



Standards Matches for Kidspiration®

Virginia

2003

English

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												
K.1 The student will demonstrate growth in the use of oral language	x					x						
K.2 The student will use listening and speaking vocabularies	x							x				
K.3 The student will build oral communication skills												

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K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language	x					x						
K.5 The student will understand how print is organized and read	x											
K.6 The student will demonstrate an understanding that print makes sense	x	x						x	x		x	
K.7 The student will develop an understanding of basic phonetic principles	x	x					x					
K.8 The student will demonstrate comprehension of fiction and nonfiction	x	x	x						x			
K.9 The student will print the uppercase and lowercase letters of the alphabet independently												
K.10 The student will print his/her first and last names												

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K.11 The student will write to communicate ideas	x	x									x	
K.12 The student will explore the uses of available technology for reading and writing	x	x	x	x	x	x	x	x	x	x	x	x
Grade 1												
1.1 The student will continue to demonstrate growth in the use of oral language	x	x										
1.2 The student will continue to expand and use listening and speaking vocabularies												
1.3 The student will adapt or change oral language to fit the situation												
1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.	x					x						

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1.5 The student will apply knowledge of how print is organized and read.	x						x		x			
1.6 The student will apply phonetic principles to read and spell	x	x					x	x				
1.7 The student will use meaning clues and language structure to expand vocabulary when reading	x	x							x			
1.8 The student will read familiar stories, poems, and passages with fluency and expression.												
1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.	x	x							x			
1.10 The student will use simple reference materials.					x			x				

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1.11 The student will print legibly.												
1.12 The student will write to communicate ideas	x	x						x			x	x
Grade 2												
2.1 The student will demonstrate an understanding of oral language structure.												
2.2 The student will continue to expand listening and speaking vocabularies.												
2.3 The student will use oral communication skills.												
2.4 The student will use phonetic strategies when reading and spelling.	x						x					x
2.5 The student will use meaning clues and language structure when reading.	x	x							x			

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2.6 The student will use language structure to expand vocabulary when reading.	x	x	x					x				
2.7 The student will read fiction and nonfiction, using a variety of strategies independently.	x	x							x			
2.8 The student will read and demonstrate comprehension of fiction and nonfiction.	x	x	x						x			
2.9 The student will demonstrate comprehension of information in reference materials.	x	x			x				x			
2.10 The student will maintain manuscript and begin to make the transition to cursive.												
2.11 The student will write stories, letters, and simple explanations.	x	x								x	x	
2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.	x	x								x	x	x

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Grade 3

3.1 The student will use effective communication skills in group activities.												
3.2 The student will present brief oral reports.		x										
3.3 The student will apply word-analysis skills when reading.						x	x					
3.4 The student will use strategies to read a variety of fiction and nonfiction materials.	x	x				x	x	x				
3.5 The student will read and demonstrate comprehension of fiction.	x	x		x				x				
3.6 The student will continue to read and demonstrate comprehension of nonfiction.	x	x	x	x				x				

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3.7 The student will demonstrate comprehension of information from a variety of print resources.	x	x			x				x			
3.8 The student will write legibly in cursive.												
3.9 The student will write descriptive paragraphs.	x	x								x	x	
3.10 The student will write stories, letters, simple explanations, and short reports across all content	x	x						x		x	x	
3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.		x									x	x
Grade 4												
4.1 The student will use effective oral communication skills in a variety of settings.												

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4.2 The student will make and listen to oral presentations and reports.	x	x										
4.3 The student will read fiction and nonfiction with fluency and accuracy.					x			x	x			
4.4 The student will read and demonstrate comprehension of fiction.	x	x		x					x			
4.5 The student will read and demonstrate comprehension of nonfiction.	x	x	x						x			
4.6 The student will demonstrate comprehension of information resources to research a topic.	x	x			x				x			
4.7 The student will write effective narratives, poems, and explanations.	x	x								x	x	

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4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.		x								x	x	x
Grade 5												
5.1 The student will listen, draw conclusions, and share responses in subject-related group learning	x	x										
5.2 The student will use effective nonverbal communication skills.												
5.3 The student will make planned oral presentations.	x	x										
5.4 The student will read fiction and nonfiction with fluency and accuracy.					x			x				
5.5 The student will read and demonstrate comprehension of fiction.	x	x	x	x					x			

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5.6 The student will read and demonstrate comprehension of nonfiction.	x	x	x	x					x			
5.7 The student will demonstrate comprehension of information from a variety of print resources.	x	x			x					x	x	
5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.	x	x						x		x	x	
5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.		x									x	x

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Kidspiration® 3 includes tools, symbols, activities and lessons in Math, supporting students as they build skills to meet Math standards													
Virginia 2002 Mathematics	Model with Color Tiles	Model with Pattern Blocks	Model with Base Ten Blocks	Model with Fraction Tiles	Model with Fraction Boxes	Modeling in Picture View	Use Multiple Modes of Representation	Use words, numbers and math symbols	Number and Operations	Algebra	Geometry	Data Analysis and Probability	Measurement
Kindergarten													
K.1 The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.	x	x				x		x	x				

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<p>K.2 The student, given a set containing 10 or fewer concrete items, will: a) tell how many are in the set by counting the number of items orally; b) select the corresponding numeral from a given set; and c) write the numeral to tell how many are in the set.</p>	x	x				x		x	x						
<p>K.3 The student, given an ordered set of three objects and/or pictures, will indicate the ordinal position of each item, first through third, and the ordered position of each item from left-to-right, right-to-left, top-to-bottom, and/or bottom-to-top.</p>	x	x				x		x	x						
<p>K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.</p>	x					x		x	x						
<p>K.5 The student will count forward to 30 and backward from 10.</p>	x					x		x	x						

K.6 The student will add and subtract whole numbers, using up to 10 concrete items.	x					x		x	x				
K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.						x			x				x
K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).						x							x
K.9 The student will tell time to the hour, using an analog or digital clock.						x		x					x

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<p>K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.</p>	x					x		x					x
<p>K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).</p>	x	x				x					x		
<p>K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.</p>	x	x				x					x		

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K.13 The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).		x				x			x			x		
K.14 The student will gather data relating to familiar experiences by counting and tallying.														
K.15 The student will display objects and information, using objects graphs, pictorial graphs, and tables.	x					x							x	
K.16 The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.														
K.17 The student will sort and classify objects according to similar attributes (size, shape, and color).		x				x				x				

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K.18 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.	x	x				x		x		x			
Grade 1													
1.1 The student will count objects in a given set containing between 1 and 100 objects and write the corresponding numeral.	x					x		x		x			
1.2 The student will group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.	x		x			x		x		x			
1.3 The student will count forward by ones, fives, and tens to 100, by twos to 20, and backward by ones from 20.	x					x				x			
1.4 The student will recognize and write numerals 0 through 100.	x		x			x		x		x			

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1.5 The student will identify the ordinal positions first through tenth, using an ordered set of objects.	x	x				x		x	x			
1.6 The student will identify and represent the concepts of one-half and one-fourth, using appropriate materials or a drawing.	x	x		x	x	x	x	x	x			
1.7 The student, given a familiar problem situation involving magnitude, will a) select a reasonable magnitude from three given quantities: a one-digit numeral, a two digit numeral, and a three-digit numeral (e.g., 5, 50, and 500); and b) explain the reasonableness of his/her choice.												
1.8 The student will recall basic addition facts — i.e., sums to 10 or less — and the corresponding subtraction facts.	x					x		x	x			

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1.9 The student will create and solve story and picture problems involving one-step solutions, using basic addition and subtraction facts.	x					x		x	x				
1.10 The student will a) identify the number of pennies equivalent to a nickel, a dime, and a quarter; b) determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.						x		x	x				x
1.11 The student will tell time to the half-hour, using an analog or digital clock.						x		x					x
1.12 The student will use nonstandard units to measure length and weight.	x					x		x					x
1.13 The student will compare the volumes of two given containers by using concrete materials (e.g., jelly beans, sand, water, rice).													

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1.14 The student will compare the weights of two objects, using a balance scale.													
1.15 The student will describe the proximity of objects in space (near, far, close by, below, above, up, down, beside, and next to).	x	x				x		x			x		
1.16 The student will draw, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, corners, and square corners.	x	x				x		x			x		
1.17 The student will identify and describe objects in his/her environment that depict plane geometric figures (triangle, rectangle, square, and circle).						x					x		

<p>1.18 The student will investigate, identify, and describe various forms of data collection in his/her world (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream), using tables, picture graphs, and object graphs.</p>	x					x		x				x	
<p>1.19 The student will interpret information displayed in a picture or object graph, using the vocabulary more, less, fewer, greater than, less than, and equal to.</p>	x					x		x				x	
<p>1.20 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.</p>	x	x				x				x	x		

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<p>1.21 The student will recognize, describe, extend, and create a wide variety of patterns, including rhythmic, color, shape, and numerical. Patterns will include both growing and repeating patterns. Concrete materials and calculators will be used by students.</p>	x	x				x			x		x	x		
<p>Grade 2</p>														
<p>2.1 The student will: a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; and b) round two-digit numbers to the nearest ten.</p>			x						x	x				
<p>2.2 The student will compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (greater than, less than, or equal to).</p>	X		x			x			x	x				

2.3 The student will identify the ordinal positions first through twentieth, using an ordered set of objects.	x					x		x	x				
2.4 The student will identify the part of a set and/or region that represents fractions for one-half, one-third, one-fourth, one-eighth, and one-tenth and write the corresponding fraction.	x	x		x	x	x	x	x	x				
2.5 The student will: a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10, using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects, as appropriate; b) count backward by tens from 100; c) group objects by threes and fours; and d) recognize even and odd numbers, using objects.	x		x			x		x	x				

2.6 The student will recall basic addition facts — i.e., sums to 18 or less — and the corresponding subtraction facts.	x							x	x				
2.7 The student, given two whole numbers whose sum is 99 or less, will a) estimate the sum; and b) find the sum, using various methods of calculation (mental computation, concrete materials, and paper and pencil).			x					x	x				
2.8 The student, given two whole numbers, each of which is 99 or less, will a) estimate the difference; and b) find the difference, using various methods of calculation (mental computation, concrete materials, and paper and pencil).			x					x	x				
2.9 The student will create and solve one-step addition and subtraction problems using data from simple tables, picture graphs, bar graphs, and practical situations.	x		x			x		x	x	x			

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<p>2.10 The student, given a simple addition or subtraction fact, will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction (e.g., $3 + __ = 7$, $__ + 3 = 7$; $7 - 3 = __$, and $7 - __ = 3$).</p>	x							x	x				
<p>2.11 The student will: a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and b) identify the correct usage of the cent symbol (¢), dollar symbol (\$), and decimal point (.).</p>						x		x					x
<p>2.12 The student will estimate and then use a ruler to make linear measurements to the nearest centimeter and inch, including measuring the distance around a polygon in order to determine perimeter.</p>						x		x					x

2.13 The student, given grid paper, will estimate and then count the number of square units needed to cover a given surface in order to determine area.	x							x					x
2.14 The student will estimate and then count the number of cubes in a rectangular box in order to determine volume.													
2.15 The student will estimate and then determine weight/mass of familiar objects in pounds and/or kilograms, using a scale.													
2.16 The student will tell and write time to the quarter hour, using analog and digital clocks.						x							x

<p>2.17 The student will use actual measuring devices to compare metric and U.S. Customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of more, less, and equivalent.</p>															
<p>2.18 The student will: a) use calendar language appropriately (e.g., months, today, yesterday, next week, last week); b) determine past and future days of the week; and c) identify specific dates on a given calendar.</p>															
<p>2.19 The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.</p>															

2.20 The student will identify, describe, and sort three-dimensional (solid) concrete figures, including a cube, rectangular solid (prism), square pyramid, sphere, cylinder, and cone, according to the number and shape of the solid's faces, edges, and corners.													
2.21 The student will identify and create figures, symmetric along a line, using various concrete materials.	x	x									x		
2.22 The student will compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, and rectangle/rectangular solid).						x					x		
2.23 The student will read, construct, and interpret a simple picture and bar graph.	x					x		x				x	

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<p>2.24 The student will record data from experiments, using spinners and colored tiles/cubes, and use the data to predict which of two events is more likely to occur if the experiment is repeated.</p>	x												x		
<p>2.25 The student will identify, create, and extend a wide variety of patterns, using numbers concrete objects and pictures.</p>	x	x				x	x	x			x				
<p>2.26 The student will solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. Examples include: $3 + \underline{\quad} = 7$, or $9 - \underline{\quad} = 2$. Students will create story problems, using the numerical sentences.</p>	x					x	x	x			x				

Grade 3

3.1 The student will read and write six-digit numerals and identify the place value for each digit.			x					x	x					
3.2 The student will round a whole number, 9,999 or less, to the nearest ten, hundred, and thousand.			x					x	x					
3.3 The students will compare two whole numbers between 0 and 9,999, using symbols (>,<, or =) and words (<i>greater than, less than, or equal to</i>).			x					x	x					

<p>3.4 The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems such as $5 + 3 = 8$ and $8 - 3 = \underline{\quad}$.</p>	x		x			x			x	x				
<p>3.5 The student will a) divide regions and sets to represent a fraction; and b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.</p>	x	x		x	x		x		x	x				

<p>3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p>	x	x		x	x	x	x	x	x				
<p>3.7 The student will read and write decimals expressed as tenths and hundredths, using concrete materials and models.</p>			x					x	x				
<p>3.8 The student will solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.</p>			x					x	x				

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3.9 The student will recall the multiplication and division facts through the nines table.														
3.10 The student will represent multiplication and division, using area and set models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.	x		x			x	x	x	x	x				
3.11 The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials and pictorial models representing areas/regions, lengths/measurements, and sets.	x	x		x	x		x	x	x	x				
3.12 The student will add and subtract with decimals expressed as tenths, using concrete materials, pictorial representations, and paper and pencil.			x					x	x					

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<p>3.13 The student will determine by counting the value of a collection of bills and coins whose total value is \$5.00 or less, compare the value of the coins or bills, and make change.</p>						x		x	x				x
<p>3.14 The student will estimate and then use actual measuring devices with metric and U.S. Customary units to measure a) length — inches, feet, yards, centimeters, and meters; b) liquid volume — cups, pints, quarts, gallons, and liters; and c) weight/mass — ounces, pounds, grams, and kilograms.</p>						x		x					x
<p>3.15 The student will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks.</p>						x		x					x

<p>3.16 The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.</p>														
<p>3.17 The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.</p>														
<p>3.18 The student will analyze two-dimensional (plane) and three-dimensional (solid) geometric figures (circle, square, rectangle, triangle, cube, rectangular solid [prism], square pyramid, sphere, cone, and cylinder) and identify relevant properties, including the number of corners, square corners, edges, and the number and shape of faces, using concrete models.</p>		x				x			x			x		

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3.19 The student will identify and draw representations of line segments and angles, using a ruler or straightedge.													
3.20 The student, given appropriate drawings or models, will identify and describe congruent and symmetrical, two-dimensional (plane) figures, using tracing procedures.	x	x									x		
3.21 The student, given grid paper, will a) collect and organize data on a given topic of his/her choice, using observations, measurements, surveys, or experiments; and b) construct a line plot, a picture graph, or a bar graph to represent the results. Each graph will include an appropriate title and key.	x					x		x				x	

<p>3.22 The student will read and interpret data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.</p>	x					x		x				x	
<p>3.23 The student will investigate and describe the concept of probability as chance and list possible results of a given situation.</p>						x						x	
<p>3.24 The student will recognize and describe a variety of patterns formed using concrete objects, numbers, tables, and pictures, and extend the pattern, using the same or different forms (concrete objects, numbers, tables, and pictures).</p>	x	x				x		x		x			

3.25 The student will:
a) investigate and create patterns involving numbers, operations (addition and multiplication), and relations that model the identity and commutative properties for addition and multiplication; and
b) demonstrate an understanding of equality by recognizing that the equal sign (=) links equivalent quantities, such as $4 \cdot 3 = 2 \cdot 6$.

x

x

x

x

Grade 4

4.1 The student will:
 a) identify (orally and in writing) the place value for each digit in a whole number expressed through millions; b) compare two whole numbers expressed through millions, using symbols ($>$, $<$, or $=$); and c) round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.

x

x

x

4.2 The student will
 a) identify, model, and compare rational numbers (fractions and mixed numbers), using concrete objects and pictures; b) represent equivalent fractions; and c) relate fractions to decimals, using concrete objects.

x

x

x

x

x

x

x

<p>4.3 The student will compare the numerical value of fractions (with like and unlike denominators) having denominators of 12 or less, using concrete materials.</p>		x		x	x				x	x					
<p>4.4 The student will: a) read, write, represent, and identify decimals expressed through thousandths; b) round to the nearest whole number, tenth, and hundredth; and c) compare the value of two decimals, using symbols (<, >, or =), concrete materials, drawings, and calculators.</p>			x						x	x					
<p>4.5 The student will estimate whole-number sums and differences and describe the method of estimation. Students will refine estimates, using terms such as closer to, between, and a little more than.</p>			x						x	x					

<p>4.6 The student will add and subtract whole numbers written in vertical and horizontal form, choosing appropriately between paper and pencil methods and calculators.</p>			x						x	x					
<p>4.7 The student will find the product of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer, using estimation and paper and pencil. For larger products (a two-digit numeral times a three-digit numeral), estimation and calculators will be used.</p>			x						x	x					
<p>4.8 The student will estimate and find the quotient of two whole numbers, given a one-digit divisor.</p>			x						x	x					

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<p>4.9 The student will</p> <p>a) add and subtract with fractions having like and unlike denominators of 12 or less, using concrete materials, pictorial representations, and paper and pencil;</p> <p>b) add and subtract with decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil; and</p> <p>c) solve problems involving addition and subtraction with fractions having like and unlike denominators of 12 or less and with decimals expressed through thousandths, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.</p>		x	x	x	x				x	x					
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<p>4.10 The student will: a) estimate and measure weight/mass, using actual measuring devices, and describe the results in U.S. Customary/metric units as appropriate, including ounces, pounds, grams, and kilograms; b) identify equivalent measurements between units within the U.S. Customary system (ounces and pounds) and between units within the metric system (grams and kilograms); and c) estimate the conversion of ounces and grams and pounds and kilograms, using approximate comparisons (1 ounce is about 28 grams, or 1 gram is about the weight of a paper clip; 1 kilogram is a little more than 2 pounds).</p>															
<p>4.11 The student will: a) estimate and measure length, using actual measuring devices, and describe the results in both metric and U.S. Customary units, including part of an inch (1/2, 1/4,</p>						x			x						x

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and 1/8), inches, feet, yards, millimeters, centimeters, and meters; b) identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters); and c) estimate the conversion of inches and centimeters, yards and meters, and miles and kilometers, using approximate comparisons (1 inch is about 2.5 centimeters, 1 meter is a little longer than 1 yard, 1 mile is slightly farther than 1.5 kilometers, or 1 kilometer is slightly farther than half a mile).

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<p>4.12 The student will: a) estimate and measure liquid volume, using actual measuring devices and using metric and U.S. Customary units, including cups, pints, quarts, gallons, milliliters, and liters; b) identify equivalent measurements between units within the U.S. Customary system (cups, pints, quarts, and gallons) and between units within the metric system (milliliters and liters); and c) estimate the conversion of quarts and liters, using approximate comparisons (1 quart is a little less than 1 liter, 1 liter is a little more than 1 quart).</p>															
<p>4.13 The student will: a) identify and describe situations representing the use of perimeter and area; and b) use measuring devices to find perimeter in both standard and nonstandard units of measure.</p>	x	x							x						x

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4.14 The student will investigate and describe the relationships between and among points, lines, line segments, and rays.															
4.15 The student will: a) identify and draw representations of points, lines, line segments, rays, and angles, using a straightedge or ruler; and b) describe the path of shortest distance between two points on a flat surface.															
4.16 The student will identify and draw representations of lines that illustrate intersection, parallelism, and perpendicularity.	x											x			

<p>4.17 The student will: a) analyze and compare the properties of two-dimensional (plane) geometric figures (circle, square, rectangle, triangle, parallelogram, and rhombus) and three dimensional (solid) geometric figures (sphere, cube, and rectangular solid [prism]); b) identify congruent and noncongruent shapes; and c) investigate congruence of plane figures after geometric transformations such as reflection (flip), translation (slide) and rotation (turn), using mirrors, paper folding, and tracing.</p>	x	x				x			x			x			
<p>4.18 The student will identify the ordered pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane.</p>															

<p>4.19 The student will: a) predict the likelihood of outcomes of a simple event, using the terms certain, likely, unlikely, impossible; and b) determine the probability of a given simple event, using concrete materials.</p>						x							x		
<p>4.20 The student will collect, organize, and display data in line and bar graphs with scale increments of one or greater than one and use the display to interpret the results, draw conclusions, and make predictions.</p>	x								x					x	
<p>4.21 The student will recognize, create, and extend numerical and geometric patterns, using concrete materials, number lines, symbols, tables, and words.</p>	x	x							x		x				

4.22 The student will recognize and demonstrate the meaning of equality, using symbols representing numbers, operations, and relations [e.g., $3 + 5 = 5 + 3$ and $15 + (35 + 16) = (15 + 35) + 16$].

x

x

x

x

Grade 5

5.1 The student will:
 a) read, write, and identify the place values of decimals through thousandths;
 b) round decimal numbers to the nearest tenth or hundredth; and c) compare the values of two decimals through thousandths, using the symbols $>$, $<$, or $=$.

x

x

x

<p>5.2 The student will: a) recognize and name commonly used fractions (halves, fourths, fifths, eighths, and tenths) in their equivalent decimal form and vice versa; and b) order a given set of fractions and decimals from least to greatest. Fractions will include like and unlike denominators limited to 12 or less, and mixed numbers.</p>		x	x	x	x			x	x				
<p>5.3 The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.</p>			x			x		x	x				

<p>5.4 The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.</p>			x					x	x					
<p>5.5 The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will find the quotient and remainder.=</p>			x					x	x					
<p>5.6 The student, given a dividend expressed as a decimal through thousandths and a single digit divisor, will find the quotient.</p>			x					x	x					
<p>5.7 The student will add and subtract with fractions and mixed numbers, with and without regrouping, and express answers in simplest form. Problems will include like and unlike denominators limited to 12 or less.</p>		x		x		x		x	x					

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<p>5.8 The student will describe and determine the perimeter of a polygon and the area of a square, rectangle, and right triangle, given the appropriate measures.</p>	x	x						x						x
<p>5.9 The student will identify and describe the diameter, radius, chord, and circumference of a circle.</p>														
<p>5.10 The student will differentiate between perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.</p>	x							x						x

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<p>5.11 The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of</p> <p>a) length — part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers;</p> <p>b) weight/mass — ounces, pounds, tons, grams, and kilograms; c) liquid volume — cups, pints, quarts, gallons, milliliters, and liters; d) area — square units; and e) temperature — Celsius and Fahrenheit units. Problems also will include estimating the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at 0°C and 32°F, water boils at 100°C and 212°F, normal body temperature is about 37°C and 98.6°F).</p>						x							x
<p>5.12 The student will determine an amount of elapsed time in hours and minutes within a 24- hour period.</p>													

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5.13 The student will measure and draw right, acute, and obtuse angles and triangles, using appropriate tools.														
5.14 The student will classify angles and triangles as right, acute, or obtuse.					x						x			

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<p>5.15 The student, using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will: a) recognize, identify, describe, and analyze their properties in order to develop definitions of these figures; b) identify and explore congruent, noncongruent, and similar figures; c) investigate and describe the results of combining and subdividing shapes; d) identify and describe a line of symmetry; and e) recognize the images of figures resulting from geometric transformations such as translation (slide), reflection (flip), or rotation (turn).</p>	x	x				x		x			x			
<p>5.16 The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).</p>														

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<p>5.17 The student will: a) solve problems involving the probability of a single event by using tree diagrams or by constructing a sample space representing all possible results; b) predict the probability of outcomes of simple experiments, representing it with fractions or decimals from 0 to 1, and test the prediction; and c) create a problem statement involving probability and based on information from a given problem situation. Students will not be required to solve the created problem statement.</p>						x		x				x		
<p>5.18 The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.</p>														

5.19 The student will find the mean, median, mode, and range of a set of data.															
5.20 The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence. Concrete materials and calculators will be used.	x	x				x			x		x				
5.21 The student will: a) investigate and describe the concept of variable; b) use a variable expression to represent a given verbal quantitative expression involving one operation; and c) write an open sentence to represent a given mathematical relationship, using a variable.	x	x				x			x		x				
5.22 The student will create a problem situation based on a given open sentence using a single variable.	x	x				x			x		x				

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Virginia	<i>Kidspiration® 3 includes symbols, activities and lessons in Science, supporting students as they build skills to meet Science standards</i>											
	2003											
Science	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>Kindergarten</i>												
K.1 The student will conduct investigations	x	x			x	x	x		x			
K.2 Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one's surroundings	x	x				x	x		x			

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K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications	x	x				x	x		x		x	
K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described	x	x			x	x	x		x		x	
K.5 The student will investigate and understand that water flows and has properties that can be observed and tested.	x	x			x	x	x		x		x	
K.6 The student will investigate and understand basic needs and life processes of plants and animals.	x	x			x	x	x		x	x		
K.7 The student will investigate and understand that shadows occur when light is blocked by an object.	x	x					x		x			x

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K.8 The student will investigate and understand simple patterns in his/her daily life.	x	x				x	x		x			x
K.9 The student will investigate and understand that change occurs over time and rates may be fast or slow.	x	x				x	x		x			x
K.10 The student will investigate and understand that materials can be reused, recycled, and conserved.	x	x					x		x			
Grade 1												
1.1 The student will conduct investigations	x	x			x	x	x		x			
1.2 The student will investigate and understand that moving objects exhibit different kinds of motion.	x	x				x	x		x		x	
1.3 The student will investigate and understand how different common materials interact with water.	x	x			x	x	x		x		x	

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1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics	x	x			x	x	x		x	x		
1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics.	x	x			x	x	x		x	x		
1.6 The student will investigate and understand the basic relationships between the sun and the Earth.	x	x				x	x		x			x
1.7 The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals.	x	x				x	x		x			x
1.8 The student will investigate and understand that natural resources are limited.	x	x				x	x		x			

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Grade 2

2.1 The student will conduct investigations	x	x	x		x	x	x		x			
2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals.	x	x			x	x	x		x		x	
2.3 The student will investigate and understand basic properties of solids, liquids, and gases.	x	x			x	x	x		x		x	
2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes in their life cycles.	x	x			x	x	x		x	x		
2.5 The student will investigate and understand that living things are part of a system.	x	x				x	x		x	x		

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2.6 The student will investigate and understand basic types, changes, and patterns of weather.	x	x		x		x	x		x			x
2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings.	x	x		x		x	x		x			x
2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature.	x	x		x		x	x	x	x			
Grade 3												
3.1 The student will plan and conduct investigations	x	x	x		x	x	x		x			
3.2 The student will investigate and understand simple machines and their uses.	x	x			x	x	x		x		x	

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3.3 The student will investigate and understand that objects are made of materials that can be described by their physical properties.	x	x				x			x		x	
3.4 The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs.	x	x	x	x		x	x	x	x	x		
3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains.	x	x	x	x		x	x		x	x		
3.6 The student will investigate and understand that environments support a diversity of plants and animals that share limited resources.	x	x	x	x		x	x	x	x	x		
3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans.	x	x				x	x		x			x

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3.8 The student will investigate and understand basic patterns and cycles occurring in nature.	x	x				x	x		x			x
3.9 The student will investigate and understand the water cycle and its relationship to life on Earth.	x	x	x	x		x	x		x			x
3.10 The student will investigate and understand that natural events and human influences can affect the survival of species.	x	x		x		x	x	x	x			
3.11 The student will investigate and understand different sources of energy.	x	x			x	x			x			
Grade 4												
4.1 The student will plan and conduct investigations	x	x	x		x	x	x		x			
4.2 The student will investigate and understand characteristics and interaction of moving objects.	x	x			x	x	x		x		x	

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4.3 The student will investigate and understand the characteristics of electricity.	x	x	x	x		x	x		x		x	
4.4 The student will investigate and understand basic plant anatomy and life processes.	x	x		x	x	x	x	x	x	x		
4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment.	x	x		x	x	x	x	x	x	x		
4.6 The student will investigate and understand how weather conditions and phenomena occur and can be predicted.	x	x	x	x		x	x	x	x			x
4.7 The student will investigate and understand the relationships among the Earth, moon, and sun.	x	x				x	x	x	x			x
4.8 The student will investigate and understand important Virginia natural resources.	x	x				x	x	x	x			

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Grade 5

5.1 The student will plan and conduct investigations	x	x	x		x	x	x		x			
5.2 The student will investigate and understand how sound is transmitted and is used as a means of communication.	x	x	x			x	x		x		x	
5.3 The student will investigate and understand basic characteristics of visible light and how it behaves.	x	x	x	x		x	x		x		x	
5.4 The student will investigate and understand that matter is anything that has mass, takes up space, and occurs as a solid, liquid, or gas.	x	x			x	x	x		x		x	
5.5 The student will investigate and understand that organisms are made of cells and have distinguishing characteristics.	x	x			x	x	x	x	x	x		

5.6 The student will investigate and understand characteristics of the ocean environment.	x	x	x	x		x	x	x	x			x
5.7 The student will investigate and understand how the Earth's surface is constantly changing.	x	x	x	x		x	x	x	x			x

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<u>Virginia</u>	<i>Kidspiration® 3 includes symbols, activities and lessons in Social Studies, supporting students as they build skills to meet Social Studies standards</i>												
2001 Social Studies	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
<i>Kindergarten</i>													
K.1 The student will recognize that history describes events and people of other times and places	x	x	x	x								x	
K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.	x	x	x	x	x		x					x	

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K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.	x	x	x	x			x				x		
K.4 The student will use simple maps and globes	x	x	x	x			x				x		
K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.	x	x	x	x			x				x		
K.6 The student will match simple descriptions of work that people do with the names of those jobs.	x	x	x	x			x			x			
K.7 The student will a) identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have); b) recognize that people use money to purchase goods.	x	x	x	x		x	x			x			

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K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others.	x	x	x	x			x		x				
K.9 The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.	x	x	x	x			x		x				
Grade 1													
1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.	x	x	x	x			x					x	x

1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.	x	x	x	x			x	x				x	
1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).	x	x	x	x			x	x				x	
1.4 The student will develop map skills	x	x	x	x							x		
1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.	x	x	x	x			x				x		
1.6 The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.	x	x	x	x			x				x		

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1.7 The student will explain the difference between goods and services and will describe how people are both buyers and sellers of goods and services.	x	x	x	x		x	x			x			
1.8 The student will explain that people make choices because they cannot have everything they want.	x	x	x	x			x			x			
1.9 The student will recognize that people save money for the future to purchase goods and services.	x	x	x	x			x			x			
1.10 The student will apply the traits of a good citizen													
1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States	x	x	x	x			x		x			x	

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1.12 The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.	x	x	x	x			x		x			x	
Grade 2													
2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.	x	x	x	x	x	x	x	x				x	x
2.2 The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.	x	x	x	x	x	x	x	x				x	

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2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.	x	x	x	x	x	x	x	x				x	
2.4 The student will develop map skills	x	x	x	x	x	x	x	x			x	x	x
2.5 The student will develop map skills	x	x	x	x	x	x	x	x			x		
2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.	x	x	x	x			x	x			x		
2.7 The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).	x	x	x	x	x	x	x	x			x		

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2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.	x	x	x	x	x	x	x	x		x			
2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.	x	x	x	x			x	x		x			
2.10 The student will explain the responsibilities of a good citizen.	x	x	x	x			x		x				
2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.	x	x	x	x			x	x	x			x	

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2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.	x	x	x	x					x				
Grade 3													
3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.	x	x	x	x	x	x	x	x			x		x
3.2 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).	x	x	x	x	x			x					x
3.3 The student will study the exploration of the Americas	x	x	x	x	x	x	x	x			x	x	x

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3.4 The student will develop map skills	x	x	x	x			x	x			x		x
3.5 The student will develop map skills	x	x	x	x			x	x			x		x
3.6 The student will interpret geographic information from maps, tables, graphs, and charts.	x	x	x	x			x	x			x		
3.7 The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.	x	x	x	x			x	x		x	x		
3.8 The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).	x	x	x	x			x	x		x	x		x

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3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).	x	x	x	x			x	x		x			
3.10 The student will recognize why government is necessary in the classroom, school, and community	x	x	x	x			x	x	x				
3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government	x	x	x	x			x	x	x				
3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.	x	x	x	x			x		x			x	

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