



## Standards Matches for Kidspiration®

<p><u><a href="#">West Virginia</a></u> 2008 Language Arts</p>	<p><i>Kidspiration® 3 includes symbols, activities and lessons in English Language Arts and Reading, supporting students as they build skills to meet English Language Arts and Reading standards</i></p>											
	Visually express ideas	Organize ideas	Group and classify	Compare and contrast	Conduct research	Phonemic awareness	Phonics	Vocabulary	Comprehension	Forms of writing	Writing process	Grammar and mechanics
<p><b>Kindergarten</b></p>												
<p>Reading: Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	x	x				x	x	x	x		x	

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

<p>Writing:</p> <p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> <li>•using the writing process</li> <li>•applying grammatical and mechanical properties in writing and</li> <li>•selecting and evaluating information for research purposes.</li> </ul>	x	x			x						x	x
<p>Listening, Speaking, and Media Literacy:</p> <p>Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.</p>												
<b>Grade 1</b>												
<p>Reading:</p> <p>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> <li>•identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>•selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	x	x		x		x	x	x	x		x	

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<p>Writing:</p> <p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> <li>•using the writing process</li> <li>•applying grammatical and mechanical properties in writing and</li> <li>•selecting and evaluating information for research purposes.</li> </ul>	x	x									x	x
<p>Listening, Speaking, and Media Literacy:</p> <p>Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.</p>	x	x										
<b>Grade 2</b>												
<p>Reading:</p> <p>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> <li>•identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>•selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	x	x		x			x	x	x		x	

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<p>Writing:</p> <p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> <li>•using the writing process</li> <li>•applying grammatical and mechanical properties in writing and</li> <li>•selecting and evaluating information for research purposes.</li> </ul>	x	x			x					x	x	x
<p>Listening, Speaking, and Media Literacy:</p> <p>Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.</p>	x	x										
<b>Grade 3</b>												
<p>Reading:</p> <p>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> <li>•identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>•selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	x	x		x			x	x	x		x	

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<p>Writing:</p> <p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> <li>•using the writing process</li> <li>•applying grammatical and mechanical properties in writing and</li> <li>•selecting and evaluating information for research purposes.</li> </ul>	x	x			x					x	x	x
<p>Listening, Speaking, and Media Literacy:</p> <p>Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.</p>	x	x										
<b>Grade 4</b>												
<p>Reading:</p> <p>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> <li>•identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>•selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	x	x		x			x	x	x		x	

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<p>Writing:</p> <p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> <li>•using the writing process</li> <li>•applying grammatical and mechanical properties in writing and</li> <li>•selecting and evaluating information for research purposes.</li> </ul>	x	x			x					x	x	x
<p>Listening, Speaking, and Media Literacy:</p> <p>Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.</p>	x	x										
<b>Grade 5</b>												
<p>Reading:</p> <p>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> <li>•identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>•selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	x	x		x				x	x			

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<p>Writing:</p> <p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> <li>•using the writing process</li> <li>•applying grammatical and mechanical properties in writing and</li> <li>•selecting and evaluating information for research purposes.</li> </ul>	x	x			x					x	x	x
<p>Listening, Speaking, and Media Literacy:</p> <p>Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.</p>	x	x										

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**West Virginia**

**2008  
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
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***Kindergarten***

**Number and Operations:**

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems,
- demonstrate meanings of operations and how they relate to one another, and
- compute fluently and make reasonable estimates.

x	x	x			x	x	x	x				
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<p>Algebra:</p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of patterns, relations and functions,</li> <li>•represent and analyze mathematical situations and structures using algebraic symbols,</li> <li>•use mathematical models to represent and understand quantitative relationships, and</li> <li>•analyze change in various contexts.</li> </ul>	x	x			x	x		x	x					
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<p><b>Geometry:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,</li> <li>•specify locations and describe spatial relationships using coordinate geometry and other representational systems,</li> <li>•apply transformations and use symmetry to analyze mathematical situations, and</li> <li>•solve problems using visualization, spatial reasoning, and geometric modeling.</li> </ul>	x	x			x			x			x			
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<p><b>Measurement:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement, and</li> <li>•apply appropriate techniques, tools and formulas to determine measurements.</li> </ul>	x	x				x		x						x
<p><b>Data Analysis and Probability:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,</li> <li>•select and use appropriate statistical methods to analyze data,</li> <li>•develop and evaluate inferences and predictions that are based on models, and</li> <li>•apply and demonstrate an understanding of basic concepts of probability.</li> </ul>	x					x						x		

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## Grade 1

### Number and Operations:

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems,
- demonstrate meanings of operations and how they relate to one another, and
- compute fluently and make reasonable estimates.

x

x

x

x

x

x

x

x

x

<p>Algebra:</p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of patterns, relations and functions,</li> <li>•represent and analyze mathematical situations and structures using algebraic symbols,</li> <li>•use mathematical models to represent and understand quantitative relationships, and</li> <li>•analyze change in various contexts.</li> </ul>	x	x	x			x		x		x				
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<p><b>Geometry:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,</li> <li>•specify locations and describe spatial relationships using coordinate geometry and other representational systems,</li> <li>•apply transformations and use symmetry to analyze mathematical situations, and</li> <li>•solve problems using visualization, spatial reasoning, and geometric modeling.</li> </ul>	x	x				x		x			x		
<p><b>Measurement:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement, and</li> <li>•apply appropriate techniques, tools and formulas to determine measurements.</li> </ul>	x					x		x					x

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<p><b>Data Analysis and Probability:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,</li> <li>•select and use appropriate statistical methods to analyze data,</li> <li>•develop and evaluate inferences and predictions that are based on models, and</li> <li>•apply and demonstrate an understanding of basic concepts of probability.</li> </ul>	x					x						x	
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## Grade 2

### Number and Operations:

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems,
- demonstrate meanings of operations and how they relate to one another, and
- compute fluently and make reasonable estimates.

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<p>Algebra:</p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of patterns, relations and functions,</li> <li>•represent and analyze mathematical situations and structures using algebraic symbols,</li> <li>•use mathematical models to represent and understand quantitative relationships, and</li> <li>•analyze change in various contexts.</li> </ul>	x	x	x			x		x		x				
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<p><b>Measurement:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement, and</li> <li>•apply appropriate techniques, tools and formulas to determine measurements.</li> </ul>	x					x		x					x

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## Grade 3

### Number and Operations:

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems,
- demonstrate meanings of operations and how they relate to one another, and
- compute fluently and make reasonable estimates.

x

x

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x

<p>Algebra:</p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of patterns, relations and functions,</li> <li>•represent and analyze mathematical situations and structures using algebraic symbols,</li> <li>•use mathematical models to represent and understand quantitative relationships, and</li> <li>•analyze change in various contexts.</li> </ul>	x	x	x			x		x		x			
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<p><b>Measurement:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement, and</li> <li>•apply appropriate techniques, tools and formulas to determine measurements.</li> </ul>	x	x				x		x					x

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<p><b>Data Analysis and Probability:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,</li> <li>•select and use appropriate statistical methods to analyze data,</li> <li>•develop and evaluate inferences and predictions that are based on models, and</li> <li>•apply and demonstrate an understanding of basic concepts of probability.</li> </ul>	x					x						x		
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## Grade 4

### Number and Operations:

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems,
- demonstrate meanings of operations and how they relate to one another, and
- compute fluently and make reasonable estimates.

x

x

x

x

x

x

x

<p>Algebra:</p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of patterns, relations and functions,</li> <li>•represent and analyze mathematical situations and structures using algebraic symbols,</li> <li>•use mathematical models to represent and understand quantitative relationships, and</li> <li>•analyze change in various contexts.</li> </ul>	x	x				x		x		x				
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<p><b>Geometry:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,</li> <li>•specify locations and describe spatial relationships using coordinate geometry and other representational systems,</li> <li>•apply transformations and use symmetry to analyze mathematical situations, and</li> <li>•solve problems using visualization, spatial reasoning, and geometric modeling.</li> </ul>	x	x				x		x			x		
<p><b>Measurement:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement, and</li> <li>•apply appropriate techniques, tools and formulas to determine measurements.</li> </ul>	x	x				x		x					x

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<p><b>Data Analysis and Probability:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,</li> <li>•select and use appropriate statistical methods to analyze data,</li> <li>•develop and evaluate inferences and predictions that are based on models, and</li> <li>•apply and demonstrate an understanding of basic concepts of probability.</li> </ul>						x		x				x		
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## Grade 5

### Number and Operations:

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems,
- demonstrate meanings of operations and how they relate to one another, and
- compute fluently and make reasonable estimates.

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x

<p>Algebra:</p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of patterns, relations and functions,</li> <li>•represent and analyze mathematical situations and structures using algebraic symbols,</li> <li>•use mathematical models to represent and understand quantitative relationships, and</li> <li>•analyze change in various contexts.</li> </ul>	x		x			x		x		x				
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<p><b>Geometry:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,</li> <li>•specify locations and describe spatial relationships using coordinate geometry and other representational systems,</li> <li>•apply transformations and use symmetry to analyze mathematical situations, and</li> <li>•solve problems using visualization, spatial reasoning, and geometric modeling.</li> </ul>	x	x				x					x		
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<p><b>Measurement:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement, and</li> <li>•apply appropriate techniques, tools and formulas to determine measurements.</li> </ul>	x					x		x					x
<p><b>Data Analysis and Probability:</b></p> <p>Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will</p> <ul style="list-style-type: none"> <li>•formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,</li> <li>•select and use appropriate statistical methods to analyze data,</li> <li>•develop and evaluate inferences and predictions that are based on models, and</li> <li>•apply and demonstrate an understanding of basic concepts of probability.</li> </ul>						x		x				x	

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**West Virginia**

**2008**

**Science**

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

***Kindergarten***

Nature of Science:

Students will

- demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers.
- demonstrate the abilities and understanding necessary to do scientific inquiry.
- demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while incorporating hands-on activities.

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
x	x					x		x			

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<p>Content of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives.</li> <li>• demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences.</li> <li>• apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.</li> </ul>	x	x		x		x	x		x	x	x	x
<p>Application of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• recognize models as representations of real things.</li> <li>• observe that changes occur gradually, repetitively, or randomly within the environment.</li> <li>• listen and be tolerant of different viewpoints while working in collaborative groups.</li> <li>• observe and identify the use of tools and appliances in everyday life.</li> </ul>	x	x		x		x	x		x			

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## Grade 1

Nature of Science:

Students will

- demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers.

- demonstrate the abilities and understanding necessary to do scientific inquiry.

- demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while incorporating hands-on activities.

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<p>Content of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives.</li> <li>• demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences.</li> <li>• apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.</li> </ul>	x	x		x	x	x	x		x	x	x	x
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Please note: This document lists standards in a format used by the state of WV. Consult the WV standards for the complete benchmarks to which Kidspiration software features are aligned.

<p>Application of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• identify how the parts of a system interact,</li> <li>• recognize and use models as representations of real things,</li> <li>• demonstrate the ability to distinguish between natural and man-made objects,</li> <li>• Listen and be tolerant of different viewpoints while working in collaborative groups, and</li> <li>• demonstrate the ability to evaluate the impact of different points of view on health, population, resources and environment practices.</li> </ul>	x	x		x		x	x		x			
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## Grade 2

Nature of Science:

Students will

- demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers.

- demonstrate the abilities and understanding necessary to do scientific inquiry.

- demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while incorporating hands-on activities.

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<p>Content of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives.</li> <li>• demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences.</li> <li>• apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.</li> </ul>	x	x		x	x	x	x	x	x	x	x	x
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<p>Application of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• identify how the parts of a system interact.</li> <li>• recognize and use models as representations of real things.</li> <li>• observe that changes occur gradually, repetitively, or randomly within the environment.</li> <li>• recognize that common objects and events incorporate science to solve human problems and enhance the quality of life.</li> <li>• demonstrate the ability to listen to, be tolerant of, and evaluate the impact of different points of view on health, population, resources and environmental practices while working in collaborative groups.</li> </ul>	x	x		x		x	x		x			
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### Grade 3

Nature of Science:

Students will

- demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers.

- demonstrate the abilities and understanding necessary to do scientific inquiry.

- demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while incorporating hands-on activities.

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<p>Content of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives.</li> <li>• demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences.</li> <li>• apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.</li> </ul>	x	x		x	x	x	x	x	x	x	x	x
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Please note: This document lists standards in a format used by the state of WV. Consult the WV standards for the complete benchmarks to which Kidspiration software features are aligned.

<p>Application of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• identify how the parts of a system interact.</li> <li>• recognize and use models as representations of real things.</li> <li>• observe and identify patterns of change, consistency or regularity within the environment.</li> <li>• demonstrate the ability to utilize technology to gather and organize data to communicate designs, results and conclusions.</li> <li>• identify that a solution to a problem often creates new problems.</li> <li>• demonstrate the ability to listen to, be tolerant of, and evaluate the impact of different points of view on health, population, resources and environmental practices while working in collaborative groups.</li> </ul>	x	x		x		x	x		x			
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## Grade 4

Nature of Science:

Students will

- demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers.

- demonstrate the abilities and understanding necessary to do scientific inquiry.

- demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while incorporating hands-on activities.

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<p>Content of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives.</li> <li>• demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences.</li> <li>• apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.</li> </ul>	x	x	x	x	x	x	x	x	x	x	x	x
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<p>Application of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• identify how the parts of a system interact.</li> <li>• recognize and use models as representations of real things.</li> <li>• observe and identify patterns of change, consistency or regularity within the environment.</li> <li>• demonstrate the ability to utilize technology to gather and organize data to communicate designs, results and conclusions.</li> <li>• identify that a solution to a problem often creates new problems.</li> </ul> <p>Demonstrate the ability to listen to, be tolerant of, and evaluate the impact of different points of view on health, population, resources and environmental practices while working in collaborative groups.</p>	x	x		x		x	x		x			
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## Grade 5

Nature of Science:

Students will

- demonstrate an understanding of the history of science and the evolution of scientific knowledge.
- demonstrate an understanding of science as a human endeavor encompassing the contributions of diverse cultures and scientists.
- demonstrate an understanding of the characteristics of a scientist.
- demonstrate skills of scientific inquiry.

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<p>Content of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives.</li> <li>• demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences.</li> <li>• apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.</li> </ul>	x	x	x	x	x	x	x	x	x	x	x	x
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<p>Application of Science:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• explore the relationship between the parts and the whole system; construct a variety of useful models; examine changes that occur in an object or system.</li> <li>• demonstrate an understanding of the interdependence between science and technology.</li> <li>• demonstrate the ability to utilize technology to gather data and communicate designs, results and conclusions.</li> <li>• demonstrate the ability to evaluate the impact of different points of view on health, population, resource and environmental practices.</li> </ul>	x	x		x		x	x	x	x			
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**West Virginia**

**2008**

**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***

Citizenship:  
Students will

- characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).
- model a respect of symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect for People, Events, and Symbols).
- develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions of data (Evaluation Skills).
- develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).

x	x	x	x				4	x				
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<ul style="list-style-type: none"> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>													
<p>Civics/Government:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>	x	x	x	x				x				x	

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<p><b>Economics:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic systems (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economics).</li> </ul>	x	x	x	x	x	x					x				
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<p><b>Geography:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>	x	x	x	x								x		
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<p>History:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>• use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>• examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States, and the world (Culture and Humanities).</li> <li>• use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>• examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>	x	x	x	x								x	
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## Grade 1

Citizenship:

Students will

- characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).
- model a respect of symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect for People, Events, and Symbols).
- develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions of data (Evaluation Skills).
- develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).
- recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

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<p>Civics/Government:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>	x	x	x	x	x	x	x		x		x	x	
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<p><b>Economics:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic systems (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economics).</li> </ul>	x	x	x	x	x	x	x			x			
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<p><b>Geography:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>	x	x	x	x	x	x	x					x		
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<p><b>History:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>• use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>• examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States, and the world (Culture and Humanities).</li> <li>• use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>• examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>	x	x	x	x	x	x	x					x	
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Please note: This document lists standards in a format used by the state of WV. Consult the WV standards for the complete benchmarks to which Kidspiration software features are aligned.

<p>Reading:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>• recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events).</li> <li>• distinguish relationships among people, ideas, and events.</li> <li>• recognize cause-effect relationships in content passages.</li> <li>• outline sequences of events.</li> <li>• summarize events and ideas. Infer main idea or purpose of content.</li> <li>• draw generalizations and conclusions about people, ideas, and events.</li> <li>• write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul> <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>	x	x	x	x					x	x	x	x	x	x
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## Grade 2

Citizenship:

Students will

- characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).
- model a respect of symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect for People, Events, and Symbols).
- develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions of data (Evaluation Skills).
- develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).
- recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

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<p>Civics/Government:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>	x	x	x	x			x	x	x			x	
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<p><b>Economics:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic systems (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economics).</li> </ul>	x	x	x	x	x	x	x	x		x			
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<p><b>Geography:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>	x	x	x	x								x		
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<p><b>History:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>• use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>• examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States, and the world (Culture and Humanities).</li> <li>• use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>• examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>	x	x	x	x	x	x	x	x				x	
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<p>Reading:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>• recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events).</li> <li>• distinguish relationships among people, ideas, and events.</li> <li>• recognize cause-effect relationships in content passages.</li> <li>• outline sequences of events.</li> <li>• summarize events and ideas. Infer main idea or purpose of content.</li> <li>• draw generalizations and conclusions about people, ideas, and events.</li> <li>• write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul> <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>	x	x	x	x			x	x	x	x	x	x	x	
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<p>Civics/Government:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>	x	x	x	x	x		x	x	x			x	
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<p><b>Economics:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic systems (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economics).</li> </ul>	x	x	x	x	x	x	x	x	x	x				
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<p><b>Geography:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>	x	x	x	x	x	x	x					x		
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<p><b>History:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>• use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>• examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States, and the world (Culture and Humanities).</li> <li>• use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>• examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>	x	x	x	x	x	x	x	x				x	x
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<p>Reading:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>•use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>• recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events).</li> <li>• distinguish relationships among people, ideas, and events.</li> <li>• recognize cause-effect relationships in content passages.</li> <li>• outline sequences of events.</li> <li>•s ummarize events and ideas. Infer main idea or purpose of content.</li> <li>• draw generalizations and conclusions about people, ideas, and events.</li> <li>• write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul> <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>	x	x	x	x			x	x	x	x	x	x	x	x
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## Grade 4

Citizenship:

Students will

- characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).
- model a respect of symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect for People, Events, and Symbols).
- develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions of data (Evaluation Skills).
- develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).
- recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

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<p>Civics/Government:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>	x	x	x	x			x	x	x			x	
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<p><b>Economics:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic systems (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economics).</li> </ul>	x	x	x	x	x	x	x	x		x			
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<p><b>Geography:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>	x	x	x	x	x	x		x			x			
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<p><b>History:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>• use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>• examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States, and the world (Culture and Humanities).</li> <li>• use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>• examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>	x	x	x	x	x	x	x	x				x	
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<p>Reading:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>• recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events).</li> <li>• distinguish relationships among people, ideas, and events.</li> <li>• recognize cause-effect relationships in content passages.</li> <li>• outline sequences of events.</li> <li>• summarize events and ideas. Infer main idea or purpose of content.</li> <li>• draw generalizations and conclusions about people, ideas, and events.</li> <li>• write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul> <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>	x	x	x	x			x	x	x	x	x	x	x	x
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## Grade 5

Citizenship:

Students will

- characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).
- model a respect of symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect for People, Events, and Symbols).
- develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions of data (Evaluation Skills).
- develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).
- recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

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<p>Civics/Government:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>	x	x	x	x			x	x	x			x	
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<p><b>Economics:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic systems (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economics).</li> </ul>	x	x	x	x	x	x	x	x		x			
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<p><b>Geography:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>	x	x	x	x	x	x	x	x			x	x		
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<p><b>History:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>• use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>• examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States, and the world (Culture and Humanities).</li> <li>• use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>• examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>	x	x	x	x	x	x	x	x				x	
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<p>Reading:</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>• recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events).</li> <li>• distinguish relationships among people, ideas, and events.</li> <li>• recognize cause-effect relationships in content passages.</li> <li>• outline sequences of events.</li> <li>• summarize events and ideas. Infer main idea or purpose of content.</li> <li>• draw generalizations and conclusions about people, ideas, and events.</li> <li>• write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul> <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>	x	x	x	x			x	x	x	x	x	x	x	
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