Atlanta Humane Society tour guides will connect your Campus Tour experience to the following grade-appropriate curriculum standards.
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Standards revised and updated 7/2017.

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**Pre-Kindergarten**

Campus Tours are not age appropriate for Pre-K participants, but will participate in our **Pet Permissions Outreach Program** and learn how to ask permission to pet dogs and cats! Students will then meet one of our pets (if available.)

**Georgia Early Learning and Development Standards**

**Physical Development and Motor Skills**

- PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.
- PDM1.4d Communicates the importance of safety rules.
- PDM1.4f Can name people who keep them safe and healthy.
- PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures, and tastes.

**Social and Emotional Development**

- SED2.4a Effectively Uses words, sentences and actions to communicate needs, ideas, opinions and preferences.
- SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.
- SED2.4c Uses pretend-play to show emotions of self and others.
- SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.
- SED3.4a Independently follows rules and routines.
- SED4.4d Seeks out adults as a resource for help and assistance.

**Approaches to Play and Learning**

- APL2.4a Demonstrates eagerness to learn about new topics, ideas and tasks.
- APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.
- APL3.4d Persists in trying to complete a task after previous attempts have failed.
- APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.

**Communication, Language, and Literacy**

- CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.
- CLL1.4b Listens to and follows multi-step directions.
- CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language and actions.
- CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.
- CLL6.4a Listens and differentiates between sounds that are the same and different.

**Cognitive Development and General Knowledge**

- CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.
- CD-SC1.4a Uses sense to observe, classify and learn about objects and environment.
- CD-SC3.4a Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles.
- CD-SS1.4a Describes his/her family structure and family roles.
- CD-SS2.4a Identifies and follows rules of the classroom community and displays competence at engaging in appropriate social behavior.
- CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.
- CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.
- CD-CR2.4c Shows appreciation for different types of art and the creative work of others.
CD-CR4.4a Participates in dramatic play presentations.
CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.
CD-CR4.4c Represents a character by using voice inflections and facial expressions.
CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.
CD-CP1.4a Recognizes cause-and-effect relationships.
CD-CP1.4b Explains why simple events occur using reasoning skills.
CD-CP1.4c Draws conclusions based on facts and evidence.
CD-CP2.4c Uses information gained about familiar objects and people, and can apply to a new situation.
CD-CP3.4c With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.
Kindergarten

Campus Tours are not age appropriate for Kindergarten participants, but will participate in our Pet Permissions Outreach Program and learn how to ask permission to pet dogs and cats! Students will then meet one of our pets (if available.)

Georgia Standards of Excellence

ELAGSEKSL1
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.

ELAGSEKSL2
Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

ELAGSEKSL3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

ELAGSEKSL6
Speak audibly and express thoughts, feelings, and ideas clearly.

Science Georgia Performance Standards

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.

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).

SKL1.
Students will sort living organisms and non-living materials into groups of observable physical attributes.
   b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (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.)
   e. Recognize that you are similar and different from other students. (senses, appearance).
First Grade

English Language Arts Georgia Standards of Excellence

ELAGSE1SL1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up any confusion about the topics and texts under discussion.

ELAGSE1SL2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELAGSE1SL3
Ask and answer questions about what the speaker says in order to gather additional information or clarify something that is not understood.

ELAGSE1SL4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Science Georgia Performance Standards

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.

S1CS7.
Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
   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. Food
      3. Water
      4. Shelter
   d. Compare and describe various animals—appearance, motion, growth, basic needs.
Second Grade

English Language Arts Georgia Standards of Excellence

ELAGSE2SL1
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  b. Build on others’ talk in conversations by linking their comments to the remarks of others.
  c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELAGSE2SL2
Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL3
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.

Science Georgia Performance Standards

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.

S2CS4.
Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.
  a. Identify the parts of things, such as toys or tools, and identify what things can do when put together that they could not do otherwise.
  b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
  c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
  d. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

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:
  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.

Georgia Performance Standards – Social Studies

SS2CG1
The student will define the concept of government and the need for rules and laws.
Third Grade

**English Language Arts Georgia Standards of Excellence**

**ELAGSE3SL1**
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.

- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**ELAGSE3SL2**
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.

**ELAGSE3SL3**
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Science Georgia Performance Standards**

**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.
- c. Take responsibility for understanding the importance of being safety conscious.

**S3CS8.**
Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices.

- d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.
Fourth Grade

English Language Arts Georgia Standards of Excellence
ELAGSE4SL1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELAGSE4SL2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELAGSE4SL3
Identify the reasons and evidence a speaker provides to support particular points.

Science Georgia Performance Standards
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.
   a. Offer reasons for findings and consider reasons suggested by others.
   b. Take responsibility for understanding the importance of being safety conscious.
S4CS8.
Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices.
   c. Science involves many different kinds of work and engages men and women of all ages and backgrounds.
S4L1.
Students will describe the roles of organisms and the flow of energy within an ecosystem.
   d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

Social Studies Georgia Performance Standards
SS4CG3
The student will describe the functions of government.
   a. Explain the process for making and enforcing laws
   b. Explain managing conflicts and protecting rights.
Fifth Grade

English Language Arts Georgia Standards of Excellence
ELAGSE5SL1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELAGSE5SL3
Summarize points a speaker makes and explain how each claim is supported by reasons and evidence.

Science Georgia Performance Standards
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.
   c. Offer reasons for findings and consider reasons suggested by others.

S5CS8.
Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices.
   d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.
**Sixth Grade**

**English Language Arts Georgia Standards of Excellence**

**ELAGSE6SL1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as necessary.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**ELAGSE6SL2**
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**ELAGSE6SL3**
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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**Seventh Grade**

**English Language Arts Georgia Standards of Excellence**

**ELAGSE7SL1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

b. Follow rules for collegial discussions, track progress toward specific goals and deadline, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to other’s questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

**ELAGSE7SL2**
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**ELAGSE7SL3**
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Eighth Grade

English Language Arts Georgia Standards of Excellence
ELAGSE8SL1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to other’s questions and comments with relevant evidence, observations and ideas.

d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELAGSE8SL2
Analyze the purpose of information presented in diverse media and formats (e.g., visually quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.

ELAGSE8SL3
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Social Studies Georgia Performance Standards
SS8CG5
The student will analyze the role of local governments in the state of Georgia.

a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia.
Ninth - Twelfth Grades

English Language Arts Georgia Standards of Excellence

ELAGSE9-10SL1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELAGSE9-10SL2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELAGSE9-10SL3
Evaluate and/or reflect on a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

ELAGSE11-12SL1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELAGSE11-12SL2
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ELAGSE11-12SL3
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Science Georgia Performance Standards

SCSH1. Students will evaluate the importance of curiosity, honesty, openness, and skepticism in science.
   a. Recognize that different explanations often can be given for the same evidence.
   b. Explain that further understanding of scientific problems relies on the design and execution of new experiments which may reinforce or weaken opposing explanations.

SEC2. Students will investigate factors influencing population density, dispersion, and demographics.
   a. Evaluate factors that regulate population growth to include intraspecific competition in population growth and population density.

SEV2. Students will demonstrate an understanding that the Earth is one interconnected system.
   a. Recognize and give examples of the hierarchy of the biological entities of the biosphere (organisms, populations, communities, ecosystems, and biosphere).

SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.
   a. Describe factors affecting population growth of all organisms, including humans. Relate these factors affecting growth rates and carrying capacity of the environment.
   b. Describe the effects of population growth, demographic transitions, cultural differences, emergent diseases, etc. on societal stability.

SZ5. Students will evaluate the relationships between humans and other animals.
   a. Describe the effects of human activities such as habitat destruction, over hunting, introduced species, and pollution on animal biodiversity.
   b. Compare and contrast how humans can preserve animal diversity in captive and natural environments with regard to habitat creation and conservation, research, legislation, animal enrichment, diet, medical, breeding programs and management of genetic diversity at local and global levels.
   c. Investigate how moral, legal, societal, political, and economic decisions impact animal diversity with short-term and long-term effects.

Social Studies Georgia Performance Standards

SSCG18 The student will demonstrate knowledge of the powers of Georgia’s state and local governments.
   a. Examine the powers of state and local government.
   c. Analyze the services provided by state and local government.