

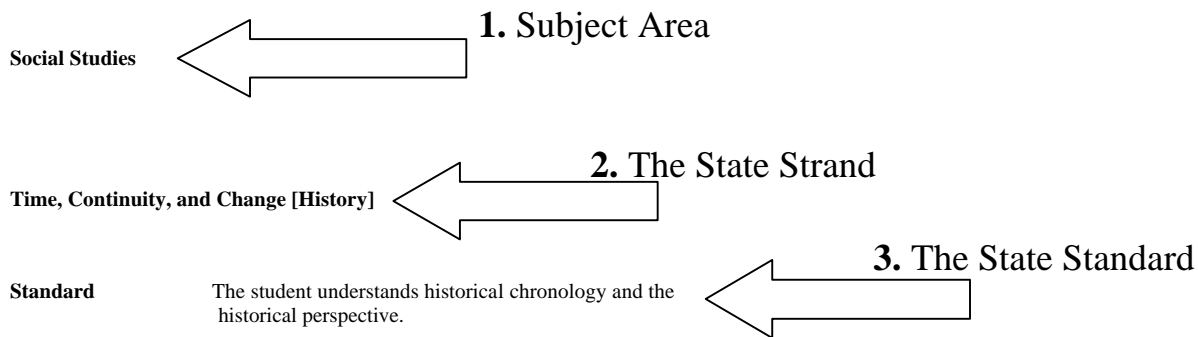


## Fourth Grade

### Learning For Life Correlation Orange County Public Schools Curriculum, Instruction, Assessment Alignment

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# How To Read the Learning For Life Correlation



## 4. Individual Benchmarks or Expectations

Student	Lesson
Student understands how individuals, ideas, decisions, and events can influence history. understands ways selected individuals, ideas, and decisions influenced historical events (for example, in ancient times).	Race, Religion and Culture p.13

## 5. The current grade level Learning for Life lesson and page number

KEY	
<b>FCAT I</b>	Tested in the FCAT (SSS)
<b>FCAT II</b>	Tested in the FCAT (NRT/SAT Problem Solving)
<b>FCAT III</b>	Tested in the FCAT (NRT/SAT Reading Comprehension)

*Special Note: Copies, materials and guest speakers that are suggested in the Learning for Life lesson plans can be provided through your Learning for Life Representative. Just call or fax in your request, with your school's name, your name, lesson & specific materials needed.  
Phone: (407) 889-4403 Fax: (407) 889-4406 Attn: Learning for Life*

**Student Development**

**Strand** Academic / Educational Development

**Standard** The student acquires the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span.

<b>Benchmarks</b>	<b>Lesson</b>
None	
1. uses study skills effectively.	Meeting Deadlines p.73
2. relates the decision-making process to consequences.	Being a Good Worker p.31 Choices p.41 Decision Making p.51 Prepared for Today p.77 Choosing What's Right for Me p.85 People Who Cheat p.97 Overcoming Poor Decisions p.143
3. develops and implements a plan of action for improving academic skills.	Decision Making p.51 Meeting Deadlines p.73 Setting Goals p.167
4. demonstrates skills of good citizenship within home, school and community.	Race, Religion and Culture p.15 Decision Making p.51 Choosing What's Right for Me p.85 Trust Me, I Won't Let You Down p.99

**Student Development**

**Strand** Career Development

**Standard** The student acquires the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. The student employs strategies to achieve future career success and satisfaction.

<b>Benchmarks</b>	<b>Lesson</b>
None	
1. identifies personal hobbies and leisure activities related to interests and abilities.	Importance of Family p.113 Self Awareness p.161
2. understands work helps to achieve personal success.	Decision Making p.51 Never Give Up p.139 Setting Goals p.167
3. defines the concept "future" and imagines what careers might be like in the future.	Consumerism p.47

<p>4. identifies stereotypes and indicates how they affect society.</p> <p>5. understands how careers relate to needs and functions of society.</p>	<p>Sticking to What's Right p.177</p> <p>Service p.123</p>
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**Student Development**

**Strand** Personal / Social Development

**Standard** the student acquires the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

The student makes decisions, sets goals, and takes necessary action to achieve goals.

<b>Benchmarks</b>	<b>Lesson</b>
<p>None</p> <p>1. utilizes effective ways to deal with a wide variety of feelings.</p> <p>2. defines the effect of verbal and nonverbal communication on behavior.</p> <p>3. discusses ways to solve problems with friends.</p> <p>4. shows responsibility for decisions.</p> <p>5. describes assertive ways to deal with anger and / or conflict.</p>	<p>Being Responsible p.35 Empathy p.107 Building My Self-Confidence p.151 Coping With Stress p.153</p> <p>Communication p.203</p> <p>Gangs p.65 Prepared for Today p.77 Choosing What's Right for Me p.85 Trust Me, I Won't Let You Down p.99 Empathy p.107 Violence Prevention p.133 Building My Self-Confidence p.151 Anger/Conflict Management p.147 Accepting Consequences p.173</p> <p>Being Responsible p.35 Choices p.41 Choosing What's Right for Me p.85 Code of Ethics p.87 Setting Goals p.167 Accepting Consequences p.173</p> <p>Violence Prevention p.133 Anger/Conflict Management p.147 Coping With Stress p.153 Standing Up for Me p.175</p>

**Social Studies****Strand A** Time, Continuity, and Change [History]**Standard** The student understands historical chronology and the historical perspective.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.A.1.2.1.4</u> The student understands how individuals, ideas, decisions, and events can influence history.	Race, Religion and Culture p.15 Law and Government p.89

**Social Studies****Strand A** Time, Continuity, and Change [History]**Standard** The student understands United States history to 1880.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.A.4.2.1.4</u> The student understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.	Ethnic Heritage p.9

**Social Studies****Strand A** Time, Continuity, and Change [History]**Standard** The student understands the United States history from 1880 to the present day.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.A.5.2.7.4</u> The student knows the economic, political, and social transformations that have taken place in the United States since World War II.	Race, Religion and Culture p.15 Law and Government p.89

**Social Studies****Strand B** People, Places, and Environments [Geography]**Standard** The student understands the world in spatial terms.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.B.1.2.1.4</u> The student uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.  1. uses maps, globes, charts, graphs and other geographic tools to gather and interpret data and draw conclusions about physical patterns (for example, in Florida).	Consumerism p.47 Places and Maps p.227 Transportation p.237
<u>SS.B.1.2.3.4</u> The student locates and describes the physical and cultural features of major world political regions.	World Cultures p.23

**Social Studies****Strand B** People, Places, and Environments [Geography]**Standard** The student understands the interactions of people and the physical environment.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.B.2.2.2.4</u> The student understands how the physical environment supports and constrains human activities.	Consumerism p.47
<u>SS.B.2.2.3.4</u> The student understands how human activity affects the physical environment.	Conservation p.45

**Social Studies****Strand C** Government and the Citizen [Civics and Government]**Standard** The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.C.1.2.4.4</u> The student knows possible consequences of the absence of government, rules, and laws.	Community p.181
<u>SS.C.1.2.5.4</u> The student knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.	Community p.181

**Social Studies****Strand C** Government and the Citizen [Civics and Government]**Standard** The student understands the role of the citizen in American democracy.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.C.2.2.1.4</u> The student understands the importance of participation through community service, civic improvement, and political activities.	Race, Religion and Culture p.15 Community p.181
<u>SS.C.2.2.2.4</u> The student understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.	Race, Religion and Culture p.15 Law and Government p.89 Exhibiting Responsible Citizenship p.187 What is Freedom? p.191
<u>SS.C.2.2.3.4</u> The student knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).	Law and Government p.89 Exhibiting Responsible Citizenship p.187 What is Freedom? p.191
<u>SS.C.2.2.4.4</u> The student knows examples of the extension of the privileges and responsibilities of citizenship.	Law and Government p.89 Exhibiting Responsible Citizenship p.187
<u>SS.C.1.2.4.4</u> The student knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.	Law and Government p.89

**Social Studies****Strand D** Production, Distribution, and Consumption [Economics]**Standard** The student understands how scarcity requires individuals and institutions to make choices about how to use resources.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.D.1.2.2.4</u> The student understands that scarcity of resources requires choices on many levels, from the individual to societal.	Conservation p.45

**Health  
Strand  
Standard**

Health Literacy

The student comprehends concepts related to health promotion and disease prevention.

Benchmarks	Lesson
<p>Family Life</p> <ol style="list-style-type: none"> <li>recognizes changes that occur as individuals mature. (SE)</li> </ol>	<p>Respecting Differences p.19 Something Special About Me p.125</p>
<p>Personal Health</p> <ol style="list-style-type: none"> <li>comprehends that individuals grow and mature mentally, physically, and socially.</li> <li>understands that growth and development are unique to the individual.</li> <li>understands the concept of wellness as it pertains to personal health.</li> <li>identifies a healthy nutritional plan.</li> <li>recognizes the relationship between healthy citizens and their community and environment.</li> </ol>	<p>Something Special About Me p.125</p> <p>Something Special About Me p.125</p> <p>Health p.159</p> <p>Health p.159</p> <p>Conservation p.45</p>
<p>Substance Abuse Prevention</p> <ol style="list-style-type: none"> <li>recognizes different groups of drugs. (SE)</li> <li>understands why some drugs are illegal and identifies examples of illegal and/or harmful drugs. (SE)</li> <li>increases student’s knowledge of the dangers associated with ATOD (Alcohol, Tobacco, Other Drugs) use. (SAFE)</li> </ol>	<p>Prepared for Today p.77</p> <p>Prepared for Today p.77</p> <p>Prepared for Today p.77</p>

**Health****Strand**

Health Literacy

**Standard**

The student knows how to access valid health information and health-promoting products and services.

<b>Benchmarks</b>	<b>Lesson</b>
Family Life  1. describes the importance of seeking information from a trusted source.	Conservation p.45 Importance of Family p.113 Youth Protection p.245
Personal Health  1. recognizes valid and non-valid health products and services.  2. knows how to locate resources from home, school, and community that provide valid health information.	Understanding People With Special Need p.127  Health p.159 Fire Safety p.207
Substance Abuse Prevention  1. identifies local sources of valid health information and services as they pertain to ATOD use and abuse.	Prepared for Today p.77

**Health****Strand**

Responsible Health Behavior

**Standard**

The student knows health-enhancing behaviors and how to reduce health risks.

<b>Benchmarks</b>	<b>Lesson</b>
Family Life  1. understands that good health habits help to promote hygiene and build self-esteem. (SE)	Personal Habits for a Life Time p.219
Personal Health  1. knows the importance of assuming responsibility for personal health habits.  2. compares behaviors that are safe to those that are risky and harmful.  3. knows and uses stress-management skills.  4. knows and uses basic first aid and safety measures important to everyday safety.	Health p.159  Emergency Preparedness p.59 Fire Safety p.207  Anger/Conflict Management p.147 Coping With Stress p.153  Emergency Preparedness p.59 Fire Safety p.207

Substance Abuse Prevention	
1. identifies behaviors that are not associated with ATOD use.	Prepared for Today p.77

**Health**

**Strand**

Responsible Health Behavior

**Standard**

The student analyzes the influence of culture, media, technology, and other factors on health.

Benchmarks	Lesson
Family Life	
1. recognizes that our society is a melting pot and that family structures vary due to their ethnic origins. (SE)	World Cultures p.23 Never Lose Sight p.117
Disease Prevention	
1. explores medical/health contributions of various doctors and scientists.	Service p.123
Substance Abuse Prevention	
1. discusses methods people use to influence others to do something they don't want to do. (SE)	Gangs p.65 Prepared for Today p.77 Making Good Decisions p.69 Code of Ethics p.87

**Health**

**Strand**

Responsible Health Behavior

**Standard**

The student knows how to use effective interpersonal communication skills that enhance health.

Benchmarks	Lesson
Family Life	
1. discusses qualities necessary for making and keeping friends. (SE)	Choices p.41 Choosing What's Right for Me p.85 Violence Prevention p.133 Building My Self-Confidence p.151 Self Awareness p.161 Communication p.203
2. recognizes that how people express their feelings affects themselves and others. (SE)	Being Responsible p.35 Choosing What's Right for Me p.85 Empathy p.107 Building My Self-Confidence p.151
3. identifies appropriate ways to deal with and react to negative feelings. (SE)	Being Responsible p.35 Choices p.41 Gangs p.65 Empathy p.107 Anger/Conflict Management p.147 Building My Self-Confidence p.151
4. recognizes that every person has the right to say no to uncomfortable and abusive situations. (SE)	Gangs p.65 Prepared for Today p.77 Youth Protection p.245

<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. exhibits attentive listening skills to enhance interpersonal communication.</li> <li>2. knows nonviolent, positive behaviors for resolving conflict.</li> <li>3. recognizes positive ways to deal with situations that cause.</li> <li>4. strong emotions (such as divorce, moving, disappointment, and death). (SE)</li> </ol>	<p>Being a Good Worker p.31 Getting Along With Others p.111 Developing Good Listening Skills p.155 Communication p.203</p> <p>Gangs p.65 Violence Prevention p.133 Anger/Conflict Management p.147</p> <p>Anger/Conflict Management p.147 Cooping With Stress p.15</p> <p>Coping With Stress p.153</p>
<p>Substance Abuse Prevention</p> <ol style="list-style-type: none"> <li>1. practices saying no to offers of drugs. (SE)</li> </ol>	<p>Gangs p.65 Prepared for Today p.77</p>

**Health**

**Strand**

Advocate and Promote Healthy Living

**Standard**

The student knows how to use goal-setting and decision-making skills that enhance health.

<b>Benchmarks</b>	<b>Lesson</b>
<p>Family Life</p> <ol style="list-style-type: none"> <li>1. identifies steps involved in making a decision. (SE)</li> <li>2. discusses consequences of making poor or uninformed decisions. (SE)</li> <li>3. applies good decision-making skills. (SE)</li> </ol>	<p>Choices p.41 Decision Making p.51 Making Good Decisions p.69 Overcoming Poor Decisions p.143 Anger/Conflict Management p.147 Setting Goals p.167 Personal Habits for a Life Time p.219</p> <p>Choices p.41 Decision Making p.51 Making Good Decisions p.69 People Who Cheat p.97 Trust Me, I Won't Let You Down p.99 Overcoming Poor Decisions p.143 Personal Habits for a Life Time p.219</p> <p>Choices p.41 Decision Making p.51 Making Good Decisions p.69 Violence Prevention p.133 Never Give Up p.139 Overcoming Poor Decisions p.143</p>

<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. knows various methods for predicting outcomes of positive health decisions.</li> <li>2. knows how to make progress toward achieving a personal goal.</li> </ol>	<p>Decision Making p.51 Fire Safety p.207 Physical Fitness p.223</p> <p>Decision Making p.51 Meeting Deadlines p.73 Setting Goals p.167</p>
<p>Disease Prevention</p> <ol style="list-style-type: none"> <li>1. describes long-term benefits of disease prevention.</li> </ol>	<p>Health p.159</p>
<p>Substance Abuse Prevention</p> <ol style="list-style-type: none"> <li>1. discusses the importance of avoiding situations that may contribute to ATOD use.</li> <li>2. exhibits an awareness of choices and consequences regarding ATOD use/abuse. (SAFE)</li> </ol>	<p>Gangs p.65 Prepared for Today p.77</p> <p>Gangs p.65 Prepared for Today p.77</p>

**Health**

**Strand**

Advocate and Promote Healthy Living

**Standard**

The student knows how to advocate for personal, family, and community health.

<b>Benchmarks</b>	<b>Lesson</b>
<p>Family Life</p> <ol style="list-style-type: none"> <li>1. understands the relationship of rights and responsibilities. (SE)</li> <li>2. understands that each family member is important and that families work as a unit. (SE)</li> </ol>	<p>Conservation p.45</p> <p>Importance of Family p.113 Basic Art p.195</p>
<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. knows community agencies that advocate for healthy individuals, families, and communities.</li> </ol>	<p>Emergency Preparedness p.59 Fire Safety p.207</p>
<p>Disease Prevention</p> <ol style="list-style-type: none"> <li>1. identifies ways to educate others about disease prevention issues.</li> </ol>	<p>Health p.159</p>

Substance Abuse Prevention	Law and Government p.89 People Who Cheat p.97 When People Steal From Me p.103
1. understands that rules are written to protect individual rights and that consequences result from breaking rules. (SE)	

**Science**

**Strand A**

The Nature of Matter

**Standard**

The student understands that all matter has observable, measurable properties.

Benchmarks	Lesson
<a href="#">SC.A.1.2.1.4</a> The student determines that the properties of materials can be compared and measured (e.g., thermometers).	Conservation p.45
<a href="#">SC.A.1.2.2.4</a> The student knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.	Conservation p.45

**Science**

**Strand B**

Energy

**Standard**

The student understands the interaction of matter and energy.

Benchmarks	Lesson
<a href="#">SC.B.2.2.2.4</a> The student recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy.  1. understands the reasons for energy conservation. 2. knows the risk factors associated with the use of nonrenewable energy sources (for example, economic factors and health factors).	Conservation p.45 Clean Air and Water p.201
<a href="#">SC.B.2.2.3.4</a> The student knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.	Conservation p.45

**Science**

**Strand D**

Processes that Shape the Earth

**Standard**

The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.

Benchmarks	Lesson
<a href="#">SC.D.1.2.3.4</a> The student knows that the water cycle is influenced by temperature, pressure, and the topography of the land.	Weather p.241

**Science**

**Strand D**

Processes that Shape the Earth

**Standard**

The student understands the need for protection of the natural systems on Earth.

Benchmarks	Lesson
<a href="#">SC.D.2.2.1.4</a> The student knows that reusing, recycling, and reducing the use of natural resources improves and protect the quality of life.	Conservation p.45

**Science****Strand F**

Processes of Life

**Standard**

The student describes patterns of structure and function in living things.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">SC.F.1.2.1.4</a> The student knows that the human body is made of systems with structures and functions that are related.	Health p.159
<a href="#">SC.F.1.2.3.4</a> The student knows that living things are different but share similar structures.	Pet Care p.121

**Science****Strand H**

The Nature of Science

**Standard**

The student uses the scientific processes and habits of mind to solve problems.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">SC.H.1.2.2.4</a> The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.	Conservation p.45 Weather p.241
<a href="#">SC.H.1.2.3.4</a> The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.	Conservation p.45 Clean Air and Water p.201
<a href="#">SC.H.1.2.4.4</a> The student knows that to compare and contrast observations and results is an essential skill in science.	Conservation p.45 Clean Air and Water p.201
<a href="#">SC.H.1.2.5.4</a> The student knows that a model of something is different from the real thing, but can be used to learn something about the real thing.	Conservation p.45 Clean Air and Water p.201

**Mathematics****Strand A**

Number Sense, Concepts, and Operations

**Standard**

The student understands the different ways numbers are represented and used in the real world.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.A.1.2.3.4</a> The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations. FCAT I, FCAT II	Money Management p.217 Transportation p.237

**Mathematics****Strand A**

Number Sense, Concepts, and Operations

**Standard**

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.A.3.2.1.4</a> The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division. FCAT I, FCAT II	Math p.215
<a href="#">MA.A.3.2.2.4</a> The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers. FCAT I, FCAT II	Transportation p.237 Money Management p.217
<a href="#">MA.A.3.2.3.4</a> The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator. FCAT I, FCAT II	Money Management p.217 Transportation p.237

**Mathematics****Strand A** Number Sense, Concepts, and Operations**Standard** The student uses estimation in problem solving and computation.

Benchmarks	Lesson
<a href="#">MA.A.4.2.1.4</a> The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation. FCAT I, FCAT II	Money Management p.217 Transportation p.237

**Mathematics****Strand C** Geometry and Spatial Sense**Standard** The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmarks	Lesson
<a href="#">MA.C.2.2.1.4</a> The student understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity. FCAT I, FCAT II	Basic Art p.195

**Language and Arts****Strand A** Reading**Standard** The student constructs meaning from a wide range of texts.

Benchmarks	Lesson
<a href="#">LA.A.2.2.2.4</a> The student identifies the author's purpose in a simple text. FCAT I, FCAT III	World Cultures p.23
<a href="#">LA.A.2.2.8.4</a> The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects. FCAT I	Consumerism p.47 Health p.159

**Language and Arts****Strand B** Writing**Standard** The student uses writing processes effectively.

Benchmarks	Lesson
<a href="#">LA.B.1.2.1.4</a> The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing. FCAT I	Accepting Consequences p.173 Standing Up for Me p.175

**Language and Arts****Strand B** Writing**Standard** The student writes to communicate ideas and information effectively.

Benchmarks	Lesson
<a href="#">LA.B.2.2.3.4</a> The student writes for a variety of occasions, audiences, and purposes.	Accepting Consequences p.173 Standing Up for Me p.175
<a href="#">LA.B.2.2.5.4</a> The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line. FCAT I	Accepting Consequences p.173 Standing Up for Me p.175

**Language and Arts****Strand C** Listening, Viewing, and Speaking**Standard** The student uses listening strategies effectively.

Benchmarks	Lesson
<a href="#">LA.C.1.2.1.4</a> The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.	Being a Good Worker p.31 Classic Literature p.199
<a href="#">LA.C.1.2.3.4</a> The student carries on an extended conversation with a group of friends.	Being a Good Worker p.31 Communication p.203

<a href="#">LA.C.1.2.4.4</a> The student listens attentively to the speaker, including making eye contact and facing the speaker.	Getting Along With Others p.111 Communication p.203
<a href="#">LA.C.1.2.5.4</a> The student responds to speakers by asking questions, making contributions, and paraphrasing what is said.	Being a Good Worker p.31 Getting Along With Others p.111 Communication p.203

**Language and Arts**

**Strand C** Listening, Viewing, and Speaking  
**Standard** The student uses speaking strategies effectively.

Benchmarks	Lesson
<a href="#">LA.C.3.2.3.4</a> The student speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.	Consumerism p.47
<a href="#">LA.C.3.2.6.4</a> The student organizes a speech using a basic beginning, middle, and ending.	Consumerism p.47

**Language and Arts**

**Strand D** Language  
**Standard** The student understands the power of language.

Benchmarks	Lesson
<a href="#">LA.D.2.2.1.4</a> The student understands that word choices can shape reactions, perceptions, and beliefs.	Classic Literature p.199

**Language and Arts**

**Strand E** Literature  
**Standard** The student responds critically to fiction, nonfiction, poetry, and drama.

Benchmarks	Lesson
<a href="#">LA.E.2.2.1.4</a> The student recognizes cause-and-effect relationships in literary texts. FCAT I, FCAT III	Being a Good Worker p.31
<a href="#">LA.E.2.2.3.4</a> The student responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.	Being a Good Worker p.31
<a href="#">LA.E.2.2.4.4</a> The student identifies the major theme in a story or nonfiction text. FCAT III	Being a Good Worker p.31