personal health.	x	x		x			x	x	x			
8.7.2 By the end of eighth grade, students will develop an understanding of relationships among populations, resources, and environments.	x	x					x	x	x			
8.7.3 By the end of eighth grade, students will develop an understanding of natural hazards.	x	x		x			x	x				
8.7.4 By the end of eighth grade, students will develop an understanding of risks and benefits.	x	x										
8.7.5 By the end of eighth grade, students will develop an understanding of science and technology in society.	x	x		x			x		x			

8.8 History and Nature of Science An understanding of the history and nature of science illustrates different aspects of scientific inquiry, the human aspects of science, and the role of science in the development of various cultures. 8.8.1 By the end of eighth grade, students will develop an understanding of science as a human endeavor.	x	x					x	x	x			
8.8.2 By the end of eighth grade, students will develop an understanding of the nature of science.	x	x					x	x	x			
8.8.3 By the end of eighth grade, students will develop an understanding of the history of science.	x	x					x	x	x			

Nebraska **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
Grades K-1													
1.1 Students will demonstrate an understanding that history relates to events and people of other times and places.	x	x	x	x	x	x	x	x				x	
1.2 Students will compare and contrast the past and present contributions of cultures to school and family.	x	x	x	x	x	x	x	x				x	
1.3 Students will compare the relative location of people, places, and things.	x	x	x	x			x	x			x		
1.4 Students will recognize that climate, location, and physical surroundings affect the lives of people.	x	x	x	x			x				x		

1.5 Students will identify uses of technology, such as transportation and communication.	x	x	x	x			x			x		x	x
1.6 Students will identify basic economic concepts.	x	x	x	x	x		x			x			
1.7 Students will explain how families and individuals earn, spend, and save.	x	x	x	x			x			x			
1.8 Students will recognize good citizenship and its importance.	x	x	x	x			x						
1.9 Students will identify patriotic symbols and actions.	x	x	x	x			x		x			x	
Grades 2-4													
4.1 Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.	x	x	x	x	x	x	x	x			x	x	
4.2 Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian	x	x	x	x			x	x				x	

Americans.													
4.3 Students will describe social and economic development of Nebraska in the 20th century.	x	x	x	x			x	x		x	x		
4.4 Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.	x	x	x	x			x	x			x	x	
4.5 Students will describe Nebraska's history, including geographic factors, from European contact to statehood.	x	x	x	x			x	x			x	x	
4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.	x	x	x	x			x	x			x	x	
4.7 Student will use higher level thinking processes to evaluate and analyze primary sources and other resources.	x	x	x	x		x	x	x					
4.8 Students will describe characteristics of a market economic system and the interactions of consumers and producers.	x	x	x	x			x	x		x	x	x	
4.9 Students will demonstrate an understanding of money and the financial system used in the United	x	x	x	x			x			x			

States.													
4.10 Students will identify and use essential map elements.	x	x	x	x							x		
4.11 Students will use maps and globes to acquire information about people, places, and environments.	x	x	x	x			x				x		
4.12 Students will identify the geographic and human characteristics of the regions of the United States and Nebraska.	x	x	x	x				x			x		
4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.	x	x	x	x			x		x				
4.14 Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.	x	x	x	x	x	x	x		x				
4.15 Students will identify and describe the responsibilities of the elected mayor, governor and president on the local, state, and federal level.	x	x	x	x	x		x		x				
Grade 5 (Standards through Grade 8)													
8.1.1 Students will analyze major cultures in the Americas before the 17th century.	x	x	x	x			x	x			x	x	x

8.1.2 Students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.	x	x	x	x			x	x				x	x
8.1.3 Students will describe key people, events, and ideas from colonial America.	x	x	x	x			x	x		x	x	x	
8.1.4 Students will analyze challenges faced by the new United States government.	x	x	x	x			x	x				x	
8.1.5 Students will describe growth and change in the United States from 18011861.	x	x	x	x			x	x			x	x	
8.1.6 Students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.	x	x	x	x	x	x	x	x		x	x	x	
8.1.7 Students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.	x	x	x	x			x	x				x	x
8.1.8 Students will describe key, social, economic and cultural developments from WWI through the Great Depression.	x	x	x	x			x	x		x		x	
8.1.9 Students will describe key people, events, and ideas since World War II.	x	x	x	x			x	x		x		x	x

8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras.	x	x	x	x	x	x	x	x					x
8.2.2 Students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures.	x	x	x	x			x	x			x		x
8.2.3 Students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations.	x	x	x	x			x	x			x		x
8.2.4 Students will describe the development and cultural impact of major religions.	x	x	x	x			x	x					x
8.2.5 Students will describe the impact of life in Medieval Europe on later civilizations.	x	x	x	x			x	x					x
8.2.6 Students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.	x	x	x	x			x	x					x
8.3.1 Students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.	x	x	x	x	x	x	x	x	x				

8.3.2 Students will compare the election process at the local, state, and national levels of government.	x	x	x	x	x	x	x	x	x				
8.3.3 Students will compare the policymaking process at the local, state, and national levels of government.	x	x	x	x	x	x	x	x		x	x	x	x
8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.	x	x	x	x			x	x	x				
8.3.5 Students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.	x	x	x	x			x	x		x			
8.3.6 Students will compare the United States economic system to systems in other countries.	x	x	x	x	x	x	x	x		x	x		
8.3.7 Students will summarize the rights and responsibilities of United States citizens.	x	x	x	x	x	x	x	x	x				
8.3.8 Students will describe the purpose and function of the United States Constitution, including the Bill of Rights.	x	x	x	x			x	x	x				
8.4.1 Students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.	x	x	x	x			x	x	x			x	

8.4.2 Students will demonstrate skills for historical analysis.	x	x	x	x	x	x	x	x				x	x
8.4.3 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.	x	x	x	x		x	x	x				x	x
8.4.4 Students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.	x	x	x	x		x	x	x				x	
8.4.5 Students will interpret economic and political issues as expressed in various visuals.	x	x	x	x			x		x	x			
8.4.6 Students will improve their skills in historical research and geographical analysis.	x	x	x	x		x	x	x			x	x	x