Alive Studios Zoo Learning Experience™

Georgia Kindergarten Whole-Child Crosswalk

Letters alive® • Math alive® • Learning alive™ • Student Journals • Rugs alive Plus™ • Zoo Keeper Lesson Plans

Alignment to Georgia Department of Education Kindergarten Standards • September 2026

Purpose and Scope

This crosswalk examines how Alive Studios Zoo learning resources align with Georgia Kindergarten standards across English Language Arts, Mathematics, Science, Social Studies, Physical Education, Computer Science, Visual Art, Music, Theatre/Dramatic Arts, Dance, and Health. It applies an independent, standard-by-standard review of the official Georgia standards and the Alive Studios instructional resources listed in Sources Reviewed.

Alive Studios is a supplemental, teacher-led learning experience, not a comprehensive core curriculum for every Georgia Kindergarten standard. Ratings distinguish standards with direct, observable instructional alignment from standards meaningfully supported through stories, discussion, movement, play, hands-on materials, purposeful technology, and cross-curricular experiences, and from standards for which sufficient evidence is not evident in the reviewed resources.

DIRECT	Direct, repeated, observable instructional alignment	
SUPPORTING	Meaningful support through routines, discussion, movement, hands-on materials, purposeful technology, or cross-curricular use	
NOT EVIDENT	The reviewed Alive Studios resources do not provide sufficient evidence to claim alignment	

Executive Alignment Summary

Georgia Kindergarten Area	Overall Alignment	Why
English Language Arts	**DIRECT** / **SUPPORTING**	Direct strength in rhyme, onset-rime, print directionality/mechanics, alphabet knowledge, engagement/intention, collaboration, vocabulary, word meaning, authors/speakers, text organization/craft, expository techniques, and source evidence; broad support across additional literacy standards.
Mathematics	**DIRECT** / **SUPPORTING**	Direct strength in mathematical practices, number sense, teen numbers, representation/comparison, addition/subtraction, and geometry; meaningful support for count sequences, patterns, measurement/data, and selected practices.
Science	**SUPPORTING**	Animal, habitat, observation, classification, sound, movement, inquiry, and physical-science experiences provide meaningful cross-curricular support; grouping animals by observable features is a Direct element-level strength.

Georgia Kindergarten Area	Overall Alignment	Why
Social Studies	**DIRECT** / **SUPPORTING**	Direct strength in money use/purchasing and information-processing skills, with meaningful support for chronology, map/location concepts, civics, and scarcity/choices; several required history, geography, and economics topics are not evident.
Physical Education	**SUPPORTING**	Animal movement, songs, Rugs alive Plus, and active classroom routines support locomotor/non-locomotor movement, movement concepts, participation, safety, cooperation, and enjoyment of physical activity.
Computer Science	**DIRECT** / **SUPPORTING**	Direct alignment in recognizing the positive impact of technology on learning, with meaningful support for computing use, collaboration, patterns, sequencing, digital creation, and responsible roles; digital privacy instruction is not evident.
Visual Art	**DIRECT** / **SUPPORTING**	Direct strength in generating and producing visual work and integrating art across disciplines, with broad support for two- and three-dimensional art, presenting, responding, and life skills.
Music	**DIRECT** / **SUPPORTING**	Direct strength in movement to music, with meaningful support for singing, sound exploration, listening, creative response, and interdisciplinary connections; notation, instrument performance, and formal evaluation are not evident.
Theatre / Dramatic Arts	**SUPPORTING**	Story retelling, role-play, movement, cooperation, expressive voice/body use, props, sound, audience participation, and cross-curricular connections provide meaningful support across all Kindergarten theatre standards.
Dance	**SUPPORTING**	Creative animal movement, songs, oral directions, expressive movement, wellness, safety, and cross-curricular experiences support most dance standards; historical/cultural dance expectations are not evident.
Health	**DIRECT** / **SUPPORTING**	Direct strength in interpersonal communication, feelings, listening, healthy relationships, difficult situations, and trusted-adult help, with meaningful support across healthy behaviors, decision making, goals, wellness, and advocacy.

Complete Georgia Kindergarten Standards-Level Crosswalk

Subject Area	Georgia Standard	Official Standard Statement	Alignment	Alive Studios Evidence / Explanation
English Language Arts	**K.F.PA.1**	K.F.PA.1 Rhyme Identify and produce rhyme in spoken language and oral texts.	DIRECT	ABC Boot Camp, Animal-a-Week, rhyming SEL stories, songs, and oral-language routines repeatedly require children to identify and produce rhyming words.
English Language Arts	**K.F.PA.2**	K.F.PA.2 Words & Sentences Recognize the basic relationships that exist between words and sentences.	SUPPORTING	Sentence-building, oral segmentation, ABC Boot Camp, stories, and journal work reinforce that sentences are made of words and words are made of sounds; coverage is not equally explicit across every element.
English Language Arts	**K.F.PA.3**	K.F.PA.3 Compound Words Identify and manipulate separate words in compound words.	NOT EVIDENT	The reviewed resources do not systematically teach blending, segmenting, adding, deleting, and substituting whole words in spoken compound words.
English Language Arts	**K.F.PA.4**	K.F.PA.4 Syllables Identify and manipulate syllables in spoken words.	SUPPORTING	Songs, names, animal vocabulary, chants, and oral-language activities provide repeated syllable counting and segmentation experiences, but deletion and full syllable manipulation are not consistently explicit.
English Language Arts	**K.F.PA.5**	K.F.PA.5 Onsets & Rimes Blend and segment onsets and rimes in spoken words.	DIRECT	ABC Boot Camp and related word-work activities explicitly blend and segment onsets and rimes in one-syllable words.
English Language Arts	**K.F.PA.6**	K.F.PA.6 Phonemic Awareness Identify and manipulate the individual sounds in spoken words.	SUPPORTING	ABC Boot Camp and Letters alive provide strong initial-sound, vowel-sound, blending, and segmenting practice; the full range of phoneme addition, deletion, and substitution is not uniformly explicit.
English Language Arts	**K.F.CP.1**	K.F.CP.1 Conceptualizing Text Understand that texts communicate messages.	SUPPORTING	Letters alive, journals, charts, stories, and classroom print repeatedly connect text and images with meaning and distinguish letters, words, and numerals, though not every conceptual-print element is directly elicited.
English Language Arts	**K.F.CP.2**	K.F.CP.2 Book Orientation & Directionality of Print Texts Understand the conventional layout of books and how to maneuver them.	DIRECT	Teacher-led story and print routines directly model book orientation, front/back covers, page turning, and left-to-right/top-to-bottom directionality.
English Language Arts	**K.F.CP.3**	K.F.CP.3 Mechanics of Print Texts Build a knowledge base of print conventions.	DIRECT	ABC Boot Camp, journals, sentence activities, and print routines directly reinforce letters forming words, spaces between words, and sentence capitalization/punctuation conventions.
English Language Arts	**K.F.CP.4**	K.F.CP.4 Alphabet Knowledge Demonstrate knowledge of the alphabet.	DIRECT	Alphabet recitation, uppercase/lowercase identification, letter cards, ABC Boot Camp, Letters alive, journals, and the Zoo Crew Alphabet Song provide repeated direct alphabet-knowledge practice.
English Language Arts	**K.F.P.1**	K.F.P.1 Phoneme-Grapheme Correspondences Identify and produce phoneme-grapheme correspondences.	SUPPORTING	Letters alive and ABC Boot Camp explicitly connect graphemes with consonant and vowel phonemes; coverage is strong but not uniformly complete across every correspondence named by Georgia.
English Language Arts	**K.F.P.2**	K.F.P.2 Decoding with Phonics Use grade-level phonics skills to decode words in context and in isolation.	SUPPORTING	Children blend letter sounds and work with simple words in Letters alive and ABC Boot Camp, but the reviewed curriculum does not provide a complete Kindergarten decoding sequence for every element.

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English Language Arts	**K.F.P.3**	K.F.P.3 Encoding with Phonics Use grade-level phonics skills to encode words in context and in isolation.	**SUPPORTING**	Journals, ABC Boot Camp, and teacher-led phonics activities require children to represent sounds with letters and write words, while irregular high-frequency-word encoding is less systematically developed.
English Language Arts	**K.F.F.1**	K.F.F.1 Oral & Silent Reading Fluency Demonstrate oral and silent reading fluency while reading texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.	**SUPPORTING**	Choral reading, familiar songs/chants, repeated oral text, and sight-word/decoding practice support fluency; the SEL stories are teacher-read and are not evidence of independent grade-level reading fluency.
English Language Arts	**K.F.H.1**	K.F.H.1 Motor Skills & Letter/Word Formation Use fine motor skills to form legible letters and words in print.	**SUPPORTING**	Student Journals, tracing, writing, drawing, cutting, card handling, and fine-motor activities directly build letter formation and dexterity; full word-formation and spacing expectations are not uniformly required.
English Language Arts	**K.F.H.2**	K.F.H.2 Transcription & Handwriting Fluency Use working memory skills to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.	**SUPPORTING**	Repeated journal writing, tracing, copying, and letter/word formation provide transcription practice and developing automaticity, but handwriting fluency is not systematically assessed across the curriculum.
English Language Arts	**K.P.EICC.1**	K.P.EICC.1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.	**SUPPORTING**	Stories, journals, discussion, choice, and repeated participation in literacy routines help children see themselves as readers, writers, speakers, and thinkers, but the full identity standard extends beyond the reviewed resources.
English Language Arts	**K.P.EICC.2**	K.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.	**DIRECT**	Across stories, journals, literacy, math, science, and SEL activities, children use spoken, written, drawn, and multimodal texts to share experiences, build knowledge, explain ideas, analyze information, and solve problems.
English Language Arts	**K.P.EICC.3**	K.P.EICC.3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.	**SUPPORTING**	Prediction, prior-knowledge activation, visualization, vocabulary, questioning, and comprehension discussion occur repeatedly, but not every strategy is systematically introduced and monitored.
English Language Arts	**K.P.EICC.4**	K.P.EICC.4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.	**SUPPORTING**	Journals and creative responses support planning, generating, drafting, sharing, and revising ideas, while the complete formal writing-process sequence is not consistently required.
English Language Arts	**K.P.ST.1**	K.P.ST.1 Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.	**SUPPORTING**	Teacher-led discussions connect texts with prior knowledge, context, purpose, and real-world experiences, but explicit analysis of how context shapes author decisions is limited.

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English Language Arts	**K.P.ST.2**	K.P.ST.2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and	SUPPORTING	Children discuss who texts are for, why they were created, and how messages are communicated; author-audience-purpose analysis is meaningful but not comprehensive.
English Language Arts	**K.P.AC.1**	K.P.AC.1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.	SUPPORTING	Stories and teacher questions draw attention to language, structure, imagery, and text features, supporting reading like a writer without systematically covering all craft-analysis expectations.
English Language Arts	**K.P.AC.2**	K.P.AC.2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.	SUPPORTING	Journal and response activities ask children to make choices for communicating meaning to an audience, but the complete reader-centered composition expectations are not consistently explicit.
English Language Arts	**K.P.AC.3**	K.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.	SUPPORTING	Children create and respond through words, drawings, movement, songs, journals, and digital experiences; explicit analysis of how mode and genre affect meaning is less systematic.
English Language Arts	**K.P.CP.1**	K.P.CP.1 Collaboration Collaborate with others to accomplish shared goals and projects.	DIRECT	Partner, small-group, and whole-group routines repeatedly require listening, turn-taking, responding, sharing ideas, and collaborative problem solving.
English Language Arts	**K.P.CP.2**	K.P.CP.2 Presentation Use presentation skills to tailor communication to target audiences for specific purposes.	SUPPORTING	Children routinely speak, demonstrate, share work, and respond before peers, but formal presentation planning and delivery are not consistently developed as a full sequence.
English Language Arts	**K.L.GC.1**	K.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	SUPPORTING	Sentence-building, oral-language, journal writing, and teacher modeling reinforce age-appropriate grammar, capitalization, punctuation, and usage; coverage is not exhaustive across every convention.
English Language Arts	**K.L.GC.2**	K.L.GC.2 Syntax Recognize and compose coherent sentences that express complete thoughts.	SUPPORTING	Children compose and manipulate oral and written sentences through sentence-building, stories, journals, and discussion, supporting syntax without a comprehensive syntax sequence.
English Language Arts	**K.L.V.1**	K.L.V.1 General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.	DIRECT	Animal names, habitats, science facts, math language, story vocabulary, and explicit teacher-led discussion provide sustained general, academic, and specialized vocabulary development.
English Language Arts	**K.L.V.2**	K.L.V.2 Word Analysis Acquire and apply word analysis skills to deconstruct and construct words to make meaning.	N/A	Georgia lists no Kindergarten elements for this progression; the applicable elements begin in later grades.

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English Language Arts	**K.L.V.3**	K.L.V.3 Meaning & Purpose Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.	**DIRECT**	Stories, context, visuals, AR animals, gestures, discussion, and cross-curricular experiences repeatedly require children to connect words with meanings, relationships, and purposes.
English Language Arts	**K.T.C.1**	K.T.C.1 Purpose & Audience Explain how authors of texts use language for a specific purpose and a target audience.	**SUPPORTING**	Teacher-led reading and discussion repeatedly address why a text is being used and what message it communicates, while full author-purpose and audience analysis is not uniformly explicit.
English Language Arts	**K.T.C.2**	K.T.C.2 Authors & Speakers Investigate the relationships between authors and speakers in texts.	**DIRECT**	Children compare speakers, narrators, characters, and sources of information across stories, songs, video, teacher talk, and other media, directly supporting recognition of who is communicating.
English Language Arts	**K.T.SS.1**	K.T.SS.1 Organization Identify and use organizational structures to craft meaning.	**DIRECT**	Stories, sequencing activities, beginning-middle-end discussion, sentence work, and informational lessons directly expose and use common organizational structures.
English Language Arts	**K.T.SS.2**	K.T.SS.2 Craft Identify and use descriptive and engaging language.	**DIRECT**	Rhyming stories, descriptive animal language, songs, repeated phrases, and expressive oral-language activities directly develop engaging and descriptive language choices.
English Language Arts	**K.T.T.1**	K.T.T.1 Narrative Techniques Identify and use narrative techniques to shape understanding.	**SUPPORTING**	SEL stories, retelling, sequencing, character/problem/solution discussion, and journal responses provide meaningful narrative-technique practice, though child-created narratives are not consistently comprehensive.
English Language Arts	**K.T.T.2**	K.T.T.2 Expository Techniques Identify and use expository techniques to shape understanding.	**DIRECT**	Animal facts, habitat information, math/science explanations, charts, and teacher-led informational responses directly develop expository techniques and factual communication.
English Language Arts	**K.T.T.3**	K.T.T.3 Opinion Techniques Identify and use opinion techniques to shape understanding.	**SUPPORTING**	Discussion and journal prompts give children opportunities to state preferences and reasons, but opinion structure and evidence are not systematically taught across the full standard.
English Language Arts	**K.T.T.4**	K.T.T.4 Poetic Techniques Identify and use poetic techniques to shape understanding.	**SUPPORTING**	The 26 rhyming stories, songs, chants, rhyme work, and playful language provide strong exposure to poetic techniques; child creation of the full range is less consistent.
English Language Arts	**K.T.RA.1**	K.T.RA.1 Research & Inquiry Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.	**SUPPORTING**	Animal-a-Week, habitats, math/science investigations, questions, observations, and teacher-guided exploration build knowledge through inquiry, but a complete research process is not systematic.
English Language Arts	**K.T.RA.2**	K.T.RA.2 Curating Sources & Evidence Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.	**DIRECT**	Children repeatedly return to pictures, story details, charts, animal facts, habitat resources, and other supplied sources to answer questions and support responses.

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Mathematics	**K.MP.1**	K.MP.1 Make sense of problems and persevere in solving them.	**DIRECT**	Math alive, 1,2,3 Boot Camp, journals, and hands-on tasks repeatedly ask children to make sense of problems, try strategies, receive feedback, and persist.
Mathematics	**K.MP.2**	K.MP.2 Reason abstractly and quantitatively.	**DIRECT**	Children connect quantities, numerals, objects, ten-frames, operations, and representations across Math alive and related hands-on activities.
Mathematics	**K.MP.3**	K.MP.3 Construct viable arguments and critique the reasoning of others.	**SUPPORTING**	Children explain answers and discuss mathematical thinking, but critiquing the reasoning of others is not systematic enough for Direct alignment.
Mathematics	**K.MP.4**	K.MP.4 Model with mathematics.	**DIRECT**	Children model quantities, comparisons, addition, subtraction, shapes, measurement, and data with objects, images, numerals, and interactive representations.
Mathematics	**K.MP.5**	K.MP.5 Use appropriate tools strategically.	**SUPPORTING**	The curriculum uses many mathematical tools and manipulatives, but strategic student selection of tools is not consistently required.
Mathematics	**K.MP.6**	K.MP.6 Attend to precision.	**DIRECT**	Counting, numeral recognition, one-to-one correspondence, comparison, operations, and geometry routines repeatedly require accurate mathematical language and responses.
Mathematics	**K.MP.7**	K.MP.7 Look for and make use of structure.	**DIRECT**	Ten-frames, number relationships, repeating patterns, shape composition, place-value structures, and operation models directly build recognition and use of mathematical structure.
Mathematics	**K.MP.8**	K.MP.8 Look for and express regularity in repeated reasoning.	**SUPPORTING**	Repeated counting, pattern, and operation routines expose regularity, but children are not consistently required to articulate regularity in repeated reasoning.
Mathematics	**K.NR.1**	K.NR.1 Demonstrate and explain the relationship between numbers and quantities up to 20; connect counting to cardinality (the last number counted represents the total quantity in a set).	**DIRECT**	Math alive and 1,2,3 Boot Camp directly connect counting, quantities, numerals, one-more/one-less relationships, and coin identification through repeated interactive and hands-on practice.
Mathematics	**K.NR.2**	K.NR.2 Use count sequences within 100 to count forward and backward in sequence.	**SUPPORTING**	The Count-to-100 Song, hundreds-chart work, and counting routines support forward counting and selected backward counting, but the entire count-sequence expectation is not uniformly explicit.
Mathematics	**K.NR.3**	K.NR.3 Use place value understanding to compose and decompose numbers from 11-19.	**DIRECT**	Ten-frames, objects, numeral representations, and teen-number activities directly compose and decompose 11-19 as a ten and additional ones.
Mathematics	**K.NR.4**	K.NR.4 Identify, write, represent, and compare numbers up to 20.	**DIRECT**	Children identify, write, represent, and compare numbers through Math alive, journals, cards, objects, and interactive number activities.
Mathematics	**K.NR.5**	K.NR.5 Explain the concepts of addition, subtraction, and equality and use these concepts to solve real- life problems within 10.	**DIRECT**	Math alive and related lessons directly compose/decompose numbers, model authentic addition and subtraction, solve within 10, and build fluency within 5 using multiple strategies.
Mathematics	**K.PAR.6**	K.PAR.6 Explain, extend, and create repeating patterns with a repetition, not exceeding 4 and describe patterns involving the passage of time.	**SUPPORTING**	Repeating patterns with numbers, shapes, objects, and movement are directly supported; passage-of-time pattern language is less fully developed.

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Mathematics	**K.MDR.7**	K.MDR.7 Observe, describe, and compare the physical and measurable attributes of objects and analyze graphical displays of data to answer relevant questions.	SUPPORTING	Children compare measurable attributes, sort/classify objects, count categories, and answer questions from observations; Georgia also expects student-generated questions, which are not systematic.
Mathematics	**K.GSR.8**	K.GSR.8 Identify, describe, and compare basic shapes encountered in the environment, and form two- dimensional shapes and three-dimensional figures.	DIRECT	Math alive, field-guide lessons, manipulatives, and classroom activities directly identify, sort, compare, locate, compose, and build two- and three-dimensional shapes.
Science	**SKE1**	SKE1 Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.	SUPPORTING	Animal-a-Week, habitats, songs, observations, and discussion provide experiences with day/night, sky, weather, and environmental observations, but the complete Earth-and-space expectations are not uniformly elicited.
Science	**SKE2**	SKE2 Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air).	SUPPORTING	Selected lessons and observations support changes in the physical environment and natural materials; soil/rocks and full change-over-time expectations are not systematically taught.
Science	**SKP1**	SKP1 Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.	SUPPORTING	Hands-on materials, movement, sorting, building, and observation support properties, motion, and physical interactions, but the complete physical-science performance expectations are not directly assessed.
Science	**SKP2**	SKP2 Obtain, evaluate, and communicate information to compare and describe different types of motion.	SUPPORTING	Sound, music, voices, animal sounds, light/visual experiences, and teacher-led exploration meaningfully support the concepts, while the full investigation sequence is not systematic.
Science	**SKL1**	SKL1 Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.	SUPPORTING	Animal-a-Week and habitat resources strongly support observation and comparison of living things and their needs, while plant-specific expectations are less comprehensive.
Science	**SKL2**	SKL2 Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.	SUPPORTING	Children directly group animals by observable features and use habitat/animal information to compare living things; other elements, including broader life-cycle requirements, are not evident.
Social Studies	**SSKH1**	SSKH1 Identify the national holidays and describe the people and/or events celebrated.	NOT EVIDENT	The reviewed Alive Studios resources do not systematically teach the specific historical figures required in this Kindergarten standard.
Social Studies	**SSKH2**	SSKH2 Identify the following American symbols:	NOT EVIDENT	The curriculum does not explicitly teach the required national symbols, patriotic practices, monuments, and related civic content.
Social Studies	**SSKH3**	SSKH3 Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)	SUPPORTING	Stories, sequencing, calendars, routines, and before/after language support chronology and selected historical-thinking behaviors, while the full standard is not explicitly taught.
Social Studies	**SSKG1**	SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	NOT EVIDENT	Animal habitats and zoo maps should not be presented as evidence of the specific human/geographic locations and map expectations required here.

Subject Area	Georgia Standard	Official Standard Statement	Alignment	Alive Studios Evidence / Explanation
Social Studies	**SSKG2**	SSKG2 Explain that a map is a drawing of a place and a globe is a model of Earth.	SUPPORTING	Zoo maps, habitat placement, positional language, and location activities directly support basic map/location concepts, while broader geographic elements are limited.
Social Studies	**SSKG3**	SSKG3 State the street address, city, state, and country in which the student lives.	NOT EVIDENT	The reviewed resources do not systematically address the human-environment and geographic content required by this standard.
Social Studies	**SSKCG1**	SSKCG1 Demonstrate an understanding of good citizenship.	SUPPORTING	SEL stories and classroom routines reinforce rules, responsibilities, cooperation, and appropriate behavior; explicit civic-government content is limited.
Social Studies	**SSKCG2**	SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.	SUPPORTING	Teacher-led group routines and SEL experiences support character traits and responsible participation, but the full civics standard is not systematically taught.
Social Studies	**SSKE1**	SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.	NOT EVIDENT	The reviewed Alive Studios resources do not explicitly teach the work people do in occupations such as police officer, firefighter, soldier, mail carrier, farmer, doctor, or teacher.
Social Studies	**SSKE2**	SSKE2 Explain that people earn income by working.	NOT EVIDENT	The reviewed Alive Studios resources do not explicitly teach that people earn income by working.
Social Studies	**SSKE3**	SSKE3 Explain how money is used to purchase goods and services.	DIRECT	Math Legacy Unit 7: Money directly teaches money in real-life situations. Children identify and count money, use a classroom store, and make purchases with coins and bills, directly demonstrating how money is used to purchase goods and services.
Social Studies	**SSKE4**	SSKE4 Explain that people must make choices because they cannot have everything they want.	SUPPORTING	Money lessons require children to consider what available money can buy, and classroom activities provide repeated opportunities to make choices among limited options. These experiences support the concept of scarcity, but the reviewed resources do not consistently state the full idea that people must choose because they cannot have everything they want.
Social Studies	**SSMGS1**	SSMGS1 Use a compass rose to identify cardinal directions.	NOT EVIDENT	Alive Studios resources use maps, positional language, and directions such as left and right, but the reviewed resources do not explicitly teach use of a compass rose to identify the cardinal directions north, south, east, and west.
Social Studies	**SSIPS1**	SSIPS1 Compare similarities and differences.	DIRECT	Children repeatedly compare animals, habitats, quantities, shapes, story elements, and other information by identifying similarities and differences across Alive Studios activities.
Social Studies	**SSIPS2**	SSIPS2 Organize items chronologically.	DIRECT	Story retelling, beginning-middle-end work, sequencing activities, daily routines, and before/after language repeatedly require children to organize events and information in chronological order.
Social Studies	**SSIPS3**	SSIPS3 Identify issues and/or problems and alternative solutions.	DIRECT	SEL stories, story problem/solution discussions, STEM challenges, and collaborative problem-solving activities repeatedly require children to identify a problem and consider or try possible solutions.

Subject Area	Georgia Standard	Official Standard Statement	Alignment	Alive Studios Evidence / Explanation
Physical Education	**PEK.1**	PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.	SUPPORTING	Songs, Rugs alive Plus, animal imitation, and movement prompts provide repeated locomotor and non-locomotor movement practice; many specialized motor-skill elements are not addressed.
Physical Education	**PEK.2**	PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.	SUPPORTING	Children use movement concepts such as direction, space, speed, and body control during songs and animal-movement activities, but formal PE terminology and all concepts are not comprehensive.
Physical Education	**PEK.3**	PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.	SUPPORTING	Movement songs and active classroom routines provide physical activity and endurance opportunities, while fitness concepts and self-monitoring are not systematically developed.
Physical Education	**PEK.4**	PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.	SUPPORTING	Teacher-led group movement reinforces following rules, safe participation, personal space, cooperation, and respect for others; the complete PE responsibility standard is broader.
Physical Education	**PEK.5**	PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	SUPPORTING	Children experience enjoyment, confidence, challenge, and social interaction through movement, songs, and active learning, supporting the value of physical activity without a full PE-specific sequence.
Computer Science	**CSS.EL.K-2.1**	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.	DIRECT	Purposeful teacher-led use of iPads/tablets, AR, cameras, interactive apps, and feedback lets children repeatedly experience and recognize how technology can positively support learning.
Computer Science	**CSS.KC.K-2.2**	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.	SUPPORTING	Children use devices, cameras, apps, and digital interfaces with teacher guidance, supporting basic computing knowledge while hardware/components and broader computing concepts are not comprehensive.
Computer Science	**CSS.DC.K-2.3**	CSS.DC.K-2.3 Identify the rights, responsibilities, and opportunities of living, learning, and working in an interconnected society and model behaviors that are safe, legal, and ethical.	NOT EVIDENT	Alive Studios intentionally collects no student data and requires no student logins, but the reviewed curriculum does not explicitly teach digital privacy, personal information, passwords, or online safety concepts.
Computer Science	**CSS.IDC.K-2.4**	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.	SUPPORTING	Children communicate and collaborate around shared digital experiences, images, and media, but the full interdisciplinary digital-communication model is not systematically taught.
Computer Science	**CSS.CT.K-2.5**	CSS.CT.K-2.5 Develop and employ Computational Thinking strategies (break-down, find patterns, and create algorithms) to identify and solve problems.	SUPPORTING	Sequencing, cause/effect, problem solving, and especially pattern recognition are embedded throughout; identifying patterns is Direct at the element level, while the full computational-thinking standard is broader.

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Computer Science	**CSS.CC.K-2.6**	CSS.CC.K-2.6 Use digital tools to creatively share and express ideas.	**SUPPORTING**	Interactive cause-and-effect, stepwise routines, sequencing, and problem solving support early coding/computational concepts, but explicit coding vocabulary and algorithm construction are limited.
Computer Science	**CSS.GC.K-2.7**	CSS.GC.K-2.7 Use digital tools to collaborate with others both locally and globally.	**SUPPORTING**	Children use technology collaboratively and responsibly in teacher-led learning contexts, supporting global/collaborative computing concepts without the full digital-citizenship scope.
Computer Science	**CSS.RR.K-2.8**	CSS.RR.K-2.8 Select appropriate sources to conduct authentic research to produce a relevant and credible product.	**SUPPORTING**	Shared devices and partner activities reinforce roles, cooperation, turn-taking, and responsibility with technology, while formal computing-team roles are not systematically taught.
Computer Science	**CSS.DA.K-2.9**	CSS.DA.K-2.9 Understand how people can use technology.	**SUPPORTING**	Children create or manipulate simple digital artifacts and use media/technology to represent learning; broader hardware/software and technology-impact expectations are less explicit.
Visual Art	**VAK.CR.1**	VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.	**DIRECT**	Animal-a-Week art, journals, drawings, habitat art, crafts, and visual responses require children to generate ideas from images and experiences and produce visual work with varied materials.
Visual Art	**VAK.CR.2**	VAK.CR.2 Create works of art based on selected themes.	**SUPPORTING**	Animal- and habitat-themed art and story pictures support themed art and visual storytelling; formal elements of art and principles of design are not consistently explicit.
Visual Art	**VAK.CR.3**	VAK.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.	**SUPPORTING**	Drawing, coloring, painting, journaling, tracing, crafts, and fine-motor work support two-dimensional media and dexterity, while printmaking and color mixing are not consistently evident.
Visual Art	**VAK.CR.4**	VAK.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.	**SUPPORTING**	Crafts, construction, STEM builds, manipulatives, and creative projects support three-dimensional making, but systematic sculpture and clay instruction are not explicit.
Visual Art	**VAK.CR.5**	VAK.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.	**SUPPORTING**	Art, craft, journal, and construction activities require appropriate material/tool use under teacher direction, though art-tool safety is not a comprehensive instructional objective.
Visual Art	**VAK.PR.1**	VAK.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.	**SUPPORTING**	Children complete and share drawings, journals, crafts, and illustrations, supporting ownership of finished work; formal exhibition and signing of artwork are not consistently built in.
Visual Art	**VAK.RE.1**	VAK.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.	**SUPPORTING**	Story-response art, journals, classroom sharing, and teacher-led discussion support talking about artwork and feelings; formal art criticism and discipline-specific vocabulary are limited.
Visual Art	**VAK.CN.1**	VAK.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.	**NOT EVIDENT**	Although children create art, the reviewed resources do not explicitly teach Georgia artists, historical/contemporary artists, art history, or art from multiple eras and cultures.
Visual Art	**VAK.CN.2**	VAK.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.	**DIRECT**	Drawing, illustration, crafts, journals, habitat art, and creative projects are intentionally integrated with literacy, math, science, SEL, and other content areas.

Subject Area	Georgia Standard	Official Standard Statement	Alignment	Alive Studios Evidence / Explanation
Visual Art	**VAK.CN.3**	VAK.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).	SUPPORTING	Creative decision-making, partner/group projects, problem solving, visual communication, and crafts reinforce collaboration, creativity, critical thinking, and communication through art.
Music	**ESGMK.CR.1**	ESGMK.CR.1 Improvise melodies, variations, and accompaniments.	SUPPORTING	Animal sounds, songs, oral-language activities, story sound effects, movement, and interactive audio support creative experimentation with sound; body-percussion improvisation is not systematic.
Music	**ESGMK.CR.2**	ESGMK.CR.2 Compose and arrange music within specified guidelines.	SUPPORTING	Songs, rhyming stories, chants, and oral patterns support sound effects and varying text; varying text is Direct at the element level, while formal rhythmic-pattern composition is limited.
Music	**ESGMK.CR.3**	ESGMK.CR.3 Share creative work.	SUPPORTING	Group singing and creative sound/movement provide opportunities to share musical expression, but creating, refining, and sharing a final personal musical work is not consistently required.
Music	**ESGMK.PR.1**	ESGMK.PR.1 Sing a varied repertoire of music, alone and with others.	SUPPORTING	Zoo Crew songs, ABC Boot Camp, chants, and call-and-response support singing and echo patterns; the required breadth of genres, tonalities, meters, cultures, and foreign-language repertoire is not explicit.
Music	**ESGMK.PR.2**	ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others.	NOT EVIDENT	The reviewed resources do not explicitly require performance of rhythmic patterns with classroom instruments and body percussion using appropriate technique.
Music	**ESGMK.PR.3**	ESGMK.PR.3 Read and Notate music.	NOT EVIDENT	The reviewed resources do not explicitly teach quarter-note/rest/eighth-note notation or melodic-contour reading.
Music	**ESGMK.RE.1**	ESGMK.RE.1 Listen to, analyze, and describe music.	SUPPORTING	Songs, animal sounds, movement, voices, and teacher-led listening support contrasts such as high/low, loud/soft, fast/slow, and voice distinctions; instrument identification is limited.
Music	**ESGMK.RE.2**	ESGMK.RE.2 Evaluate music and music performances.	NOT EVIDENT	The curriculum does not systematically require evaluating performances by criteria, refining music from feedback, or explaining musical preferences with formal vocabulary.
Music	**ESGMK.RE.3**	ESGMK.RE.3 Move to a varied repertoire of music, alone and with others.	DIRECT	Zoo Crew songs, Count-to-100 movement prompts, animal movement, Rugs alive Plus, and teacher-led activities directly require locomotor, non-locomotor, directed, and creative movement to music.
Music	**ESGMK.CN.1**	ESGMK.CN.1 Connect music to the other fine arts and disciplines outside the arts.	SUPPORTING	Music is intentionally connected with literacy, phonological awareness, mathematics, counting, movement, science, SEL, and creative expression, though children do not consistently describe those connections.
Music	**ESGMK.CN.2**	ESGMK.CN.2 Connect music to history and culture.	SUPPORTING	Group music experiences reinforce listening, participation, and appropriate audience behavior; historical/cultural repertoire and daily-life music analysis are not systematic.
Theatre / Dramatic Arts	**TAK.CR.1**	TAK.CR.1 Organize, design, and refine theatrical works.	SUPPORTING	SEL stories, retelling, imaginative animal movement, sequencing, group work, and story vocabulary support imagination, focus, directions, respectful listening, and theatre concepts; formal theatre planning is limited.

Subject Area	Georgia Standard	Official Standard Statement	Alignment	Alive Studios Evidence / Explanation
Theatre / Dramatic Arts	**TAK.CR.2**	TAK.CR.2 Develop scripts through theatrical techniques.	**SUPPORTING**	Story retelling, sequencing, role-play, and imaginative response directly support retelling and original dramatic ideas; sequencing specifically for dramatization is less systematic.
Theatre / Dramatic Arts	**TAK.PR.1**	TAK.PR.1 Act by communicating and sustaining roles in formal and informal environments.	**SUPPORTING**	SEL stories, animal movement, role-play, dramatic retelling, and partner work support voice/body expression, cooperation, and taking roles, without a complete theatre-performance sequence.
Theatre / Dramatic Arts	**TAK.PR.2**	TAK.PR.2 Execute artistic and technical elements of theatre.	**SUPPORTING**	Props, habitat cards, classroom objects, animal sounds, music, and other materials can be used in dramatizations; identifying playing versus audience space is not consistently taught.
Theatre / Dramatic Arts	**TAK.RE.1**	TAK.RE.1 Engage actively and appropriately as an audience member.	**SUPPORTING**	Listening, turn-taking, watching peers, respectful participation, and attending to group performances support audience behavior; formal theatre etiquette vocabulary is limited.
Theatre / Dramatic Arts	**TAK.RE.2**	TAK.RE.2 Critique various aspects of theatre and other media.	**SUPPORTING**	Story discussions and teacher-led reflection ask children to describe, question, and express preferences about what they see, hear, and feel, supporting performance response without formal critique.
Theatre / Dramatic Arts	**TAK.CN.1**	TAK.CN.1 Explore how theatre connects to life experience, careers, and other content.	**SUPPORTING**	Stories and dramatic experiences connect characters/settings to real life and to literacy, science, math, movement, and SEL; theatre careers are not explicitly developed.
Theatre / Dramatic Arts	**TAK.CN.2**	TAK.CN.2 Examine the role of theatre in a societal, cultural, and historical context.	**SUPPORTING**	Role-play, movement, retelling, and creative response help children understand why stories are dramatized; community theatre experiences are not explicitly taught.
Dance	**ESDK.CR.1**	ESDK.CR.1 Demonstrate an understanding of the choreographic process.	**SUPPORTING**	Rugs alive Plus, Zoo Crew songs, animal movement, and creative activities support independent/collaborative movement, improvisation, and response to stimuli; creating an intentional dance sequence is less consistent.
Dance	**ESDK.CR.2**	ESDK.CR.2 Demonstrate an understanding of dance as a form of communication.	**SUPPORTING**	SEL stories, animal imitation, music/movement, and teacher-led dramatic activities support expressive movement to music, sound, and text; deliberate gesture/facial-expression instruction is less systematic.
Dance	**ESDK.PR.1**	ESDK.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.	**SUPPORTING**	Animal movement, songs, and whole-body learning provide locomotor movement and direct response to oral instructions; body isolations and personal/general-space terminology are not comprehensive.
Dance	**ESDK.PR.2**	ESDK.PR.2 Understand and model dance etiquette as a classroom participant, performer,and observer.	**SUPPORTING**	Group movement repeatedly reinforces attentiveness, participation, awareness of peers, turn-taking, and respectful behavior; formal dance-performer/audience etiquette is not a complete instructional strand.
Dance	**ESDK.PR.3**	ESDK.PR.3 Recognize the relationship between human anatomy and movement.	**SUPPORTING**	Animal imitation, action songs, and teacher-directed movement build awareness of body parts and movement, but explicit anatomy-to-movement instruction is not systematic.
Dance	**ESDK.PR.4**	ESDK.PR.4 Understand and apply music concepts to dance.	**SUPPORTING**	Children regularly move to songs and respond to changes in pace and movement quality, supporting tempo response without comprehensive instruction in named musical qualities.

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Dance	**ESDK.RE.1**	ESDK.RE.1 Demonstrate critical and creative thinking in dance.	SUPPORTING	Children observe, imitate, compare, and describe movement through animal movement, songs, stories, and discussion; distinguishing dances and formal dance terminology are limited.
Dance	**ESDK.CN.1**	ESDK.CN.1 Understand and demonstrate dance throughout history and in various cultures.	NOT EVIDENT	The reviewed resources do not explicitly teach historical or cultural motivations for dance or the role of dance across cultures and history.
Dance	**ESDK.CN.2**	ESDK.CN.2 Recognize connections between dance, wellness, and safety.	SUPPORTING	SEL stories address hygiene, healthy behavior, and well-being, while teacher-led movement reinforces safe participation; dance-specific safety instruction is not comprehensive.
Dance	**ESDK.CN.3**	ESDK.CN.3 Identify connections between dance and other areas of knowledge.	SUPPORTING	Movement is integrated with music, literacy, math, science, SEL, visual media, and purposeful technology; explicit comparison of disciplines and study of distinct dance styles are limited.
Health	**HEK.1**	HEK.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.	SUPPORTING	SEL stories and related discussions explicitly address hygiene, cleanliness, self-care, and healthy behaviors, with selected safety concepts; harmful substances and full hazard identification are not systematic.
Health	**HEK.2**	HEK.2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	SUPPORTING	SEL stories, classroom routines, partner activities, and discussion show how other people and school environments influence choices, behavior, relationships, and well-being.
Health	**HEK.3**	HEK.3 Students will demonstrate the ability to access valid information, products, and services to enhance health.	SUPPORTING	Story-based experiences reinforce seeking help from trusted adults and recognizing adults as sources of support; specific school/community health professionals are not comprehensively taught.
Health	**HEK.4**	HEK.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	DIRECT	The 26 Rhyming SEL Stories and discussion questions directly address healthy expression of feelings, listening, bullying/difficult situations, appropriate responses, relationships, and seeking adult help.
Health	**HEK.5**	HEK.5 Students will demonstrate the ability to use decision-making skills to enhance health.	SUPPORTING	SEL stories and problem-solving discussions ask children to identify situations, consider choices and consequences, and identify helpers; a formal health-specific decision-making model is not consistently taught.
Health	**HEK.6**	HEK.6 Students will demonstrate the ability to use goal-setting skills to enhance health.	SUPPORTING	Healthy habits, patience, listening, cooperation, and self-management support personal-growth goals; explicitly setting a short-term health goal and naming an assisting adult are not consistent tasks.
Health	**HEK.7**	HEK.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	SUPPORTING	SEL stories reinforce hygiene, self-care, wellness habits, and appropriate behavior, while classroom/movement routines provide selected injury-prevention and safe-participation support.
Health	**HEK.8**	HEK.8 Students will demonstrate the ability to advocate for personal, family, and community health.	SUPPORTING	SEL experiences reinforce help-seeking, positive peer interaction, cooperation, kindness, and encouraging constructive choices; seeking assistance specifically to promote personal health is less explicit.

Alignment Profile

Alive Studios demonstrates its strongest direct alignment in foundational literacy, number sense and operations, geometry, selected communication and research practices, purposeful technology use, visual-art creation and integration, movement to music, interpersonal health communication, and selected social-studies information-processing skills. Additional Georgia Kindergarten standards are meaningfully supported through teacher-led discussion, stories, songs, movement, play, hands-on materials, journals, animal and habitat experiences, and purposeful interactive technology. Standards rated Not Evident identify areas where the reviewed resources do not provide enough explicit evidence to claim meaningful alignment.

Across 141 Georgia Kindergarten standards reviewed: 33 Direct • 93 Supporting • 14 Not Evident • 1 N/A.

Primary Curriculum Evidence

Alignment ratings are grounded in the Alive Studios instructional materials reviewed for this crosswalk, including all 26 Rhyming SEL Stories; Zoo Keeper ABC Boot Camp; Animal-a-Week lesson plans and field-guide materials; Math Legacy Lesson Plans; Math alive Field Guide; Zoo Keeper 1,2,3 Boot Camp; Rugs alive Plus Teacher Activity Ideas; Animals and Habitats resources; Letters alive and Math alive Student Journals and documented app functionality; the Zoo Crew Alphabet Song; and the Zoo Crew Count-to-100 animal movement song. Every official Kindergarten standard was checked against all 12 evidence categories before its final rating was assigned.

Sources Reviewed

- Georgia Department of Education, Kindergarten English Language Arts standards.
- Georgia Department of Education, Georgia K-12 Mathematics Standards - Kindergarten.
- Georgia Department of Education, Science - Georgia Standards of Excellence - Kindergarten.
- Georgia Department of Education, Social Studies - Kindergarten standards.
- Georgia Department of Education, Physical Education - Kindergarten standards.
- Georgia Department of Education, Computer Science - Georgia Standards of Excellence - Kindergarten/K-2 standards.
- Georgia Standards of Excellence, Visual Art - Kindergarten.
- Georgia Standards of Excellence, Music - Kindergarten.
- Georgia Standards of Excellence, Dramatic Arts/Theatre - Kindergarten.
- Georgia Standards of Excellence, Dance - Kindergarten.
- Georgia Department of Education, Health - Kindergarten standards.
- Alive Studios, 26 Rhyming SEL Stories.
- Alive Studios, Zoo Keeper ABC Boot Camp™.
- Alive Studios, Animal-a-Week™ lesson plans and field-guide materials.
- Alive Studios, Math Legacy Lesson Plans.
- Alive Studios, Math alive® Field Guide.
- Alive Studios, Zoo Keeper 1,2,3 Boot Camp™.
- Alive Studios, Rugs alive Plus™ Teacher Activity Ideas and Animals/Habitats resources.
- Alive Studios, Letters alive® and Math alive® Student Journals and documented app functionality.
- Alive Studios, Zoo Crew Alphabet Song and Zoo Crew Count-to-100 animal movement song materials.