



Standards Matches for Kidspiration®

<p><u>New Hampshire</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>											
	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>Kindergarten</p>												
<p>READING: Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge</p>	x					x						
<p>Early Reading Strategies (ERS:2) Concepts of Print</p>		x										

Reading Fluency and Accuracy (F&A)	No GLE at this grade level											
Word Identification Skills and Strategies (WID)		x					x	x				
Vocabulary Strategies (V:1)		x						x	x			
Breadth of Vocabulary (V:2)		x	x					x				
Initial Understanding of Literary Texts (LT:1)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:4)	x	x		x					x			
Initial Understanding of Informational Texts (IT:1)	x	x							x			
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	x	x							x			

Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)		x										
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	x	x							x			
Breadth of Reading: Reading Extensively* and In Depth (B:1)	No GLE at this grade level											
Breadth of Reading: Reading Extensively* and In Depth (B:2)	x	x							x			
WRITING: Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (SL)	x	x									x	
Reading Connection Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)	x	x								x	x	

<p>Reading Connection</p> <p>Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)</p>	x	x								x	x	
<p>Expressive Writing</p> <p>Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)</p>	x	x								x	x	
<p>Expressive Writing</p> <p>Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)</p>	x	x								x	x	
<p>Informational Writing</p> <p>Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)</p>	x	x								x	x	
<p>Informational Writing</p> <p>Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)</p>	Not assessed at this grade level											

Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	x	x								x	x	
Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)		x									x	x
Habit of Writing: Uses a Writing Process (HW)	x	x									x	
Oral Communication Strategies (OC:1)	x	x										
Oral Communication Strategies (OC:2)												
Grade 1												
READING: Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge	x					x						
Early Reading Strategies (ERS:2) Concepts of Print		x										

Reading Fluency and Accuracy (F&A)												
Word Identification Skills and Strategies (WID)		x					x	x				
Vocabulary Strategies (V:1)		x							x			
Breadth of Vocabulary (V:2)		x	x					x				
Initial Understanding of Literary Texts (LT:1)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:4)	x	x		x					x			
Initial Understanding of Informational Texts (IT:1)	x	x							x			
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	x	x							x			

Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)		x										
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	x	x		x					x			
Breadth of Reading: Reading Extensively* and In Depth (B:1)												
Breadth of Reading: Reading Extensively* and In Depth (B:2)	x	x										
WRITING: Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (SL)												x
Reading Connection Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)	x	x									x	x

Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)	x	x								x	x	
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)	x	x								x	x	
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)	x	x								x	x	
Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)	x	x	x							x	x	
Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)	x									x	x	

Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	x	x								x	x	
Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)		x									x	x
Habit of Writing: Uses a Writing Process (HW)	x	x									x	
Oral Communication Strategies (OC:1)	x	x										
Oral Communication Strategies (OC:2)												
Grade 2												
READING: Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge	x					x						
Early Reading Strategies (ERS:2) Concepts of Print		x										

Reading Fluency and Accuracy (F&A)												
Word Identification Skills and Strategies (WID)		x					x	x	x			
Vocabulary Strategies (V:1)		x						x	x			
Breadth of Vocabulary (V:2)		x	x					x				
Initial Understanding of Literary Texts (LT:1)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:4)	x	x		x					x			
Initial Understanding of Informational Texts (IT:1)	x	x							x			
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)		x		x					x			

Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)		x										
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	x	x		x					x			
Breadth of Reading: Reading Extensively* and In Depth (B:1)												
Breadth of Reading: Reading Extensively* and In Depth (B:2)	x	x										
WRITING: Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (SL)		x									x	
Reading Connection Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)		x								x	x	

Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)	x	x								x	x	
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)	x	x								x	x	
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)	x	x								x	x	
Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)	x	x								x	x	
Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)	x	x								x	x	

Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	x	x								x	x	
Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)		x									x	x
Habit of Writing: Uses a Writing Process (HW)	x	x								x	x	x
Oral Communication Strategies (OC:1)	x	x										
Oral Communication Strategies (OC:2)												
Grade 3												
Reading Fluency and Accuracy (F&A)												
Word Identification Skills and Strategies (WID)		x					x	x				

Vocabulary Strategies (V:1)		x						x	x			
Breadth of Vocabulary (V:2)		x		x				x				
Initial Understanding of Literary Texts (LT:1)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)		x										
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:4)	x	x		x					x			
Initial Understanding of Informational Texts (IT:1)		x							x			
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	x	x		x					x			

Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)		x										
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	x	x		x					x			
Breadth of Reading: Reading Extensively* and In Depth (B:1)												
Breadth of Reading: Reading Extensively* and In Depth (B:2)	x	x										
Breadth of Reading: Reading for Research Across Content Areas (B:3)		x										
WRITING: Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (SL)		x									x	

Reading Connection Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)		x		x						x	x	
Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)		x								x	x	
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)	x	x								x	x	
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)	x	x								x	x	
Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)	x	x			x					x	x	

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)		x			x					x	x	
Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)		x			x					x	x	
Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)		x									x	x
Habit of Writing: Uses a Writing Process (HW)	x	x								x	x	x
Habit of Writing: Writing Extensively (HW:2)	x	x								x	x	
Oral Communication Strategies (OC:1)	x	x										
Oral Communication Strategies (OC:2)		x										

Grade 4

Reading Fluency and Accuracy (F&A)												
Word Identification Skills and Strategies (WID)		x							x			
Vocabulary Strategies (V:1)		x			x			x	x			
Breadth of Vocabulary (V:2)		x						x				
Initial Understanding of Literary Texts (LT:1)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	x	x										
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:4)	x	x		x					x			

Initial Understanding of Informational Texts (IT:1)		x							x			
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	x	x		x					x			
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)		x										
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	x	x		x					x			
Breadth of Reading: Reading Extensively* and In Depth (B:1)												
Breadth of Reading: Reading Extensively* and In Depth (B:2)	x	x										
Breadth of Reading: Reading for Research Across Content Areas (B:3)		x			x							

WRITING: Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (SL)		x									x	
Reading Connection Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)		x		x						x	x	
Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)		x								x	x	
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)		x								x	x	
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)		x								x	x	

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)		x		x						x	x	
Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)		x		x						x	x	
Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)		x		x						x	x	
Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)		x									x	x
Habit of Writing: Uses a Writing Process (HW)	x	x								x	x	x
Habit of Writing: Writing Extensively (HW:2)	x	x								x	x	
Oral Communication Strategies (OC:1)	x	x										

Oral Communication Strategies (OC:2)		x										
Grade 5												
Reading Fluency and Accuracy (F&A)												
Word Identification Skills and Strategies (WID)		x							x			
Vocabulary Strategies (V:1)		x			x			x	x			
Breadth of Vocabulary (V:2)		x						x				
Initial Understanding of Literary Texts (LT:1)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	x	x							x			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	x	x										

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:4)	x	x		x					x			
Initial Understanding of Informational Texts (IT:1)		x							x			
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	x	x		x					x			
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)		x										
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	x	x		x					x			
Breadth of Reading: Reading Extensively* and In Depth (B:1)												
Breadth of Reading: Reading Extensively* and In Depth (B:2)	x	x										
Breadth of Reading: Reading for Research Across Content Areas (B:3)		x										

WRITING: Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (SL)		x									x	
Reading Connection Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)		x		x							x	
Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)		x			x					x	x	
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)		x								x	x	
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)		x								x	x	

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)		x			x					x	x	
Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)		x			x					x	x	
Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)		x			x					x	x	
Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)		x									x	x
Habit of Writing: Uses a Writing Process (HW)	x	x								x	x	x
Habit of Writing: Writing Extensively (HW:2)	x	x								x		
Oral Communication Strategies (OC:1)	x	x										

Oral Communication Strategies (OC:2)	x	x										
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New Hampshire 2006 Mathematics	<i>Kidspiration[®] 3 includes tools, symbols, activities and lessons in Math, supporting students as they build skills to meet Math standards</i>												
	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	x	x				x	x	x	x				
Geometry and Measurement	x	x				x		x			x		x
Functions and Algebra	x	x				x		x		x			
Data, Statistics, and Probability	x					x		x				x	
Problem Solving, Reasoning, and Proof	x	x	x			x	x	x	x	x	x	x	x
Communication, Connections, and Representations	x	x	x			x	x	x	x	x	x	x	x

Grade 1													
Number and Operations	x	x	x		x	x	x	x	x				
Geometry and Measurement	x	x				x		x			x		x
Functions and Algebra	x	x	x			x				x			
Data, Statistics, and Probability	x					x		x				x	
Problem Solving, Reasoning, and Proof	x	x	x			x	x	x	x	x	x	x	x
Communication, Connections, and Representations	x	x	x			x	x	x	x	x	x	x	x
Grade 2													
Number and Operations	x	x	x	x	x	x	x	x	x				
Geometry and Measurement	x	x				x		x			x		x
Functions and Algebra	x	x				x		x		x			
Data, Statistics, and Probability	x					x		x				x	

Problem Solving, Reasoning, and Proof	x	x	x	x	x	x	x	x	x	x	x	x	x
Communication, Connections, and Representations	x	x	x	x	x	x	x	x	x	x	x	x	x
Grade 3													
Number and Operations	x	x	x	x	x	x	x	x	x				
Geometry and Measurement	x	x				x		x			x		x
Functions and Algebra	x	x				x		x		x			
Data, Statistics, and Probability	x					x		x				x	
Problem Solving, Reasoning, and Proof	x	x	x	x	x	x	x	x	x	x	x	x	x
Communication, Connections, and Representations	x	x	x	x	x	x	x	x	x	x	x	x	x
Grade 4													
Number and Operations	x	x	x	x	x	x	x	x	x				
Geometry and Measurement	x	x				x		x			x		x

Functions and Algebra	x	x				x		x		x			
Data, Statistics, and Probability	x					x		x				x	
Problem Solving, Reasoning, and Proof	x	x	x	x	x	x	x	x	x	x	x	x	x
Communication, Connections, and Representations	x	x	x	x	x	x	x	x	x	x	x	x	x
Grade 5													
Number and Operations	x	x	x	x	x	x	x	x	x				
Geometry and Measurement		x				x		x			x		
Functions and Algebra	x	x				x		x		x			
Data, Statistics, and Probability						x		x				x	
Problem Solving, Reasoning, and Proof	x	x	x	x	x	x	x	x	x	x	x	x	x
Communication, Connections, and Representations	x	x	x	x	x	x	x	x	x	x	x	x	x

New Hampshire 2006 Science	<i>Kidspiration[®] 3 includes symbols, activities and lessons in Science, supporting students as they build skills to meet Science standards</i>											
	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
<i>By the end of Grade 2</i>												
Science Process Skills SPS1– Scientific Inquiry and Critical Thinking Skills (INQ)												
1. MAKING OBSERVATIONS AND ASKING QUESTIONS	x	x		x	x	x	x		x			
2. DESIGNING SCIENTIFIC INVESTIGATIONS	x	x		x		x	x		x			
3. CONDUCTING SCIENTIFIC INVESTIGATIONS	x	x		x			x		x			

4. REPRESENTING AND UNDERSTANDING RESULTS OF INVESTIGATIONS	x	x		x		x	x		x			
5. EVALUATING SCIENTIFIC EXPLANATIONS												
SPS2– Unifying Concepts of Science												
1. NATURE OF SCIENCE (NOS)	x	x		x		x	x		x			
2. SYSTEMS AND ENERGY (SAE)	x	x		x		x	x		x	x	x	x
3. MODELS AND SCALE (MAS)	x	x		x		x	x		x	x	x	x
4. PATTERNS OF CHANGE (POC)	x	x		x		x	x		x	x	x	x
5. FORM AND FUNCTION (FAF)	x	x				x	x		x	x	x	x
SPS3– Personal, Social, and Technological Perspectives												

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

1. COLLABORATION IN SCIENTIFIC ENDEAVORS				x			x		x			
2. COMMON ENVIRONMENTAL ISSUES, NATURAL RESOURCES MANAGEMENT AND CONSERVATION				x		x	x		x			
3. SCIENCE AND TECHNOLOGY, TECHNOLOGICAL DESIGN AND APPLICATION	x	x		x			x	x	x			
SPS4– Science Skills for Information, Communication and Media Literacy (from ICT Literacy Map for Science, www.21stcenturyskills.org)												
1. INFORMATION AND MEDIA LITERACY				x			x		x			
2. COMMUNICATION SKILLS	x	x		x			x		x			
3. CRITICAL THINKING AND SYSTEMS THINKING	x	x		x			x		x			

4. PROBLEM IDENTIFICATION, FORMULATION, AND SOLUTION	x	x		x		x	x		x			
5. CREATIVITY AND INTELLECTUAL CURIOSITY	x	x		x			x		x			
6. INTERPERSONAL AND COLLABORATIVE SKILLS	x	x					x		x			
7. SELF DIRECTION	x	x					x		x			
8. ACCOUNTABILITY AND ADAPTABILITY	x	x		x			x		x			
9. SOCIAL RESPONSIBILITY	x	x					x		x			
<i>By the end of Grade 4</i>												
Science Process Skills SPS1– Scientific Inquiry and Critical Thinking Skills (INQ)												
1. MAKING OBSERVATIONS AND ASKING QUESTIONS	x	x		x	x	x	x		x			

2. DESIGNING SCIENTIFIC INVESTIGATIONS	x	x		x			x		x			
3. CONDUCTING SCIENTIFIC INVESTIGATIONS	x	x		x			x		x			
4. REPRESENTING AND UNDERSTANDING RESULTS OF INVESTIGATIONS	x	x		x		x	x		x			
5. EVALUATING SCIENTIFIC EXPLANATIONS	x	x		x		x	x		x			
SPS2– Unifying Concepts of Science												
1. NATURE OF SCIENCE (NOS)	x	x		x		x	x		x			
2. SYSTEMS AND ENERGY (SAE)	x	x		x		x	x		x	x	x	x
3. MODELS AND SCALE (MAS)	x	x		x			x		x	x	x	x
4. PATTERNS OF CHANGE (POC)	x	x		x		x	x		x	x	x	x

5. FORM AND FUNCTION (FAF)				x			x		x	x	x	x
SPS3– Personal, Social, and Technological Perspectives												
1. COLLABORATION IN SCIENTIFIC ENDEAVORS	x	x		x			x		x			
2. COMMON ENVIRONMENTAL ISSUES, NATURAL RESOURCES MANAGEMENT AND CONSERVATION	x	x		x		x	x		x			
3. SCIENCE AND TECHNOLOGY, TECHNOLOGICAL DESIGN AND APPLICATION	x	x		x		x	x	x	x			
SPS4– Science Skills for Information, Communication and Media Literacy (from ICT Literacy Map for Science, www.21stcenturyskills.org)												
1. INFORMATION AND MEDIA LITERACY	x	x		x		x	x		x			
2. COMMUNICATION SKILLS	x	x					x		x			
3. CRITICAL THINKING AND SYSTEMS THINKING	x	x		x			x		x			

4. PROBLEM IDENTIFICATION, FORMULATION, AND SOLUTION	x	x		x			x		x			
5. CREATIVITY AND INTELLECTUAL CURIOSITY	x	x		x			x		x			
6. INTERPERSONAL AND COLLABORATIVE SKILLS				x			x		x			
7. SELF DIRECTION				x			x		x			
8. ACCOUNTABILITY AND ADAPTABILITY				x			x		x			
9. SOCIAL RESPONSIBILITY				x			x		x			
<i>By the end of Grade 6</i>												
Science Process Skills SPS1– Scientific Inquiry and Critical Thinking Skills (INQ)												
1. MAKING OBSERVATIONS AND ASKING QUESTIONS	x	x		x	x	x	x		x			
2. DESIGNING SCIENTIFIC INVESTIGATIONS	x	x		x		x	x		x			

3. CONDUCTING SCIENTIFIC INVESTIGATIONS	x	x		x			x		x			
4. REPRESENTING AND UNDERSTANDING RESULTS OF INVESTIGATIONS	x	x		x		x	x		x			
5. EVALUATING SCIENTIFIC EXPLANATIONS	x	x		x			x		x			
SPS2– Unifying Concepts of Science												
1. NATURE OF SCIENCE (NOS)	x	x		x		x	x		x			
2. SYSTEMS AND ENERGY (SAE)	x	x		x		x	x		x	x	x	x
3. MODELS AND SCALE (MAS)	x	x		x		x	x		x	x	x	x
4. PATTERNS OF CHANGE (POC)	x	x		x		x	x		x	x	x	x
5. FORM AND FUNCTION (FAF)	x	x		x		x	x	x	x	x	x	x
SPS3– Personal, Social, and Technological Perspectives												
1. COLLABORATION IN SCIENTIFIC ENDEAVORS		x		x			x		x			

2. COMMON ENVIRONMENTAL ISSUES, NATURAL RESOURCES MANAGEMENT AND CONSERVATION	x	x		x		x	x	x	x			
3. SCIENCE AND TECHNOLOGY, TECHNOLOGICAL DESIGN AND APPLICATION	x	x		x			x	x	x			
SPS4– Science Skills for Information, Communication and Media Literacy (from ICT Literacy Map for Science, www.21stcenturyskills.org)												
1. INFORMATION AND MEDIA LITERACY	x	x				x	x	x	x			
2. COMMUNICATION SKILLS	x	x		x			x		x			
3. CRITICAL THINKING AND SYSTEMS THINKING	x	x		x			x		x			
4. PROBLEM IDENTIFICATION, FORMULATION, AND SOLUTION	x	x		x			x		x			
5. CREATIVITY AND INTELLECTUAL CURIOSITY	x	x		x			x		x			

6. INTERPERSONAL AND COLLABORATIVE SKILLS	x	x		x			x		x			
7. SELF DIRECTION	x	x		x			x		x			
8. ACCOUNTABILITY AND ADAPTABILITY	x	x		x			x		x			
9. SOCIAL RESPONSIBILITY	x	x		x			x		x			

New Hampshire

2006

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-2

Civics and Governments

SS:CV:1: The Nature and Purpose of Government

x

x

x

x

x

x

SS:CV:2: Structure and Function of United States and New Hampshire Government

x

x

x

SS:CV:3: The World and the United States' Place In It

x

x

x

SS:CV:4: Rights and Responsibilities

x

x

x

Economics

SS:EC:1: Economics and the Individual	x	x	x	x						x			
SS:EC:2: Basic Economic Concepts	x	x	x	x	x					x			
SS:EC:3: Cycles in the Economy	No benchmarks at this level												
SS:EC:4: Financial Institutions and the Government	x	x	x	x		x					x		
SS:EC:5: International Economics and Trade	x		x	x							x		
Geography													
SS:GE:1: The World in Spatial Terms	x	x	x	x								x	
SS:GE:2: Places and Regions	x	x	x	x								x	
SS:GE:3: Physical Systems	x	x	x	x	x							x	
SS:GE:4: Human Systems	x	x	x	x	x							x	
SS:GE:5: Environment and Society	x	x	x	x								x	
US/NH History													
SS:HI:1: Political Foundations and Development	x	x	x	x						x			x

SS:HI:2: Contacts, Exchanges & International Relations	x	x	x	x					x		x		
SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions	x	x	x	x								x	
SS:HI:4: Economic Systems & Technology	x	x	x	x						x		x	
SS:HI:5: Social/Cultural	x	x	x	x								x	
World History													
SS:WH:1: Political Foundations and Developments	x	x	x	x					x		x		
SS:WH:2: Contacts, Exchanges & International Relations	No benchmarks at this level												
SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions	x	x	x	x	x						x		
SS:WH:4: Economic Systems & Technology	No benchmarks at this level												
SS:WH:5: Social/Cultural	x		x	x					x				

Grades 3-4

Civics and Governments													
SS:CV:1: The Nature and Purpose of Government	x	x	x	x			x	x	x		x		
SS:CV:2: Structure and Function of United States and New Hampshire Government	x	x	x	x	x		x	x	x				
SS:CV:3: The World and the United States' Place In It	x	x	x	x	x			x	x		x		
SS:CV:4: Rights and Responsibilities	x	x	x	x	x				x			x	
Economics													
SS:EC:1: Economics and the Individual	x	x	x	x			x			x			
SS:EC:2: Basic Economic Concepts	x	x	x	x	x		x			x			
SS:EC:3: Cycles in the Economy	x	x	x	x			x	x	x		x		
SS:EC:4: Financial Institutions and the Government	x	x	x	x		x	x	x	x	x			
SS:EC:5: International Economics and Trade	x		x	x			x	x		x	x	x	

Geography													
SS:GE:1: The World in Spatial Terms	x	x	x	x				x			x		
SS:GE:2: Places and Regions	x	x	x	x	x	x	x	x			x		
SS:GE:3: Physical Systems	x	x	x	x	x		x	x			x		
SS:GE:4: Human Systems	x	x	x	x	x		x	x			x		
SS:GE:5: Environment and Society	x	x	x	x	x	x	x	x			x		
US/NH History													
SS:HI:1: Political Foundations and Development	x	x	x	x			x	x	x			x	
SS:HI:2: Contacts, Exchanges & International Relations	x	x	x	x			x	x			x		
SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions	x	x	x	x				x			x	x	
SS:HI:4: Economic Systems & Technology	x	x	x	x				x		x		x	
SS:HI:5: Social/Cultural	x	x	x	x	x		x	x				x	

World History													
SS:WH:1: Political Foundations and Developments	x	x	x	x					x		x		
SS:WH:2: Contacts, Exchanges & International Relations	x	x	x	x			x	x			x		
SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions	x	x	x	x	x		x	x			x		
SS:WH:4: Economic Systems & Technology	x	x	x	x				x			x	x	x
SS:WH:5: Social/Cultural	x	x	x	x			x				x		
Grades 5-6													
Civics and Governments													
SS:CV:1: <i>The Nature and Purpose of Government</i>	x	x	x	x			x	x	x			x	
SS:CV:2: Structure and Function of United States and New Hampshire Government	x	x	x	x		x	x	x				x	
SS:CV:3: The World and the United States' Place In It	x	x	x	x			x	x	x		x		
SS:CV:4: Rights and Responsibilities	x	x							x				

Economics													
SS:EC:1: Economics and the Individual	x	x	x	x			x			x			
SS:EC:2: Basic Economic Concepts	x	x	x	x						x			
SS:EC:3: Cycles in the Economy	x	x	x	x			x			x			
SS:EC:4: Financial Institutions and the Government	No benchmarks at this level												
SS:EC:5: International Economics and Trade	No benchmarks at this level												
Geography													
SS:GE:1: The World in Spatial Terms	x	x	x	x				x			x		
SS:GE:2: Places and Regions	x	x	x	x			x	x			x		
SS:GE:3: Physical Systems	x	x	x	x			x	x			x		
SS:GE:4: Human Systems	x	x	x	x				x			x	x	x
SS:GE:5: Environment and Society	x	x	x	x				x			x		

US/NH History													
SS:HI:1: Political Foundations and Development	x	x	x	x			x	x	x			x	x
SS:HI:2: Contacts, Exchanges & International Relations	No benchmarks at this level												
SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions	x	x	x	x				x				x	
SS:HI:4: Economic Systems & Technology	x	x	x	x				x		x		x	
SS:HI:5: Social/Cultural	x	x	x	x		x	x	x				x	
World History													
SS:WH:1: Political Foundations and Developments	x	x	x	x			x		x				

SS:WH:2: Contacts, Exchanges & International Relations	x	x	x	x			x	x			x		x
SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions	x	x	x	x	x			x					x
SS:WH:4: Economic Systems & Technology	x	x	x	x				x			x		x
SS:WH:5: Social/Cultural	x	x	x	x			x	x					x