

Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0)

**Administration Manual for 2023-2024
Part 4: Science and Social Studies**



April 2023

TABLE OF CONTENTS

PROGRESSIONS: SCIENCE	3
LEARNING PROGRESSION: EARTH MATERIALS	4
LEARNING PROGRESSION: SPACE SCIENCE	5
LEARNING PROGRESSION: PHYSICAL ATTRIBUTES	6
LEARNING PROGRESSION: MOTION	7
LEARNING PROGRESSION: ORGANISMS AND NON-LIVING ORGANISMS	8
PROGRESSIONS: SOCIAL STUDIES	9
LEARNING PROGRESSION: HISTORICAL UNDERSTANDINGS	10
LEARNING PROGRESSION: GEOGRAPHIC UNDERSTANDINGS	11
LEARNING PROGRESSION: CIVIC UNDERSTANDINGS	12
LEARNING PROGRESSION: ECONOMIC UNDERSTANDINGS	13



PROGRESSIONS: SCIENCE

LEARNING PROGRESSION: EARTH MATERIALS

Big Idea: A kindergarten student will demonstrate an understanding of basic concepts related to earth and space science.				
Progression: Earth Materials				
Beginning	Emerging	Developing	Demonstrating	Exceeding
Student identifies earth materials: soil, rocks, water, and air.	Student identifies physical attributes of rocks: size, weight, texture, and color	Student constructs an argument supported by evidence for how rocks can be grouped by physical attributes.	Student uses tools to observe and record physical attributes of soil such as texture and color.	Student represents physical attributes of rocks and soil in a diagram, chart, or table to answer questions about earth materials.
SKE2.a	SKE2.a SKE2.b	SKE2.a SKE2.b	SKE2.a SKE2.b SKE2.c	SKE2.a SKE2.c

LEARNING PROGRESSION: SPACE SCIENCE

Big Idea: A kindergarten student will demonstrate an understanding of basic concepts related to earth and space science.				
Progression: Space Science				
Beginning	Emerging	Developing	Demonstrating	Exceeding
Student identifies day and night, light and dark.	Student identifies the sun, moon and stars.	<p>Student describes the sun, moon, and stars and can illustrate the sky during day and night.</p> <p>Student classifies the sun, moon, and stars according to those seen in the day sky, the night sky, or both.</p>	Student develops a model to explain the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day.	Student uses data collected from questioning and investigations to examine and explain changes in night and day over time.
SKE1.a	SKE1.a	SKE1.a SKE1.b	SKE1.b	SKE1.b

LEARNING PROGRESSION: PHYSICAL ATTRIBUTES

Big Idea: A kindergarten student will demonstrate an understanding of basic physical science concepts.				
Progression: Physical Attributes				
Beginning	Emerging	Developing	Demonstrating	Exceeding
Student uses senses and tools to explore common objects.	Student uses senses to explore and identify different materials that common objects are made of (clay, cloth, plastic, wood, paper, and metal) and their physical attributes (color, size, shape, weight, and texture).	Student groups common objects according to their make-up and/or physical attributes and predicts if they will sink or float.	Student is able to ask questions to sort, compare and contrast, or classify common objects according to their make-up and physical attributes and conducts an investigation to observe whether they sink or float.	Student explains how the make-up and/or physical attributes of common objects contribute to his/her observations in an investigation of whether these objects sink or float.
SKP1.b	SKP1.a SKP1.b	SKP1.a SKP1.b SKP1.c	SKP1.a SKP1.b SKP1.c	SKP1.a SKP1.b SKP1.c

LEARNING PROGRESSION: MOTION

Big Idea: A kindergarten student will demonstrate an understanding of basic physical science concepts.				
Progression: Motion				
Beginning	Emerging	Developing	Demonstrating	Exceeding
Student uses senses and tools to explore common objects and their relative motion.	Student describes the physical attributes of common objects and their relative motion: straight, circular, back and forth, fast and slow, and motionless.	Student conducts an investigation and observes the relationship between an object's physical attributes and its resulting motion when force is applied.	Student uses observations to construct an argument as to the best way to move an object based on its physical attributes.	Student designs and creates an object to carry out a specified motion.
SKP2.a	SKP2.a	SKP2.a	SKP2.a SKP2.b	SKP2.a SKP2.b

LEARNING PROGRESSION: ORGANISMS AND NON-LIVING ORGANISMS

Big Idea: A kindergarten student will demonstrate an understanding of how to group living and non-living things.				
Progression: Organisms and Non-Living Objects				
Beginning	Emerging	Developing	Demonstrating	Exceeding
Student identifies living organisms and non-living objects.	Student describes the attributes of plants, animals, and non-living objects.	Student compares and contrasts attributes of plants, animals, and non-living objects and groups them based on these attributes. Student asks questions to observe and identify the similarities and differences of offspring to their parents and other members of the same species.	Student develops a model to group plants, animals, and non-living objects into groups according to their attributes and constructs an argument to support each grouping.	Student asks questions, observes, and describes how the common attributes of a group of organisms help them to meet their needs for survival.
SKL1.a	SKL1.a SKL2.a SKL2.b	SKL1.a SKL1.b SKL2.a SKL2.b SKL2.c	SKL1.a SKL1.b SKL2.a SKL2.b	SKL2.C S1L1



PROGRESSIONS: SOCIAL STUDIES

LEARNING PROGRESSION: HISTORICAL UNDERSTANDINGS

Big Idea: A kindergarten student will demonstrate an understanding of basic historical concepts.				
Progression: Historical Understandings				
Beginning	Emerging	Developing	Demonstrating	Exceeding
<p>Student identifies some (at least 3 of each) national holidays and symbols.</p> <p>Student often requires support and guidance to correctly use words and phrases related to chronology and time.</p>	<p>Student identifies most (6 or more of each) national holidays and symbols.</p> <p>Student sometimes requires support and guidance to correctly use words and phrases related to chronology and time.</p>	<p>Student identifies all national holidays and symbols.</p> <p>Student occasionally requires support and guidance to correctly use words and phrases related to chronology and time.</p>	<p>Student describes the people and/or events celebrated on national holidays and associates American symbols with historical figures.</p> <p>Student rarely requires support and guidance to correctly use words and phrases related to chronology and time correctly.</p>	<p>Student compares and contrasts the meaning and symbols of American holidays chronologically.</p> <p>Student consistently and correctly uses words and phrases related to chronology and time.</p>
SSKH1	SSKH2 SSKH3	SSKH1 SSKH2 SSKH3	SSKH1 SSKH2 SSKH3 SSKG1	SSKH1 SSKH2 SSKH3 SSKG1

LEARNING PROGRESSION: GEOGRAPHIC UNDERSTANDINGS

Big Idea: A kindergarten student will demonstrate an understanding of basic concepts of geography.				
Progression: Geographic Understandings				
Beginning	Emerging	Developing	Demonstrating	Exceeding
<p>Student identifies a map and a globe.</p> <p>Student states the country in which he/she lives.</p>	<p>Student identifies land and water on a map and globe.</p> <p>Student names the state in which he/she lives.</p>	<p>Student explains the difference between a map and a globe.</p> <p>Student states the city in which he/she lives.</p>	<p>Student describes in detail how maps and globes show features smaller than they actually are.</p> <p>Student names the street on which he/she lives.</p>	<p>Student identifies a compass rose and the cardinal directions, North, South, East, and West.</p> <p>Student states the street address, city, state, and country in which he/she lives.</p>
SSKG2	SSKG2a SSKG2b	SSKG2a SSKG2b	SSKG2a SSKG2b SSKG2c	SSKG2b SSKG2c

LEARNING PROGRESSION: CIVIC UNDERSTANDINGS

Big Idea: A kindergarten student will demonstrate an understanding of good citizenship.				
Progression: Civic Understandings				
Beginning	Emerging	Developing	Demonstrating	Exceeding
Student identifies classroom rules.	Student explains why and how rules are made.	Student explains how and why following rules makes you a good citizen.	Student states examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.	Student describes examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control and explains how these are reflected by following rules.
SSKCG1a	SSKCG1a	SSKCG1a SSKCG1b	SSKCG1a SSKCG1b SSKCG2	SSKCG1a SSKCG1b SSKCG2

LEARNING PROGRESSION: ECONOMIC UNDERSTANDINGS

Big Idea: A kindergarten student will demonstrate an understanding of basic economic concepts.				
Progression: Economic Understandings				
Beginning	Emerging	Developing	Demonstrating	Exceeding
Student describes the work people do.	Student explains that people earn income by working.	<p>Student distinguishes between goods and services.</p> <p>Student identifies that U.S. coins and dollar bills (paper money) are used as currency.</p>	Student describes how money is used to purchase goods and services.	Student explains that people must make choices in what they do and how they spend their money.
SSKE1	SSKE2	SSKE1 SSKE2 SSKE3a SSKE3b	SSKE1 SSKE2 SSKE3a SSKE3b SSKE4	SSKE4



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