

**Correlation of the STC PROGRAM™ and GEMS®  
with**

**Georgia Performance Standards**



**Grade 1  
Course 41.01200 / Science**

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*World-Class Support for Science & Math*

# Correlation of the **STC PROGRAM™** and **Great Explorations in Math and Science®** With **Georgia Performance Standards**

The following STC PROGRAM™ and GEMS® Units are recommended based on the Georgia Performance Standards. Provided for each grade level, are the units that most strongly align with the content objectives. Other STC PROGRAM™ and GEMS® Units may also match objectives within each grade level.

<b>GRADE</b>	<b>STC PROGRAM™</b>	<b>GEMS®</b>
Kindergarten	<ul style="list-style-type: none"> <li>•Comparing and Measuring</li> <li>•Solids and Liquids</li> </ul>	<ul style="list-style-type: none"> <li>•Eggs, Eggs, Everywhere</li> <li>•Sifting Through Science</li> </ul>
1 <sup>st</sup> Grade	<ul style="list-style-type: none"> <li>•Organisms</li> <li>•Weather</li> </ul>	<ul style="list-style-type: none"> <li>•Ant Homes Under the Ground</li> <li>•Penguins and Their Young</li> </ul>
2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>•Changes</li> <li>•Plant Growth and Development</li> <li>•The Life Cycle of Butterflies</li> </ul>	<ul style="list-style-type: none"> <li>•Buzzing a Hive</li> <li>•Involving Dissolving</li> </ul>
3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li>•Animal Studies</li> <li>•Rocks and Minerals</li> <li>•Soils</li> </ul>	<ul style="list-style-type: none"> <li>•On Sandy Shores</li> <li>•Terrarium Habitats</li> </ul>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>•Ecosystems</li> <li>•Motion and Design</li> <li>•Sound</li> </ul>	<ul style="list-style-type: none"> <li>•Aquatic Habitats</li> <li>•Bubble Festival</li> <li>•Space Science Sequence</li> </ul>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>•Floating and Sinking</li> <li>•Land and Water</li> <li>•Magnets and Motors</li> <li>•Microworlds</li> </ul>	<ul style="list-style-type: none"> <li>• Microscopic Explorations</li> </ul>
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Catastrophic Events</li> <li>• Earth in Space</li> </ul>	<ul style="list-style-type: none"> <li>• Earth, Moon, and Stars</li> <li>• Ocean Currents</li> <li>• Plate Tectonics</li> </ul>
7 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Human Body Systems</li> <li>• Organisms–From Macro to Micro</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Detectives</li> </ul>
8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Energy, Machines, and Motion</li> <li>• Properties of Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Color Analyzers</li> <li>• Crime Lab Chemistry</li> <li>• Invisible Universe</li> </ul>





S1CS5.b.	Draw pictures (grade level appropriate) that correctly portray features of the thing being described.	<b>STC®</b> <b>Organisms</b> <b>TG:</b> L01-2 (pp3-20), L04-5 (pp36-64) L08-10 (pp87-118), L15.Exts (pp159-160) L16-17 (pp169-182) <b>Weather</b> <b>TG:</b> L03.Exts (p29), L11 (pp101-112) L13 (pp123-128)
S1CS5.c.	Use simple pictographs and bar graphs to communicate data.	<b>STC®</b> <b>Organisms</b> <b>TG:</b> L02 (pp11-20), L13-15p135-168 L16.Exts (pp172-173) <b>Weather</b> <b>TG:</b> App-B (pp153-167) L01 (pp3-10), L02 (pp11-24), L04 (pp33-42) L07 (pp63-70), L08 (pp71-82), L10 (pp91-100) L12 (pp113-122), L14 (pp129-134), L15.Exts (p137) L16 (pp141-148)
<b>S1CS6.</b>	<b>The Nature of Science</b> When a science investigation is done the way it was done before, we expect to get a similar result.	<b>STC®</b> <b>Comparing and Measuring</b> <b>TG:</b> L07 (pp49-58), L16-17 (pp111-120)
S1CS6.a.		
S1CS6.b.	Science involves collecting data and testing hypotheses.	<b>STC®</b> <b>Organisms</b> <b>TG:</b> L02-L14 (pp11-154) <b>Weather</b> <b>TG:</b> App-B (pp153-167), L01-L13 (pp3-128.)
<b>S1CS7.</b>	<b>The Nature of Science</b> Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.	<b>GEMS®</b> <b>Ant Homes Under the Ground</b> <b>TG:</b> Act01-5 (pp7-73) <b>Penguins and Their Young</b> <b>TG:</b> Act01-4 (pp5-45)
S1CS7.a.		<b>STC®</b> <b>Organisms</b> <b>TG:</b> L03-L16 (pp21-178) <b>Weather</b> <b>TG:</b> L01-L13 (pp3-128), L13 (pp123-128) L15-17 (pp135-150)

S1CS7.b.	In doing science, it is often helpful to work as a team. All team members should reach individual conclusions and share their understandings with other members of the team in order to develop a consensus.	<b>STC®</b> <b>Organisms</b> <b>TG:</b> L011-L15 (pp119-168) <b>Weather</b> <b>TG:</b> L012 (pp113-122)
S1CS7.c.	Tools such as thermometers, rulers, and balances often give more information about things than can be obtained by just observing things without help.	<b>STC®</b> <b>Weather</b> <b>TG:</b> App-A (pp151-152), App-B (pp153-167) L05-L10 (pp43-100) <b>GEMS®</b> <b>Ant Homes Under the Ground</b> <b>TG:</b> Act01-5 (pp7-73) <b>Penguins and Their Young</b> <b>TG:</b> Act01-4 (pp5-45)
S1CS7.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.	<b>STC®</b> <b>Organisms</b> <b>TG:</b> L01.Exts (p6), L02-L16 (pp11-178) <b>Weather</b> <b>TG:</b> L10.Exts (p95) <b>GEMS®</b> <b>Ant Homes Under the Ground</b> <b>TG:</b> Act01 (pp7-13) <b>Penguins and Their Young</b> <b>TG:</b> Act03-4 (pp33-45)
<b>S1E1.</b>	<b>Earth Science</b>	
S1E1.a	Identify different types of weather and the characteristics of each type.	<b>STC®</b> <b>Weather</b> <b>TG:</b> L02-5 (pp11-54), L15-17 (pp135-150)
S1E1.b.	Investigate weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally.	<b>STC®</b> <b>Weather</b> <b>TG:</b> L04-7 (pp33-70), L10 (pp91-100) L15 (pp135-140), L17 (pp149-150)
S1E1.c.	Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes.	<b>STC®</b> <b>Weather</b> <b>TG:</b> L03 (pp25-32)

<p><b>S1E2.</b> S1E2.a.</p> <p>S1E2.b.</p> <p>S1E2.c.</p> <p>S1E2.d.</p> <p><b>S1L1.</b> S1L1.a.</p> <p>S1L1.b.</p>	<p><b>Earth Science</b> Recognize changes in water when it freezes (ice) and when it melts (water).</p> <p>Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).</p> <p>Determine that the weight of water before freezing, after freezing, and after melting stays the same.</p> <p>Determine that water in an open container disappears into the air over time, but water in a closed container does not.</p> <p><b>Life Science</b> Identify the basic needs of a plant (Air; Water; Light; Nutrients).</p> <p>Identify the basic needs of an animal (Air; Water; Food; Shelter).</p>	<p><b>STC®</b> <b>Weather</b> TG: L10.Exts (p95), L11 (pp101-112)</p> <p><b>GEMS®</b> <b>Penguins and Their Young</b> TG: Act01 (pp5-13), Act04 (pp39-45)</p> <p><b>STC®</b> <b>Weather</b> TG: L03 (pp25-32), L10 (pp91-100)</p> <p><b>STC®</b> <b>Weather</b> TG: L10.Exts (p95), L11 (pp101-112)</p> <p><b>GEMS®</b> <b>Penguins and Their Young</b> TG: Act01 (pp5-13), Act04 (pp39-45)</p> <p><b>STC®</b> <b>Weather</b> TG: L10.Exts (p95), L11 (pp101-112)</p> <p><b>GEMS®</b> <b>Penguins and Their Young</b> TG: Act01 (pp5-13), Act04 (pp39-45)</p> <p><b>STC®</b> <b>Organisms</b> TG: L03-4 (pp21-52), L06 (pp65-74) L13 (pp135-148), L15-16 (pp155-178)</p> <p><b>Weather</b> TG: L10.Exts (p95)</p> <p><b>STC®</b> <b>Organisms</b> TG: L07-10 (pp75-118), L15 (pp155-168) L16 (pp169-178)</p> <p><b>GEMS®</b> <b>Ant Homes Under the Ground</b> TG: Act01 (pp7-13)</p>
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S1L1.d.	Compare and describe various animals - appearance, motion, growth, and basic needs.	<b>STC®</b> <b>Organisms</b> <b>TG:</b> L01 (pp3-10), L14-17 (pp149-182) <b>GEMS®</b> <b>Ant Homes Under the Ground</b> <b>TG:</b> Act01-5 (pp7-73) <b>Penguins and Their Young</b> <b>TG:</b> Act02-3 (pp15-37)
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