



## Standards Matches for Kidspiration®

### Texas

September 1998

English Language Arts and Reading

*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
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### **Kindergarten**

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.											
(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.	x	x		x							

(3) Listening/speaking/audiences/ oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.	x											
(4) Listening/speaking/ communication. The student communicates clearly by putting thoughts and feelings into spoken words.	x											
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print.	x	x										
(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).	x					x						
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.	x	x					x					
(8) Reading/vocabulary development. The student develops an extensive vocabulary.	x	x						x				

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.	x	x							x			
(10) Reading/literary response. The student responds to various texts.	x	x							x			
(11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.	x	x	x						x			
(12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.	x	x			x							
(13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	x	x		x					x			
(14) Writing/spelling/penmanship. The student develops the foundations of writing.	x	x									x	
(15) Writing/composition. The student composes original texts.	x	x								x	x	

(16) Writing/inquiry/research. The student uses writing as a tool for learning and research.	x	x			x					x	x	
<b>Grade 1</b>												
(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.												
(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures	x	x		x								
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.	x	x										
(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.	x	x										
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print.	x	x					x		x			

(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).	x		x			x						
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.	x						x					
(8) Reading/word identification. The student uses a variety of word identification strategies.	x						x	x	x			
(9) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.												
(10) Reading/variety of texts. The student reads widely for different purposes in varied sources.	x	x							x			
(11) Reading/vocabulary development. The student develops an extensive vocabulary.	x	x						x				x

(12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently	x	x	x	x					x			
(13) Reading/literary response. The student responds to various texts.	x	x		x					x			
(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.	x	x	x	x					x			
(15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources, including selections read aloud	x	x			x				x			
(16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	x	x		x					x			
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing.		x									x	x

(18) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.	x	x								x	x	
(19) Writing/writing processes. The student selects and uses writing processes to compose original text.	x	x								x	x	
(20) Writing/spelling. The student spells proficiently		x			x						x	x
(21) Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage.		x									x	x
22) Writing/evaluation. The student evaluates his/her own writing and the writing of others.	x	x									x	
(23) Writing/inquiry/research. The student uses writing as a tool for learning and research	x	x			x					x	x	

## Grade 2

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.												
(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.	x	x		x								
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.	x	x										
(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.	x											
(5) Reading/word identification. The student uses a variety of word identification strategies.							x	x	x			

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.												
(7) Reading/variety of texts. The student reads widely for different purposes in varied sources.	x	x							x			
(8) Reading/vocabulary development. The student develops an extensive vocabulary.	x	x			x			x	x			
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	x	x	x	x					x			
(10) Reading/literary response. The student responds to various texts.	x	x	x	x					x			
(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	x	x	x	x					x			
(12) Reading inquiry/research. The student generates questions and conducts research using information from various sources.	x	x				x			x			

(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.	x	x		x					x			
(14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms.	x	x								x	x	
(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.		x									x	x
(16) Writing/spelling. The student spells proficiently.		x			x						x	x
(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.		x									x	x
(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	x	x			x					x	x	x

(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others.	x	x		x							x	
(20) Writing/inquiry/research. The student uses writing as a tool for learning and research.	x	x			x					x	x	
<b>Grade 3</b>												
(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences												
(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.	x	x		x								
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.	x	x										

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.	x											
(5) Reading/word identification. The student uses a variety of word identification strategies.	x	x	x				x	x	x			
(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.												
(7) Reading/variety of texts. The student reads widely for different purposes in varied sources.	x	x							x			
(8) Reading/vocabulary development. The student develops an extensive vocabulary.	x	x	x		x			x				
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	x	x	x	x					x			
(10) Reading/literary response. The student responds to various texts.	x	x		x					x		x	

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	x	x	x	x					x			
(12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.	x	x			x				x		x	
(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.	x	x		x					x			
(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.	x	x								x	x	
(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.		x									x	x
(16) Writing/spelling. The student spells proficiently.					x						x	x

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.		x									x	x
(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	x	x			x						x	x
(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others.	x	x									x	
(20) Writing/inquiry/research. The student uses writing as a tool for learning and research.	x	x								x	x	
<b>Grade 4</b>												
(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.												
(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	x	x	x									

(3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language.	x	x										
(4) Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.	x	x		x								
(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	x	x			x							
(6) Reading/word identification. The student uses a variety of word recognition strategies.	x	x	x		x			x				
(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.												
(8) Reading/variety of texts. The student reads widely for different purposes in varied sources.												

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	x	x	x	x	x			x	x			
(10) Reading/comprehension. The student comprehends selections using a variety of strategies.	x	x	x	x					x			
(11) Reading/literary response. The student expresses and supports responses to various types of texts.	x	x	x	x					x	x	x	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	x	x	x	x					x			
(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	x	x			x				x	x	x	
(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	x	x		x					x			

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	x	x								x	x	
(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.										x	x	x
(17) Writing/spelling. The student spells proficiently.					x						x	x
(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.		x									x	x
(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	x	x	x		x					x	x	x
(20) Writing/evaluation. The student evaluates his/her own writing and the writings of others.	x	x	x	x							x	

(21) Writing/inquiry/research. The student uses writing as a tool for learning and research.	x	x			x					x	x	
(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.	x	x								x	x	
(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.	x	x		x								
(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.	x	x		x								
(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.	x	x								x	x	
<b>Grade 5</b>												
(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.												

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	x	x	x									
(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.	x	x										
4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.	x	x		x								
(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	x	x			x							
(6) Reading/word identification. The student uses a variety of word identification strategies.	x	x	x		x			x	x			
(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.												

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources.												
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	x	x		x	x			x	x			
(10) Reading/comprehension. The student comprehends selections using a variety of strategies.	x	x	x	x					x	x	x	
(11) Reading/literary response. The student expresses and supports responses to various types of texts.	x	x		x					x	x	x	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	x	x	x						x			
(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	x	x			x				x	x	x	

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	x	x	x	x					x			
(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	x	x			x					x	x	
(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.		x								x	x	x
(17) Writing/spelling. The student spells proficiently.		x			x						x	x
(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.		x									x	x
(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	x	x			x					x	x	x

(20) Writing/evaluation. The student evaluates his/her own writing and the writing of others.	x	x		x							x	
(21) Writing/inquiry/research. The student uses writing as a tool for learning and research.	x	x			x					x	x	
(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.	x	x								x	x	
(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.	x	x		x								
(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.	x	x		x								
(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.	x	x								x	x	

**Texas**

**August 2006  
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
<b>Kindergarten</b>													
(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities.	x					x		x	x				
(K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects.	x					x		x	x				
(K.3) Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole.	x	x				x		x	x				

(K.4) Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating).	x					x		x	x			
(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns.	x	x				x		x		x		
(K.6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions.	x	x				x		x		x		
(K.7) Geometry and spatial reasoning. The student describes the relative positions of objects.	x					x					x	
(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different.		x				x		x			x	

(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures.						x					x		
(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature.	x	x				x		x					x
(K.11) Measurement. The student uses time to describe, compare, and order events and situations.						x							x
(K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.	x					x		x				x	
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.	x	x				x	x	x	x	x	x	x	x

(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language.	x	x				x	x	x	x	x	x	x	x
(K.15) Underlying processes and mathematical tools. The student uses logical reasoning.	x	x				x	x	x	x	x	x	x	x
<b>Grade 1</b>													
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.	x	x	x			x		x	x				
(1.2) Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.	x	x	x		x	x		x	x				

(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations.	x	x	x			x		x	x			
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions.	x	x				x		x		x		
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations.	x	x	x					x	x	x		
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures.		x				x		x			x	

(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.	x	x				x		x					x
(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations.						x		x					x
(1.9) Probability and statistics. The student displays data in an organized form.	x					x						x	
(1.10) Probability and statistics. The student uses information from organized data.	x					x		x				x	

(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	x	x	x	x	x	x	x	x	x	x	x	x	x
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.	x	x	x	x	x	x	x	x	x	x	x	x	x
(1.13) Underlying processes and mathematical tools. The student uses logical reasoning.	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>Grade 2</b>													
(2.1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers.			x					x	x				

(2.2) Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects.	x	x	x	x	x	x	x	x	x			
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.			x			x		x	x			
(2.4) Number, operation, and quantitative reasoning. The student models multiplication and division.	x	x	x			x		x	x			
(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations.	x		x					x		x		
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions.		x				x	x	x		x		

<p>(2.7) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.</p>													
<p>(2.8) Geometry and spatial reasoning. The student recognizes that a line can be used to represent a set of numbers and its properties.</p>													
<p>(2.9) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units ( from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time.</p>	x	x						x					x

(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit).						x							x
(2.11) Probability and statistics. The student organizes data to make it useful for interpreting information.	x					x		x				x	
(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	x	x	x	x	x	x	x	x	x	x	x	x	x
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language.	x	x	x	x	x	x	x	x	x	x	x	x	x
(2.14) Underlying processes and mathematical tools. The student uses logical reasoning.	x	x	x	x	x	x	x	x	x	x	x	x	x

## Grade 3

(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.

x

x

x

x

(3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects.

x

x

x

x

x

x

x

x

x

(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers.

x

x

x

x

x

x

(3.4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.

x

x

x

x

x

x

(3.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.			x					x	x			
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.	x	x				x		x		x		
(3.7) Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships.	x	x				x		x		x		
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary.		x				x		x			x	
(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry.	x	x									x	
(3.10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships.												

(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.	x					x		x					x
(3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems.						x							x
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.	x					x		x				x	
(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	x	x	x	x	x	x	x	x	x	x	x	x	x

(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.	x	x	x	x	x	x	x	x	x	x	x	x	x
(3.16) Underlying processes and mathematical tools. The student uses logical reasoning.	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>Grade 4</b>													
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.			x			x		x	x				
(4.2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.		x	x	x	x			x	x				
(4.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.			x					x	x				

(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.		x	x					x	x			
(4.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.			x					x	x			
(4.6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.			x					x	x	x		
(4.7) Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships.												
(4.8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language.	x	x					x				x	

(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.	x	x									x		
(4.10) Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line.													
(4.11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass.													
(4.12) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).													

(4.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.	x					x						x	
(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	x	x	x	x	x	x	x	x	x	x	x	x	x
(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.	x	x	x	x	x	x	x	x	x	x	x	x	x
(4.16) Underlying processes and mathematical tools. The student uses logical reasoning.	x	x	x	x	x	x	x	x	x	x	x	x	x

## Grade 5

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

x

x

x

(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.

x

x

x

x

x

x

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems.

x

x

x

x

x

x

x

(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.

x

x

x

(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.

x

x

x

x

x

x

(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically.	x		x			x		x		x		
(5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes.		x				x					x	
(5.8) Geometry and spatial reasoning. The student models transformations.	x										x	
(5.9) Geometry and spatial reasoning. The student recognizes the connection between ordered pairs of numbers and locations of points on a plane.												
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems.	x	x	x					x				x

(5.11) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).													
(5.12) Probability and statistics. The student describes and predicts the results of a probability experiment.						x		x				x	
(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.						x		x				x	
(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	x	x	x	x	x	x	x	x	x	x	x	x	x
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language.	x	x	x	x	x	x	x	x	x	x	x	x	x

(5.16) Underlying processes and mathematical tools. The student uses logical reasoning.	x	x	x	x	x	x	x	x	x	x	x	x	x
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<b>Texas</b>  <b>September 1998</b>  <b>Science</b>	<b>Kidspiration® 3 includes symbols, activities and lessons in Science, supporting students as they build skills to meet Science standards</b>											
	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
<b>Kindergarten</b>												
(1) Scientific processes. The student participates in classroom and field investigations following home and school safety procedures.	x	x					x		x			
(2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom.	x	x				x	x		x			
(3) Scientific processes. The student knows that information and critical thinking are used in making decisions.	x	x					x		x			
(4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.	x	x					x		x			

(5) Science concepts. The student knows that organisms, objects, and events have properties and patterns.	x	x				x	x		x	x	x	x
(6) Science concepts. The student knows that systems have parts and are composed of organisms and objects.	x	x			x	x	x		x	x	x	
(7) Science concepts. The student knows that many types of change occur.	x	x			x	x	x		x	x	x	x
(8) Science concepts. The student knows the difference between living organisms and nonliving objects.	x	x			x	x	x		x	x		
(9) Science concepts. The student knows that living organisms have basic needs.	x	x			x	x	x		x	x		
(10) Science concepts. The student knows that the natural world includes rocks, soil, and water.	x	x			x	x	x		x			x
<b>Grade 1</b>												
(1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures.	x	x					x		x			

(2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom.	x	x				x	x		x			
(3) Scientific processes. The student knows that information and critical thinking are used in making decisions.	x	x					x		x			
(4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.	x	x					x		x			
(5) Science concepts. The student knows that organisms, objects, and events have properties and patterns.	x	x			x	x	x		x			
(6) Science concepts. The student knows that systems have parts and are composed of organisms and objects.	x	x			x	x	x		x	x	x	
(7) Science concepts. The student knows that many types of change occur.	x	x			x	x	x		x	x	x	x
(8) Science concepts. The student distinguishes between living organisms and nonliving objects.	x	x			x	x	x		x	x		

(9) Science concepts. The student knows that living organisms have basic needs.	x	x			x	x	x		x	x		
(10) Science concepts. The student knows that the natural world includes rocks, soil, and water.	x	x			x	x	x		x			x
<b>Grade 2</b>												
(1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures.	x	x					x		x			
(2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom.	x	x				x	x		x			
(3) Scientific processes. The student knows that information and critical thinking are used in making decisions.	x	x					x		x			
(4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.	x	x			x	x	x		x			

(5) Science concepts. The student knows that organisms, objects, and events have properties and patterns.	x	x			x	x	x		x			
(6) Science concepts. The student knows that systems have parts and are composed of organisms and objects.	x	x			x	x	x		x	x		
(7) Science concepts. The student knows that many types of change occur.	x	x			x	x	x		x		x	x
(8) Science concepts. The student distinguishes between living organisms and nonliving objects.	x	x			x	x	x		x	x		
(9) Science concepts. The student knows that living organisms have basic needs.	x	x			x	x	x		x	x		
(10) Science concepts. The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere.	x	x			x	x	x		x			x

### Grade 3

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.	x	x					x		x			
(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.	x	x					x		x			
(3) Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions	x	x					x	x	x			
(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry.	x	x					x		x			
(5) Science concepts. The student knows that systems exist in the world.	x	x			x	x	x		x			
(6) Science concepts. The student knows that forces cause change.	x	x				x	x		x		x	x

(7) Science concepts. The student knows that matter has physical properties.	x	x		x	x	x	x		x		x	
(8) Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live.	x	x			x	x	x	x	x	x		
(9) Science concepts. The student knows that species have different adaptations that help them survive and reproduce in their environment.	x	x			x	x	x	x	x	x		
(10) Science concepts. The student knows that many likenesses between offspring and parents are inherited from the parents.	x	x				x	x	x	x	x		
(11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky.	x	x			x	x	x	x	x			x

## Grade 4

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.	x	x				x	x		x			
(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.	x	x					x		x			
(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.	x	x					x	x	x			
(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry.	x	x					x		x			
(5) Science concepts. The student knows that complex systems may not work if some parts are removed.	x	x				x	x		x	x	x	
(6) Science concepts. The student knows that change can create recognizable patterns.	x	x				x	x		x	x	x	x

(7) Science concepts. The student knows that matter has physical properties	x	x				x	x		x		x	
(8) Science concepts. The student knows that adaptations may increase the survival of members of a species.	x	x			x	x	x	x	x	x		
(9) Science concepts. The student knows that many likenesses between offspring and parents are inherited or learned.	x	x				x	x		x	x		
(10) Science concepts. The student knows that certain past events affect present and future events.	x	x		x		x	x		x			x
(11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky.	x	x				x	x		x			x
<b>Grade 5</b>												
(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.	x	x				x	x		x			

(2) Scientific processes. The student uses scientific methods during field and laboratory investigations.	x	x					x		x			
(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.	x	x				x	x	x	x			
(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry.	x	x					x		x			
(5) Science concepts. The student knows that a system is a collection of cycles, structures, and processes that interact.	x	x		x		x	x		x			
(6) Science concepts. The student knows that some change occurs in cycles.	x	x				x	x	x	x	x		x
(7) Science concepts. The student knows that matter has physical properties.	x	x		x	x	x	x		x		x	
(8) Science concepts. The student knows that energy occurs in many forms.	x	x			x	x	x	x	x		x	
(9) Science concepts. The student knows that adaptations may increase the survival of members of a species.	x	x				x	x		x	x		

(10) Science concepts. The student knows that likenesses between offspring and parents can be inherited or learned.	x	x					x		x	x		
(11) Science concepts. The student knows that certain past events affect present and future events.	x	x		x		x	x	x	x			X
(12) Science concepts. The student knows that the natural world includes earth materials and objects in the sky.	x	x			x	x	x	x	x			x

**Texas**

**September 1998**

**Social Studies**

***Kidspiration® 3 includes symbols, activities and lessons in Social Studies, supporting students as they build skills to meet Social Studies standards***

Visually express ideas	Organize ideas	Build vocabulary	Increase comprehension	Group and classify	Compare and Contrast	Present ideas orally	Conduct research	Civics and Government	Economics	Geography	U.S. History	World History
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***Kindergarten***

(1) History. The student understands that holidays are celebrations of special events.	x	x	x	x			x		x			x	
(2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation.	x	x	x	x			x		x			x	
(3) History. The student understands the concept of chronology.	x	x	x	x			x					x	x
(4) Geography. The student understands the concept of location.	x		x	x			x				x		
(5) Geography. The student understands the physical and human characteristics of the environment.	x	x	x	x	x	x	x				x		

(6) Economics. The student understands that basic human needs are met in many ways.	x	x	x	x			x			x			
(7) Economics. The student understands the importance of jobs.	x	x	x	x			x			x			
(8) Government. The student understands the purpose of rules.	x	x	x	x			x		x				
(9) Government. The student understands the role of authority figures.	x	x	x	x			x		x				
(10) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	x	x	x	x			x		x				
(11) Culture. The student understands similarities and differences among people.	x	x	x	x	x	x	x		x				
(12) Culture. The student understands how people learn about themselves through family customs and traditions.	x	x	x	x	x	x	x		x				

(13) Science, technology, and society. The student understands ways technology is used in the home and school.	x	x	x	x			x			x			
(14) Science, technology, and society. The student understands ways in which technology has changed how people live.	x	x	x	x	x	x	x			x			
(15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	x	x	x	x			x	x					
(16) Social studies skills. The student communicates in oral and visual forms.	x	x	x	x			x						
(17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	x	x	x	x	x	x	x						

## Grade 1

(1) History. The student understands how historical figures helped to shape our community, state, and nation.	x	x	x	x	x	x	x		x			x	
(2) History. The student understands the origins of customs, holidays, and celebrations.	x	x	x	x	x	x	x		x			x	
(3) History. The student understands the concepts of time and chronology.	x	x	x	x	x	x	x					x	x
(4) Geography. The student understands the relative location of places.	x	x	x	x			x				x		
(5) Geography. The student understands the purpose of maps and globes.	x	x	x	x			x				x		
(6) Geography. The student understands various physical and human characteristics of the environment.	x	x	x	x	x		x				x		
(7) Economics. The student understands the concepts of goods and services.	x	x	x	x	x		x			x			

(8) Economics. The student understands the condition of not being able to have all the goods and services one wants.	x	x	x	x			x			x			
(9) Economics. The student understands the value of work	x	x	x	x			x			x			
(10) Government. The student understands the purpose of rules and laws.	x	x	x	x	x		x		x				
(11) Government. The student understands the role of authority figures and public officials.	x	x	x	x			x		x				
(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.	x	x	x	x			x		x				
(13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	x	x	x	x			x		x				
(14) Culture. The student understands how families meet basic human needs.	x	x	x	x	x	x	x		x				

(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions.	x	x	x	x			x		x				
(16) Science, technology, and society. The student understands how technology has affected daily life, past and present.	x	x	x	x			x						
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	x	x	x	x	x		x						
(18) Social studies skills. The student communicates in written, oral, and visual forms.	x	x	x	x			x						
(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	x	x	x	x	x	x	x						
<b>Grade 2</b>													
(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation	x	x	x	x			x	x	x			x	
(2) History. The student understands the concepts of time and chronology.	x	x	x	x	x		x	x				x	x

(3) History. The student understands how various sources provide information about the past.	x	x	x	x		x	x	x				x	x
(4) History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation.	x	x	x	x			x	x	x			x	x
(5) Geography. The student uses simple geographic tools such as maps, globes, and photographs.	x	x	x	x			x	x			x		
(6) Geography. The student understands the locations and characteristics of places and regions.	x	x	x	x		x	x	x			x		
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.	x	x	x	x			x	x			x		
(8) Geography. The student understands how humans use and modify the physical environment.	x	x	x	x			x	x			x		
(9) Economics. The student understands the importance of work.	x	x	x	x			x	x		x			
(10) Economics. The student understands the roles of producers and consumers in the production of goods and services.	x	x	x	x			x	x		x			

(11) Government. The student understands the purpose of governments.	x	x	x	x			x	x	x			
(12) Government. The student understands the role of public officials.	x	x	x	x	x	x	x	x	x			
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.	x	x	x	x			x	x	x			
(14) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	x	x	x	x			x	x	x			
(15) Culture. The student understands the significance of works of art in the local community.	x	x	x	x			x	x	x			
(16) Science, technology, and society. The student understands how science and technology have affected life, past and present.	x	x	x	x			x	x			x	x
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	x	x	x	x	x		x	x				
(18) Social studies skills. The student communicates in written, oral, and visual forms.	x	x	x	x			x	x				

(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	x	x	x	x	x	x	x	x					
<b>Grade 3</b>													
(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities.	x	x	x	x			x	x				x	x
(2) History. The student understands common characteristics of communities, past and present.	x	x	x	x	x	x	x	x	x		x	x	x
(3) History. The student understands the concepts of time and chronology.	x	x	x	x			x	x				x	x
(4) Geography. The student understands how humans adapt to variations in the physical environment.	x	x	x	x		x	x	x			x		
(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes.	x	x	x	x			x	x			x		
(6) Economics. The student understands the purposes of spending and saving money.	x	x	x	x			x	x		x			
(7) Economics. The student understands the concept of an economic system.	x	x	x	x			x	x		x			

(8) Economics. The student understands how businesses operate in the U.S. free enterprise system.	x	x	x	x			x	x		x			
(9) Government. The student understands the basic structure and functions of local government.	x	x	x	x			x	x	x				
(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.	x	x	x	x			x	x	x				
(11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society.	x	x	x	x			x	x	x				
(12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations.	x	x	x	x	x	x	x	x	x		x		
(13) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation.	x	x	x	x			x	x	x			x	x
(14) Culture. The student understands the importance of writers and artists to the cultural heritage of communities.	x	x	x	x			x	x					
(15) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present.	x	x	x	x			x	x			x	x	x

(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	x	x	x	x			x	x					
(17) Social studies skills. The student communicates effectively in written, oral, and visual forms.	x	x	x	x			x	x					
(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	x	x	x	x		x	x	x					
<b>Grade 4</b>													
(1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration.	x	x	x	x	x	x	x	x				x	
(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere.	x	x	x	x			x	x				x	x
(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.	x	x	x	x			x	x				x	

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century.	x	x	x	x			x	x				x	
(5) History. The student understands important issues, events, and individuals of the 20th century in Texas.	x	x	x	x			x	x					
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data.	x	x	x	x			x	x			x		
(7) Geography. The student understands the concept of regions.	x	x	x	x	x	x	x	x			x		
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.	x	x	x	x			x	x			x		
(9) Geography. The student understands how people adapt to and modify their environment.	x	x	x	x		x	x	x			x		
(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere.	x	x	x	x			x	x		x		x	x
(11) Economics. The student understands the reasons for exploration and colonization.	x	x	x	x			x	x		x	x	x	x

(12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas.	x	x	x	x			x	x		x		
(13) Economics. The student understands patterns of work and economic activities in Texas.	x	x	x	x			x	x		x		
(14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent.	x	x	x	x			x	x		x	x	
(15) Government. The student understands how people organized governments in different ways during the early development of Texas.	x	x	x	x	x	x	x	x	x			x
(16) Government. The student understands important ideas in historic documents of Texas.	x	x	x	x			x	x				
(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas.	x	x	x	x			x	x	x			x
(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process.	x	x	x	x			x	x	x			
(19) Citizenship. The student understands the importance of effective leadership in a democratic society.	x	x	x	x			x	x	x			

(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.	x	x	x	x			x	x	x			x	
(21) Science, technology, and society. The student understands the impact of science and technology on life in Texas.	x	x	x	x			x	x		x	x		
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	x	x	x	x	x	x	x	x					
(23) Social studies skills. The student communicates in written, oral, and visual forms.	x	x	x	x			x	x					
(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	x	x	x	x		x	x	x					
<b>Grade 5</b>													
(1) History. The student understands the causes and effects of European colonization in the United States.	x	x	x	x			x	x				x	x
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence	x	x	x	x			x	x				x	x

(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established.	x	x	x	x			x	x				x	
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century.	x	x	x	x			x	x				x	
(5) History. The student understands important issues, events, and individuals of the 20th century in the United States.	x	x	x	x			x	x				x	
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data.	x	x	x	x			x	x				x	
(7) Geography. The student understands the concept of regions.	x	x	x	x	x		x	x				x	
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.	x	x	x	x			x	x				x	
(9) Geography. The student understands how people adapt to and modify their environment.	x	x	x	x			x	x				x	
(10) Economics. The student understands the basic economic patterns of early societies in the United States.	x	x	x	x			x	x		x		x	

(11) Economics. The student understands the reasons for exploration and colonization.	x	x	x	x			x	x		x		x	x
(12) Economics. The student understands the characteristics and benefits of the free enterprise system in the United States.	x	x	x	x			x	x		x		x	
(13) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system.	x	x	x	x			x	x		x			
(14) Economics. The student understands patterns of work and economic activities in the United States.	x	x	x	x			x	x		x			
(15) Government. The student understands how people organized governments in colonial America.	x	x	x	x	x	x	x	x		x			
(16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution.	x	x	x	x			x	x	x			x	
(17) Government. The student understands the framework of government created by the U.S. Constitution.	x	x	x	x	x	x	x	x	x			x	
(18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	x	x	x	x			x	x	x			x	

(19) Citizenship. The student understands the importance of individual participation in the democratic process.	x	x	x	x			x	x	x			
(20) Citizenship. The student understands the importance of effective leadership in a democratic society.	x	x	x	x			x	x	x			
(21) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution.	x	x	x	x			x	x	x			
(22) Culture. The student understands the relationship between the arts and the times during which they were created.	x	x	x	x			x	x			x	
(23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.	x	x	x	x			x	x			x	
(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States.	x	x	x	x			x	x			x	x
(25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	x	x	x	x	x	x	x	x				

(26) Social studies skills. The student communicates in written, oral, and visual forms.	x	x	x	x			x	x					
(27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	x	x	x	x		x	x	x					