Designing Playgrounds for Everyone
Georgia Standards of Excellence (GSE)

Visual Arts:

Kindergarten
VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
VAK.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Grade 1
VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Grade 2
VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Grade 3
VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Mathematics:

Kindergarten
MGSEK.MD.1 Describe several measurable attributes of an object, such as length or weight.
MGSEK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
MGSEK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size.
MGSEK.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)
MGSEK.G.5 Model shapes in the world by building shapes from components
MGSEK.G.6 Compose simple shapes to form larger shapes.
Grade 1
MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
MGSE1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
MGSE1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Grade 2
MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MGSE2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
MGSE2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Grade 3
MGSE3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch
MGSE3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. MGSE3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Computer Science:
Kindergarten-Grade 2
CSS.EL.K-2.1 Recognize that technology provides the opportunity to enhance relevance, increase confidence, offer authentic choice, and produce positive impacts in learning.
CSS.KC.K-2.2 Use digital tools (e.g. computers, tablets, cameras, software, 3D printers, etc....) to build knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
CSS.IDC.K-2.4 Use the Design Process (use, modify, create) with a variety of tools to identify and solve problems by creating new, modified, or imaginative solutions.
CSS.CC.K-2.6 Use digital tools to creatively share and express ideas.
CSS.GC.K-2.7 Use digital tools to collaborate with others both locally and globally.
CSS.DA.K-2.9 Understand how people can use technology.

Grade 3
CSS.KC.3-5.2 Curate (analyze and evaluate) a variety of resources and digital tools to construct knowledge and produce creative artifacts.
CSS.IDC.3-5.4 Use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
CSS.CC.3-5.6 Select and use the most appropriate platform, tool, style, format and digital media to clearly and creatively express thoughts, messages, goals, or positions.
CSS.GC.3-5.7 Use digital tools to expand personal viewpoints and enrich learning by collaborating effectively both locally and globally.
CSS.DA.3-5.9 Understand the relationship between technology, lifelong learning, and the appropriate use of information.