

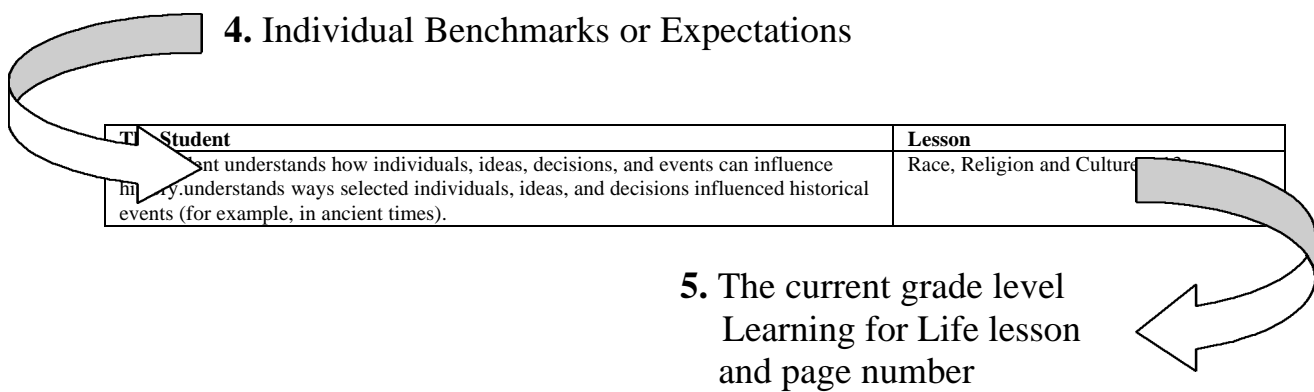
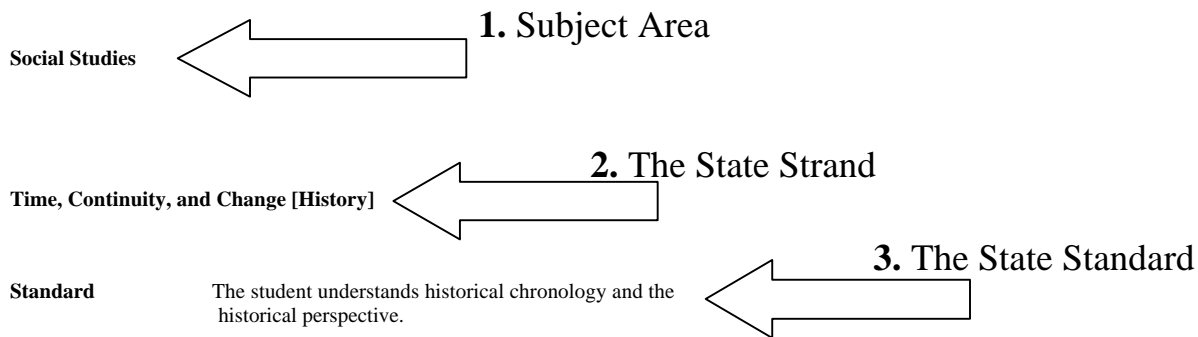


# Fifth Grade

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

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# How To Read the Learning For Life Correlation



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****Academic / Educational Development**

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

<b>Benchmarks</b>	<b>Lesson</b>
1. Develops appropriate methods for organizing, studying and taking tests.	Meeting Deadlines p.67 Prepared For Today p.71
2. Applies the decision-making process to academic choices.	Being a Good Worker p.27 Decision Making p.51 Making Good Decisions p.63 How I Learn From My Mistakes p.79 People Who Cheat p.91 Trust Me, I Won't Let You Down p.95
3. Uses knowledge of learning styles to positively influence school performance.	Decision Making p.51 Meeting Deadlines p.67
4. Demonstrates ability to cope with academic changes.	Never Give Up p.143 Coping With Stress p.159
5. Becomes aware of the importance of academic performance to future educational choices.	People Who Cheat p.91 Never Give Up p.143

**Student Development****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>
1. Understands the concept of work.	Being a Good Worker p.27 Choosing What's Right for Me p.41 Accepting Consequences p.179 Money Management p.241
2. Describes the relationship of educational courses and learning experiences to personal career development.	Never Give Up p.143 Money Management p.241
3. Investigates career areas of personal interest.	Hobbies p.233 Money Management p.241
4. Develops the understanding of cultural diversity in the workplace.	Race, Religion and Culture p.13 Respecting Differences p.19

	World Cultures p.21 Sticking to What's Right p.187
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**Student Development**

**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>
1. Examines the impact of peer pressure.	Decision Making p.51 Gangs p.61 Code of Ethics p.77 How I Learn From My Mistakes p.79 Violence Prevention p.137
2. Examines ways responsibilities change with adolescence.	Being a Good Worker p.27 Decision Making p.51 Code of Ethics p.77
3. Applies appropriate personal and interpersonal decisions using a decision-making / problem-solving model.	Being a Good Worker p.27 Choices p.37 Making Good Decisions p.63 Prepared For Today p.71 Code of Ethics p.77 Overcoming Poor Decisions p.147
4. Examines the relationship between personal attributes and realistic goal setting.	Being a Good Worker p.27 Building My Self-Confidence p.155 Setting Goals p.173
5. Discusses the emotional and physical effects of substance use and abuse.	Choosing What's Right for Me p.41
6. Investigates school and community resources for assistance with personal concerns.	Choosing What's Right for Me p.41 Importance of Family p.117

**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.1.2.1.5</u> The student understands how individuals, ideas, decisions, and events can influence history.	Ethnic Heritage p.9
<u>SS.A.1.2.2.5</u> The student uses a variety of methods and sources to understand history (e.g., interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.	Ethnic Heritage p.9

**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.4.2.4.5</u> The student knows significant historical documents and the principal ideas expressed in them (e.g., Declaration of Independence, the United States Constitution, and the Bill of Rights).	Law and Government p.83

**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.1.2.1.5</u> The students 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.	Places and Maps p.251

**Social Studies**

**Strand** People, Places, and Environments [Geography]

**Standards** The student understands the interactions of people and the physical environment.

<b>Benchmarks</b>	<b>Lesson</b>
The student understands how the physical environment supports and constrains human activities.	Conservation p.107
The student understands how human activity affects the physical environment	Conservation p.107
The student understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.	Conservation p.107

**Social Studies**

**Strand** 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>
The student identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States	Law and Government p.83
The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.	Law and Government p.83
The student knows possible consequences of the absence of government, rules, and laws.	Law and Government p.83 Community p.193 What Is Freedom? p.203
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.	Law and Government p.83 Community p.193

**Social Studies**

**Strand** 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>
The student understands the importance of participation through community service, civic improvement, and political activities.	Service p.125 Exhibiting Responsible Citizenship p.199
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. 1. Extends and refines understanding of ways personal and civic responsibility are important.	When People Steal From Me p.99 Exhibiting Responsible Citizenship p.199
The student knows examples of the extension of the privileges and responsibilities of citizenship.	Exhibiting Responsible Citizenship p.199 What Is Freedom? p.203

**Social Studies**

**Strand** Production, Distribution, and Consumption [Economics]  
**Standard** The student understands the characteristics of different economic systems and institutions.

<b>Benchmarks</b>	<b>Lesson</b>
The student understands the roles that money plays in a market economy.	Consumerism p.47
The student understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.	Consumerism p.47

**Health**

**Strand** Health Literacy  
**Standard** The student comprehends concepts related to health promotion and disease prevention

<b>Benchmarks</b>	<b>Lesson</b>
Family Life  1. recognizes the importance of developing respect and appreciation for the uniqueness of the human body. (SE)	Something Special About Me p.127 Understanding People With Special Needs p.129 Self-Awareness p.169 Sticking to What's Right p.187
Personal Health  1. knows the indicators of physical, mental, emotional, and social health during childhood.  2. understands the need to show respect for and appreciate the uniqueness of each person. (SE)	Coping With Stress p.159  Something Special About Me p.127 Understanding People With Special Needs p.129 Self-Awareness p.169 Sticking to What's Right p.187

<p>3. understands the functions of the human body systems.</p> <p>4. knows how childhood injuries and illnesses can be prevented and treated.</p> <p>5. describes the relationship between the individual and the community and the environment as it relates to health issues.</p>	<p>Health p.165</p> <p>Emergency Preparedness p.59 Fire Safety p.229 Safety p.255</p> <p>Service p.125 Fire Safety p.229</p>
<p>Substance Abuse Prevention</p> <p>1. understands that drugs are chemical substances that are harmful to the body if misused.</p> <p>2. identifies some illegal drugs and the effects they have on the body.</p>	<p>Choosing What's Right for Me p.41 Personal Habits for a Lifetime p.243</p> <p>Choosing What's Right for Me p.41</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>
<p>Personal Health</p> <p>1. knows of the availability of stress-management resources in the home, school, and community and has access to them.</p>	<p>Coping With Stress p.159</p>
<p>Substance Abuse Prevention</p> <p>1. identifies drug abuse as the improper use of any chemical substance and identifies organizations or individuals who can help. (SE).</p>	<p>Choosing What's Right for Me p.41</p>

**Health**

**Strand**

Responsible Health Behavior

**Standard**

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

<b>Benchmarks</b>	<b>Lesson</b>
<p>Family Life</p> <p>1. recognizes that building upon personal strengths and accepting personal weaknesses lead to positive self-image. (SE)</p>	<p>How I Learn From My Mistakes p.79 Something Special About Me p.127 Understanding People With Special Needs p.129 Self-Awareness p.169</p>

2. discusses the importance for an awareness of child abuse. (SE)	Youth Protection p.259
<b>Personal Health</b> 1. uses strategies for improving or maintaining personal health. 2. knows and practices basic techniques for medical emergencies.	Personal Habits for a Lifetime p.243 Emergency Preparedness p.59 Prepared For Today p.71
<b>Substance Abuse Prevention</b> 1. demonstrates an awareness of choices and consequences regarding ATOD (Alcohol, Tobacco, Other Drugs) use. (SAFE) 2. increases student’s knowledge of the dangers associated with the abuse of ATOD. (SAFE)	Choosing What’s Right for Me p.41 Code of Ethics p.77 Personal Habits for a Lifetime p.243  Choosing What’s Right for Me p.41 Code of Ethics p.77 Personal Habits for a Lifetime p.243

**Health**

**Strand**

Responsible Health Behavior

**Standard**

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

<b>Benchmarks</b>	<b>Lesson</b>
<b>Family Life</b> 1. discusses ways in which one’s self-concept and attitude can be affected by outside influences (media, peers, and role models). (SE) 2. discusses methods that people use to influence others to do something they don’t want to do. (SE)	Decision Making p.51 Gangs p.61 Overcoming Poor Decisions p.147 Self-Awareness p.169  Being a Good Worker p.27 Gangs p.61 Code of Ethics p.77 Youth Protection p.259
<b>Personal Health</b> 1. understands how information from school and family influences personal health behaviors.	Violence Prevention p.137
<b>Substance Abuse Prevention</b> 1. identifies reasons people take drugs and discusses alternatives. (SE)	Decision Making p.51 Personal Habits for a Lifetime p.243

**Health  
Strand  
Standard**

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

Benchmarks	Lesson
<p>Family Life</p> <ol style="list-style-type: none"> <li>1. identifies appropriate ways to deal with feelings. (SE)</li> <li>2. discusses methods of dealing with problems. (SE)</li> <li>3. recognizes that every person has the right to say no to uncomfortable and abusive situations. (SE)</li> <li>4. knows refusal and negotiation skills to use in potentially harmful or dangerous situations.</li> </ol>	<p>Importance of Family p.117 Overcoming Poor Decisions p.147 Anger/Conflict Management p.153 Standing Up for Me p.183</p> <p>Choices p.37 Code of Ethics p.77 How I Learn From My Mistakes p.79 Importance of Family p.117 Overcoming Poor Decisions p.147 Anger/Conflict Management p.153 Youth Protection p.259</p> <p>Being a Good Worker p.27 Choices p.37 How I Learn From My Mistakes p.79 Youth Protection p.259</p> <p>Code of Ethics p.77 How I Learn From My Mistakes p.79 Anger/Conflict Management p.153</p>
<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. knows the skills needed to be a responsible friend and family member.</li> <li>2. knows various ways to communicate care, consideration, and acceptance of self and others.</li> </ol>	<p>Being a Good Worker p.27 Empathy p.111 Getting Along With Others p.113 Importance of Family p.117 Overcoming Poor Decisions p.147 Anger/Conflict Management p.153</p> <p>Empathy p.111 Getting Along With Others p.113 Overcoming Poor Decisions p.147 Sticking to What's Right p.187</p>
<p>Disease Prevention</p> <ol style="list-style-type: none"> <li>1. discusses the importance of seeking assistance for concerns or problems.</li> </ol>	<p>Emergency Preparedness p.59 How I Learn From My Mistakes p.79</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>Code of Ethics 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>
Family Life  1. identifies and applies the skills involved in making a decision. (SE)	Choices p.37 Decision Making p.51 Making Good Decisions p.63 Coping With Stress p.159 Setting Goals p.173 Standing Up for Me p.183 Fire Safety p.229
Personal Health  1. knows appropriate sources of information for making health-related decisions.  2. describes the components of a personal wellness plan.  3. knows how to apply the decision-making process to health issues and problems.	Emergency Preparedness p.59  Physical Fitness p.247  Choices p.37 Decision Making p.51 Emergency Preparedness p.59 Making Good Decisions p.63 Prepared For Today p.71
Disease Prevention 1. describes the importance of goal-setting and decision-making as it pertains to disease prevention.	Physical Fitness p.247
Substance Abuse Prevention  1. uses the decision-making model to examine the negative impact of substance abuse on an individual.	Decision Making p.51 Personal Habits for a Lifetime p.243

**Science****Strand B**

Energy

**Standard**

The student recognizes that energy may be changed in form with varying efficiency.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">SC.B.1.2.2.5</a> The student recognizes various forms of energy (e.g., heat, light, and electricity).	Clean Air and Water p.217 Weather p.257
<a href="#">SC.B.1.2.4.5</a> The student knows the many ways in which energy can be transformed from one type to another	Weather p.257
<a href="#">SC.B.1.2.5.5</a> The student knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed	Clean Air and Water p.217

**Science**  
**Strand B** Energy  
**Standards** The student understands the interaction of matter and energy.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">SC.B.2.2.2.5</a> The student recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy.	Conservation p.107
<a href="#">SC.B.2.2.3.5</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.107 Clean Air and Water p.217

**Science**  
**Strand D** Processes that Shape the Earth  
**Standards** The student understands the need for protection of the natural systems on Earth.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">SC.D.2.2.1.5</a> The student knows that reusing, recycling, and reducing the use of natural resources improves and protect the quality of life 1. Extends and refines knowledge of ways people can reuse, recycle, and reduce the use of resources to improve and protect the quality of life.	Conservation p.107 Clean Air and Water p.217

**Science**  
**Strand G** How Living Things Interact with Their Environment  
**Standards** The student understands the competitive, interdependent, cyclic nature of living things in the environment.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">SC.G.1.2.4.5</a> The student knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter.	Conservation p.107

**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.1.2.4.5</a> The student knows that to compare and contrast observations and results is an essential skill in science.	Conservation p.107 Clean Air and Water p.217

**Math**  
**Strand A** Number Sense, Concepts, and Operations  
**Standards** 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.1.2.1.5</a> The student names whole numbers combining 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents. 1. Reads, writes, and identifies common percents including 10%, 20%, 25%, 30%, 40%, 50%, 60%, 70%, 75% , 80%, 90%, and 100%	Math p.237

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.A.4.2.1.5</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.	Math p.237

**Math**  
**Strand B**            Measurement  
**Standard**            The student estimates measurements in real-world problem situations.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.B.3.2.1.5</a> The student solves real-world problems involving estimates of measurements including length, time, weight, temperature, money, perimeter, area, and volume.	Math p.237

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.C.2.2.1.5</a> The student understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.	Basic Art p.209

**Language Arts**  
**Strand A**            Reading  
**Standard**            The student uses the reading process effectively.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.A.1.2.4.5</a> The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.	When People Steal From Me p.99

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.A.2.2.1.5</a> The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order	Ethnic Heritage p.9 When People Steal From Me p.99
<a href="#">L.A.A.2.2.2.5</a> The student identifies the author's purpose in a simple text.	Ethnic Heritage p.9 Classic Literature p.215

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.B.1.2.1.5</a> The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.	Meeting Deadlines p.67 Classic Literature p.215

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.B.2.2.3.5</a> The student writes for a variety of occasions, audiences, and purposes	Ethnic Heritage p.9 Meeting Deadlines p.67 Classic Literature p.215
<a href="#">L.A.B.2.2.5.5</a> The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line	Meeting Deadlines p.67
<a href="#">L.A.B.2.2.6.5</a> The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	Meeting Deadlines p.67

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.C.1.2.1.5</a> The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.	Ethnic Heritage p.9
<a href="#">L.A.C.1.2.3.5</a> The student carries on an extended conversation with a group of friends.	Being a Good Worker p.27 Communication p.221
<a href="#">L.A.C.1.2.4.5</a> The student listens attentively to the speaker, including making eye contact and facing the speaker. 1. listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).	Getting Along With Others p.113 Developing Good Listening Skills p.163 Communication p.221
<a href="#">L.A.C.1.2.5.5</a> The student responds to speakers by asking questions, making contributions, and paraphrasing what is said. 1. uses strategies to respond to speakers (for example, asking questions, paraphrasing to confirm understanding, summarizing, making contributions, offering feedback).	Developing Good Listening Skills p.163 Communication p.221

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.C.3.2.2.5</a> The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.	Communication p.221 Developing Good Listening Skills p.163 Communication p.221
<a href="#">L.A.C.3.2.4.5</a> The student uses eye contact and gestures that engage the audience.	Communication p.221

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.D.2.2.1.5</a> The student understands that word choices can shape reactions; perceptions, and beliefs. 1. uses appropriate words to shape reactions, perceptions, and beliefs (for example, connotative and idiomatic meanings, synonyms, antonyms, sensory words).	Classic Literature p.215

**Language Arts**

**Strand E** Literature

**Standard** The student understands the common features of a variety of literary forms.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.E.1.2.3.5</a> The student knows the similarities and differences among the characters, settings, and events presented in various texts.	Classic Literature p.215

**Language Arts**

**Strand E** Literature

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.E.2.2.1.5</a> The student recognizes cause-and-effect relationships in literary texts 1. understands cause-and-effect relationships in literary texts.	When People Steal From Me p.99 Classic Literature p.215
<a href="#">L.A.E.2.2.3.5</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.	When People Steal From Me p.99 Classic Literature p.215
<a href="#">L.A.E.2.2.5.5</a> The student forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.	Classic Literature p.215