

**GEORGIA PERFORMANCE STANDARDS
ADDRESSED BY OUR SHARED FORESTS ACTIVITES**

Social Studies K-5

SSKG2 The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

a.Differentiate land and water features on simple maps and globes.

SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe.

SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E3 The student will describe how people are both producers and consumers.

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.

b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

SS3E1 The student will describe the four types of productive resources:

a. Natural (land)

b. Human (labor)

c. Capital (capital goods)

d. Entrepreneurship (used to create goods and services)

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.

SS4H1 The student will describe how early Native American cultures developed in North America.

b. Describe how the American Indians used their environment to obtain food, clothing, and shelter.

5th Grade

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I:

indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A:

indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills K 1 2 3 4 5 6 7 8 9-12

1. use cardinal directions I M A A A A A A A

2. use intermediate directions I M A A A A A A A

8. draw conclusions and make generalizations based on information from maps I M A A A A A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/making decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
10. analyze artifacts

Science K-5

SKCS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure (for example: balance scales to determine heavy/light, weather data, nonstandard units for length), and look at objects (for example: magnifiers to look at rocks and soils).

b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects (for example: paper plate day and night sky models).

SKCS5 Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

SKCS6 Students will understand the important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

c. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).

SKP1 Students will describe objects in terms of the materials they are made of and their physical properties.

a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.).

b. Use senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, texture, buoyancy, flexibility).

SKL1 Students will sort living organisms and non-living materials into groups by observable physical attributes.

- a. Recognize the difference between living organisms and nonliving materials.
- b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (for example: A green frog has four legs and hops. A rabbit also hops.).

SKL2 Students will compare the similarities and differences in groups of organisms.

- a. Explain the similarities and differences in animals (color, size, appearance, etc.).

S1CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

- a. Use ordinary hand tools and instruments to construct, measure, and look at objects.
- b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

S1CS7 Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

- a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.
- d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

S1L1 Students will investigate the characteristics and basic needs of plants and animals.

- b. Identify the basic needs of an animal.
 1. Air
 2. Water
 3. Food
 4. Shelter

S2CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

- a. Use ordinary hand tools and instruments to construct, measure, and look at objects.

S2CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

- a. Use ordinary hand tools and instruments to construct, measure, and look at objects.
- c. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

S2CS5 Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

S2CS7 Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

- a.** Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.
- d.** Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

S3CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- b.** Offer reasons for findings and consider reasons suggested by others.

S3CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.

- a.** Choose appropriate common materials for making simple mechanical constructions and repairing things.
- c.** Identify and practice accepted safety procedures in manipulating science materials and equipment.

S3CS8 Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

- c.** Scientists use technology to increase their power to observe things and to measure and compare things accurately.

S3E2 Students will investigate fossils as evidence of organisms that lived long ago.

- a.** Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago.

S3L1 Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

- b.** Identify features of green plants that allow them to live and thrive in different regions of Georgia.
- c.** Identify features of animals that allow them to live and thrive in different regions of Georgia.
- d.** Explain what will happen to an organism if the habitat is changed.

S4CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- b.** Carefully distinguish observations from ideas and speculation about those observations.
- c.** Offer reasons for findings and consider reasons suggested by others.

S4CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.

- a.** Choose appropriate common materials for making simple mechanical constructions and repairing things.
- b.** Measure and mix dry and liquid materials in prescribed amounts, exercising reasonable safety.

S4CS8 Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

- c.** Scientists use technology to increase their power to observe things and to measure and compare things accurately.

S4L1 Students will describe the roles of organisms and the flow of energy within an ecosystem.

- a.** Identify the roles of producers, consumers, and decomposers in a community.
- b.** Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.
- c.** Predict how changes in the environment would affect a community (ecosystem) of organisms.
- d.** Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

S5CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- b.** Carefully distinguish observations from ideas and speculation about those observations.
- c.** Offer reasons for findings and consider reasons suggested by others.

S5CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

- a.** Choose appropriate common materials for making simple mechanical constructions and repairing things.
- b.** Measure and mix dry and liquid materials in prescribed amounts, exercising reasonable safety.

S5CS8 Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

- b.** Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.
- c.** Scientists use technology to increase their power to observe things and to measure and compare things accurately.
- d.** Science involves many different kinds of work and engages men and women of all ages and backgrounds.

S5P1 Students will verify that an object is the sum of its parts.

- b.** Investigate how common items have parts that are too small to be seen without magnification.

S5L1 Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.

- a.** Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).
- b.** Demonstrate how plants are sorted into groups.

S5L3 Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled).

- a.** Use magnifiers such as microscopes or hand lenses to observe cells and their structure.

English Language Arts K-5

ELAKR1 The student demonstrates knowledge of concepts of print. The student

a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

b. Recalls information presented orally.

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student

a. Reads a variety of texts for information and pleasure.

d. Recalls explicit facts and infers implicit facts.

f. Distinguishes fact from fiction in a text.

ELA2LSV1 The student uses oral and visual strategies to communicate. The student

a. Interprets information presented and seeks clarification when needed.

d. Listens to and views a variety of media to acquire information.

ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student

a. Reads a variety of texts for information and pleasure.

g. Summarizes text content.

j. Identifies and infers main idea and supporting details.

h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.

k. Self-monitors comprehension to clarify meaning.

l. Identifies and infers cause-and-effect relationships and draws conclusions.

m. Recalls explicit facts and infers implicit facts.

ELA3LSV1 The student uses oral and visual strategies to communicate. The student

d. Listens to and views a variety of media to acquire information.

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

a. Locates facts that answer the reader's questions.

c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).

h. Distinguishes fact from opinion or fiction.

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

c. Responds to questions with appropriate information.

ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

c. Judges the extent to which the media provides a source of entertainment as

well as a source of information.

ELA5R1

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- a. Locates facts that answer the reader's questions.
- c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).

ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.
- f. Displays appropriate turn-taking behaviors.
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.