



# Children's Museum of Atlanta

2016-2017  
Field Trip Performance Standards Met

## Georgia Early Learning & Development Standards



### Four Year-old Science

**CD-SCI.4b** *Uses simple tools correctly to experiment, observe and increase understanding.*

**Rationale:**

As four-year-olds continue to develop, they increase in their ability to use tools to help them explore and understand concepts. They understand the appropriate uses of many tools; that a magnifying glass makes things look bigger or that tweezers can be used to pick up small objects.

**Examples:**

1. builds a ramp by placing one end of a board or long, flat block on the floor and resting the other end on one or more stacked blocks
2. experiments with tubes and funnels at the sand and water tables
3. uses balance scale to compare weights of various objects

## Pre-K Standards



### Language

**LD 1.** Children will develop skills in listening for the purpose of comprehension

**LD 3.** Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books

**LD 4.** Children will develop and expand expressive language skills (speaking)

**LD 5.** Children will begin to develop age-appropriate strategies that will assist in reading



### **Math:**

- **MD 1** Children will begin to develop an understanding of numbers
- **MD 2** Children will create and duplicate simple patterns
- **MD 3** Children will sort and classify objects
- **MD 4** Children will develop a sense of space and an understanding of basic geometric shapes
- **MD 5 a** Associates and describes the passage of time with actual events
- **MD 5 b** Uses mathematical language to describe experiences involving measurement
- **MKM1a** Compare and order objects on the basis of length.
- **MKM1b** Compare and order objects on the basis of capacity.
- **MKM1c** Compare and order objects on the basis of height.



### **Science**

- **SD 1 a** Asks questions about objects, organisms, or events in environment
- **SD 1 b** Uses senses to observe, classify, and learn about objects
- **SD 1 c** Uses language to describe observation
- **SD 1 d** Uses simple equipment to experiment, observe, and increase understanding
- **SD 1 f** Predicts what will happen next based on previous experience
- **SD 3** Children will acquire scientific knowledge related to physical science
- **SD 3 c** Explores simple machines
- **SD 3 d** Investigates different types/speeds of motion



### **Creative Development**

- **CD 2 a** Uses music and movement to express thoughts, feelings, and energy
- **CD 2 b** Participates in group singing or other musical activities
- **CD 2 c** Participates in creative movement and dance
- **CD 3 a** Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences
- **CD 3 c** Participates in activities using symbolic materials and gestures to represent real objects and people

## Kindergarten Standards:



### English/Language Arts

- **ELACCKRL2** Key Ideas and Details: With prompting and support, with prompting and support, retell familiar stories, including key details.
- **ELACCKRL3** Key Ideas and Details: with prompting and support, identify characters, settings, and major events in a story.
- **ELACCKRL4** Craft and Structure: Ask and answer questions about unknown words in a text.
- **ELACCKRL9** Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **ELACCKRL10** Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
- **ELACCKRI2** Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.
- **ELACCKRI3** Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **ELACCKRI5** Craft and Structure: Identify the front cover, back cover, and title page of a book.
- **ELACCKRI10** Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
- **ELACCKRF2** Phonological Awareness: Demonstrate Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **ELACCKSL2** Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **ELACCKSL3** Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **ELACCKSL6** Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.
- **ELACCKL1** Conventions of Standard English: Demonstrate Standard English: demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



### Science:

- **SD 1 c** Uses language to describe observation

- **SD 1 d** Uses simple equipment to experiment, observe, and increase understanding
- **SD 1 f** Predicts what will happen next based on previous experience
- **SD 3 c** Explores simple machines
- **SKCS3.** Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.
- **SKCS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.
- **SKP1.** Students will describe objects in terms of the materials they are made of and their physical properties.
- Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.).
- 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).

## First Grade Standards



### Science

- **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.
- **S1CS2.** Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
- **S1CS3.** Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.
- **S1CS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.
- **S1CS5.** Students will communicate scientific ideas and activities clearly.
- **S1CS6.** Students will be familiar with the character of scientific knowledge and how it is achieved.
- **SD 1 c** Uses language to describe observation
- **SD 1 d** Uses simple equipment to experiment, observe, and increase understanding
- **SD 1 f** Predicts what will happen next based on previous experience
- **SD 3 c** Explores simple machines
- **SKCS3** Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.
- **SKCS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.



## **English/Language Arts**

- **ELACC1RL2** Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **ELACC1RL3** Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.
- **ELACC1RL4** Craft and Structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **ELACC1RL6** Craft and Structure: Identify who is telling the story at various points in a text.
- **ELACC1RI1** Key Ideas and Details: Ask and answer questions about key details in a text.
- **ELACC1RI2** Key Ideas and Details: Identify the main topic and retell key details of a text.
- **ELACC1RI3** Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **ELACC1RI5** Craft and Structure: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **ELACC1RI6** Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **ELACC1RI7** Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.
- **ELACC1RI9** Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **ELACC1RI10** Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.
- **ELACC1RF2** Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **ELACC1RF3** Phonics and Word Recognition: Know and apply Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
- **ELACC1W8** Research to Build and Present Knowledge: with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **ELACC1SL1** Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **ELACC1SL2** Comprehension and Collaboration: Ask and answer Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **ELACC1SL3** Comprehension and Collaboration: Ask and answer Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- **ELACC1SL4** Presentation of Knowledge and Ideas: Describe Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **ELACC1SL6** Presentation of Knowledge and Ideas: Produce Knowledge and Ideas: Produce complete sentences when appropriate to task and situation.
- **ELACC1L4** Vocabulary Acquisition and Use: Determine or clarify the meaning of Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

## Second Grade Standards



### Science

- **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.
- **S2CS2.** Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
- **S2CS3.** Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.
- **S2CS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.
- **S2CS5.** Students will communicate scientific ideas and activities clearly.
- **S2E3.** Students will observe and record changes in their surroundings and infer the causes of the changes.
- **S2P1.** Students will investigate the properties of matter and changes that occur in objects.
- **S2P2.** Students will identify sources of energy and how the energy is used.
- **S2P3.** Students will demonstrate changes in speed and direction using pushes and pulls.
- **S2L1.** Students will investigate the life cycles of different living organisms.



### English/Language Arts

- **ELACC2RL1** Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **ELACC2RL2** Key Ideas and Details: Recount stories, including fables Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- **ELACC2RL3** Key Ideas and Details: Describe how characters in a story respond to major events and challenges.
- **ELACC2RL6** Craft and Structure: Acknowledge differences in the Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **ELACC2RI1** Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **ELACC2RI2** Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **ELACC2RI3** Key Ideas and Details: Describe the connection between a Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **ELACC2RI4** Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **ELACC2RI5** Craft and Structure: Know and use various text features (e.g., and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **ELACC2RI6** Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **ELACC2RI7** Integration of Knowledge and Ideas: Explain how specific and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **ELACC2RI10** Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **ELACC2RF4** Fluency: Read grade-level text with purpose and level text with purpose and understanding.
- **ELACC2SL1** Comprehension and Collaboration: Participate in Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **ELACC2SL2** Comprehension and Collaboration: Recount or describe Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **ELACC2SL3** Comprehension and Collaboration: Ask and answer Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **ELACC2SL4** Presentation of Knowledge and Ideas: Tell a story or Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **ELACC2SL6** Presentation of Knowledge and Ideas: Produce Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- **ELACC2L5** Vocabulary Acquisition and Use: Demonstrate understanding of word Use: Demonstrate understanding of word relationships and nuances in word meanings.

## Third Grade Standards



### English/Language Arts

- **ELACC3RL1** Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **ELACC3RL2** Key Ideas and Details: Recount stories, including fables, folktales, and stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
- **ELACC3RL3** Key Ideas and Details: Describe characters in story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **ELACC3RI1** Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- **ELACC3RI2** Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **ELACC3RI3** Key Ideas and Details: Describe the relationship between a series of the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- **ELACC3RI4** Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **ELACC3RI7** Integration of Knowledge and Ideas: Use information gained from and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **ELACC3RF3** Phonics and Word Recognition: Know and apply Recognition: Know and apply grade-level phonics and word analysis skills in decoding words
- **ELACC3SL1** Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **ELACC3SL2** Comprehension and Collaboration: Determine the main ideas Collaboration: determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



- **ELACC3SL3** Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **ELACC3SL4** Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **ELACC3SL6** Presentation of Knowledge and Ideas: Speak in Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **ELACC3L4** Vocabulary Acquisition and Use: Determine or clarify the meaning of Use: determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.