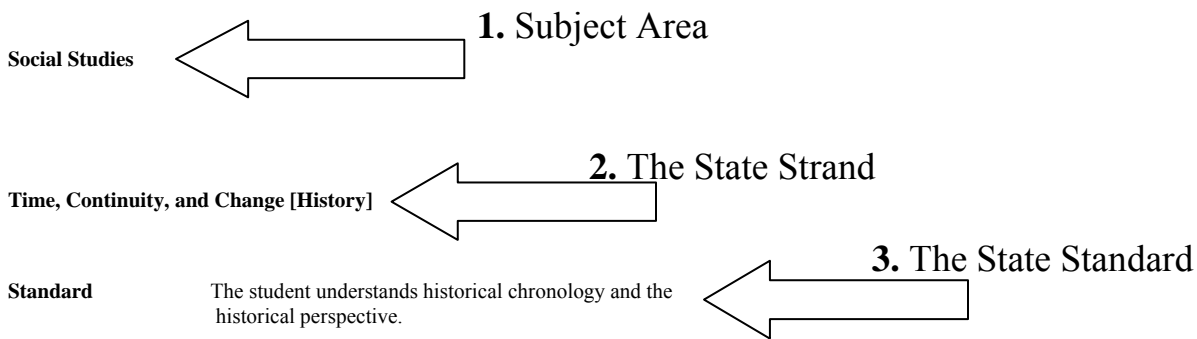




## Third Grade Benchmarks Correlated with Learning for Life Lessons

### How To Read The Learning For Life Correlation



### 4. Individual Benchmarks or Expectations

Student	Lesson
<ul style="list-style-type: none"> <li>FCAT I      The student understands how individuals, ideas, decisions, and events can influence historical events (for example, in ancient times).</li> <li>FCAT II      The student understands ways selected individuals, ideas, and decisions influenced historical events (for example, in ancient times).</li> </ul>	Race, Religion and Culture

### 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)

**Student Development**

**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.

Benchmark	Lesson
1. learns basic goal setting techniques.	A Job Well Done p.33 Prepared For Today p.97 Never Give Up p.177 Setting Goals p.223
2. identifies good study habits.	A Job Well Done p.33 Being a Good Worker p.41 Meeting Deadlines p.91 Never Give Up p.177 Developing Good Listening Skills p.207 Setting Goals p.223
3. describes and respects the rights and responsibilities of self and others.	Race, Religion and Culture p.17 Respecting Differences p.23 Making Good Decisions p.87 Code of Ethics p.103 Trust Me, I Won't Let You Down p.117 Violence Prevention p.169 Accepting Consequences p.231 Standing Up For Me p.237 Sticking To What's Right p.241
4. learns how to prepare for testing situations.	Being a Good Worker p.41 Developing Good Listening Skills p.207
5. transfers responsible school behaviors to home and community settings.	A Job Well Done p.33 Gangs p.83 Trust Me, I Won't Let You Down p.117 Service p.155 Violence Prevention p.169 Anger/Conflict Management p.193 Accepting Consequences p.231 Standing Up For Me p.237 Community p.247

**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.

Benchmark	Lesson
1. defines hobbies and leisure activities.	Self-Awareness p.219
2. recognizes work / career choices are influenced by interests and abilities.	Being Responsible p.47
3. understands academics are required in the working world.	Being Responsible p.47
4. describes personal qualities necessary for getting and keeping a job.	Being Responsible p.47 Never Give Up p.177

**Student Development**

**Personal / Social Development**

**Standard** The students 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>Benchmark</b>	<b>Lesson</b>
1. recognizes one's positive characteristics as seen by self and others.	Something Special About Me p.159 Building my Self-Confidence p.199 Self-Awareness p.219
2. demonstrates the ability to share and work cooperatively on group tasks.	Prepared For Today p.97 Never Give Up p.177
3. demonstrates responsibility for classroom duties.	A Job Well Done p.33 Service p.155
4. concludes decisions have consequences.	A Job Well Done p.33 Being a Good Worker p.41 Meeting Deadlines p.91 People Who Cheat p.113 When People Steal From Me p.121 Overcoming Poor Decisions p.187

**Social Studies**

**Time, Continuity, and Change [History] A**

**Standard** The student understands historical chronology and the historical perspective.

<b>Benchmark</b>	<b>Lesson</b>
<u>SS.A.1.2.1.3</u> The student understands how individuals, ideas, decisions, and events can influence history.  1. understands ways selected individuals, ideas, and decisions influenced historical events (for example, in ancient times).	Race, Religion and Culture p.17

**Social Studies**

**Time, Continuity, and Change [History] A**

**Standard** The student understands U.S. history from 1880 to the present day.

<b>Benchmark</b>	<b>Lesson</b>
<u>SS.A.5.2.7.3</u> The student knows the economic, political, and social transformations that have taken place in the United States since World War II.	Exhibiting Responsible Citizenship p.251

**Social Studies**

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

**Standard** The student understands the world in spatial terms

<b>Benchmark</b>	<b>Lesson</b>
<u>SS.B.1.2.1.3</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.317
<u>SS.B.1.2.3.3</u> The student locates and describes the physical and <u>cultural</u> features of major world political regions.	Ethnic Heritage p.13 World Cultures p.27
<u>SS.B.1.2.5.3</u> The student knows ways in which people view and relate to places and regions differently.	Ethnic Heritage p.13

**Social Studies**

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

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

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.B.2.2.2.3</u> The student understands how the physical environment supports and constrains human activities.	Community p.247 Clean Air and Water p.273
<u>SS.B.2.2.3.3</u> The student understands how human activity affects the physical environment.	Community p.247 Clean Air and Water p.273

**Social Studies 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.1.2.2.3</u> The student knows possible consequences of the absence of government, rules, and laws.	Being Responsible p.47
<u>SS.C.1.2.5.3</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.	Law And Government p.109

**Social Studies**

**Government and the Citizen [Civics and Government] C**

**Standard** The student understands the role of the citizen in American democracy.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.C.2.2.1.3</u> The student understands the importance of participation through community service, civic improvement, and political activities.	Law And Government p.109 Exhibiting Responsible Citizenship p.251
<u>SS.C.2.2.2.3</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.	Being Responsible p.47 Law And Government p.109
<u>SS.C.2.2.3.3</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).	Exhibiting Responsible Citizenship p.251
<u>SS.C.2.2.4.3</u> The student knows examples of the extension of the privileges and responsibilities of citizenship.	What is Freedom? P.257

**Social Studies**

**Production, Distribution, and Consumption [Economics] D**

**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.1.2.1.3</u> The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.	Consumerism p.69
<u>SS.D.1.2.5.3</u> The student understands the concept of earning income and the basic concept of a budget.	Money Management p.299

**Social Studies**

**Production, Distribution, and Consumption [Economics] D**

**Standard** The student understands the characteristics of different economic systems and institutions

<b>Benchmarks</b>	<b>Lesson</b>
SS.D.1.2.1.3 The student understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence	Consumerism p.69
SS.D.2.2.2.3 The student understands the roles that money plays in a market economy	Consumerism p.69

**Health**

**Health Literacy**

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

<b>Benchmarks</b>	<b>Lesson</b>
<p>Family Life</p> <p>1. identifies an individual’s unique characteristics. (SE)</p>	<p>Respecting Differences p.23                      Something Special About Me p.159                      Self-Awareness p.219                      Sticking To What’s Right p.241</p>
<p>Personal Health</p> <p>1. understands the concept of wellness.</p> <p>2. knows the ways in which the environment impacts health.</p> <p>3. knows the nutritional value of different foods.</p> <p>4. understands the need to accept another person’s efforts and limitations. (SE)</p> <p>5. recognizes stress inducing situations.</p>	<p>Health p.211                      Physical Fitness p.311</p> <p>Community p.247                      Clean Air and Water p.273</p> <p>Health p.211</p> <p>Understanding People With Special Needs p.163                      Sticking To What’s Right p.241                      Overcoming Poor Decisions p.187</p> <p>Coping with Stress p.203</p>

**Health**

**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>Family Life</p> <p>1. identifies examples of trusted adults who can provide valid health information.</p>	<p>Safety p.321</p>

Personal Health  1. knows the characteristics of valid health information, products, and services. 2. recognizes stress management resources in the home, school, and community.	Safety p.321  Coping with Stress p.203
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**Health**

**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. identifies people who children can talk to about uncomfortable situations. (SE)  2. recognizes ways to stay safe and avoid uncomfortable situations. (SE)	Safety p.321
Personal Health  1. understands that personal health behaviors may have positive or negative consequences on wellness. (SE)  2. identifies responsibility for personal health habits.  3. knows strategies for avoiding threatening or abusive situations.  4. understands basic first aid and safety rules.	Health p.211 Fire Safety p.285 Physical Fitness p.311  Meeting Deadlines p.91 Health p.211 Physical Fitness p.311 Safety p.321  Safety p.321  Emergency Preparedness p.77 Fire Safety p.285 Safety p.321
Disease Prevention  1. knows how personal health behaviors influence individual beings.  2. recognizes good health habits that help prevent the spread of illnesses.	Choices p.53  Health p.211 Physical Fitness p.311
Substance Abuse Prevention  1. describes ways to avoid the risks of ATOD use.	Communication p.279



<p>3. identifies appropriate ways to deal with and react to negative feelings. (SE)</p> <p>4. recognizes that every person has the right to say no to uncomfortable and abusive situations. (SE)</p>	<p>Code of Ethics p.103  Violence Prevention p.169  Anger Conflict Management p.193  Coping with Stress p.203</p>
<p>Personal Health</p> <p>1. understands the relationship between verbal and nonverbal communication.</p> <p>2. knows the difference between negative and positive behaviors used in conflict situations.</p> <p>3. knows ways to manage grief caused by disappointment, separation, or loss.</p>	<p>Communication p.279</p> <p>Never Lose Sight p.183  Violence Prevention p.169  Anger/Conflict Management p.193  Coping with Stress p.203  Communication p.279</p> <p>Anger/Conflict Management p.193  Coping with Stress p.203</p>
<p>Disease Prevention</p> <p>1. understands the importance of accurately reporting symptoms.</p>	<p>Emergency Preparedness p.77</p>
<p>Substance Abuse Prevention</p> <p>1. demonstrates effective tactics to diffuse ATOD use offers/pressures.</p> <p>2. practices saying no to offers of drugs. (SE)</p>	<p>Communication p.279</p> <p>Communication p.279</p>

**Health**

**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> <p>1. identifies how a positive self-image can affect choices. (SE)</p> <p>2. recognizes the importance of personal responsibility for one’s decisions and actions.</p>	<p>Choosing What’s Right For Me p.61  Setting Goals p.223  Standing Up For Me p.237</p> <p>A Job Well Done p.33  Being a Good Worker p.41  Choosing What’s Right For Me p.61  Decision Making p.73  Meeting Deadlines p.91  Overcoming Poor Decisions p.187</p>

<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. understands how to make good choices and responsible decisions.</li> <li>2. identifies the importance of long- and short-term goals. (SE)</li> </ol>	<p>Being a Good Worker p.41          Choices p.53          Choosing What’s Right For Me p.61          Decision Making p.73          Emergency Preparedness p.77          Making Good Decisions p.87          Meeting Deadlines p.91          Overcoming Poor Decisions p.187          Health p.211          Standing Up For Me p.237</p> <p>A Job Well Done p.33          Never Give Up p.177          Setting Goals p.223</p>
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**Health**

**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. identifies ways a family can influence and help each of its members. (SE)</li> </ol>	<p>Being Responsible p.47          Choosing What’s Right For Me p.61          Getting Along With Others p.137          Importance of Family p.143</p>

**Science**

**Energy**

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

<b>Benchmarks</b>	<b>Lesson</b>
<p><u>SC.B.1.2.2.3</u> The student recognizes various forms of energy (e.g., heat, light, and electricity).</p> <ol style="list-style-type: none"> <li>1. knows objects that emit heat and light.</li> <li>2. knows different forms of energy (for example, heat, light, sound).</li> </ol>	<p>Weather p.331</p>
<p><u>SC.B.1.2.4.3</u> The student knows the many ways in which energy can be transformed from one type to another.</p> <ol style="list-style-type: none"> <li>1. knows that heat can be produced by chemical reactions, electrical machines, and friction.</li> </ol>	<p>Weather p.331</p>

**Science**

**Processes that Shape the Earth D**

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

<b>Benchmarks</b>	<b>Lesson</b>
<u>SC.D.1.2.2.3</u> The student knows that 75 percent of the surface of the Earth is covered by water.	Conservation p.127

**Science**

**Processes that Shape the Earth D**

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

<b>Benchmarks</b>	<b>Lesson</b>
<u>SC.D.2.2.1.3</u> The student knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life.	Conservation p.127

**Science**

**Processes of Life F**

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

<b>Benchmarks</b>	<b>Lesson</b>
<u>SC.F.1.2.1.3</u> The student knows that the human body is made of systems with structures and functions that are related.	Health p.211
<u>SC.F.1.2.2.3</u> The student knows how all animals depend on plants.  1. understands the various ways that animals depend on plants for survival (for example, food, shelter, oxygen).	Health p.211

**Science**

**How Living Things Interact with Their Environments G**

**Standard** The student understands the of using limited natural resources.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SC.G.2.2.3.3</u> The student understands that changes in the habitat of an organism may be beneficial or harmful.	Community p.247

**Science**

**The Nature of Science H**

**Standard** The student understands that science, technology, and society are interwoven and interdependent

<b>Benchmarks</b>	<b>Lesson</b>
<u>SC.H.3.2.1.3</u> The student understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science	Community p.247

**Mathematics****Number Sense, Concepts, and Operations****Standard** The student understands the common features of a variety of literary forms.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.A.1.2.2.3</a> The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents. FCAT I, FCAT II	Math p.293
<a href="#">MA.A.1.2.3.3</a> The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations. FCAT I, FCAT II	Math p.293
<a href="#">MA.A.1.2.4.3</a> The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents. FCAT I	Math p.293

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">LA.A.2.2.1.3</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. FCAT I, FCAT III	Classic Literature p.269
<a href="#">LA.A.2.2.7.3</a> The student recognizes the use of comparison and contrast in a text. FCAT I, FCAT III  1. understands the use of comparison and contrast within a selection	Classic Literature p.269

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">LA.B.1.2.1.3</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	People Who Cheat p.113 Transportation p.327

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">LA.B.2.2.5.3</a> The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line. FCAT I	People Who Cheat p.113 Transportation p.327

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

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">LA.C.1.2.1.3</a> The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.  1. follows multiple-step oral directions.	Classic Literature p.269 Transportation p.327  Developing Good Listening Skills p.207

<p><a href="#">LA.C.1.2.2.3</a> The student identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.</p> <p>1. knows personal listening preferences (for example, poetry, songs, stories, fiction, nonfiction, drama, informational speeches).</p>	<p>Classic Literature p.269 Communication p.279</p>
<p><a href="#">LA.C.1.2.4.3</a> The student listens attentively to the speaker, including making eye contact and facing the speaker.</p> <p>1. listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).</p>	<p>Developing Good Listening Skills p.207</p>
<p><a href="#">LA.C.1.2.5.3</a> The student responds to speakers by asking questions, making contributions, and paraphrasing what is said.</p> <p>1. uses strategies to respond to speakers (for example, asking questions, making contributions, paraphrasing).</p>	<p>Developing Good Listening Skills p.207</p>

**Language Arts**

**Listening, Viewing and Speaking**

**Standard C** The student uses viewing strategies effectively.

<b>Benchmarks</b>	<b>Lesson</b>
<p><a href="#">LA.C.2.2.2.3</a> The student recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.</p>	<p>Basic Art p.265 Communication p.279</p>

**Language Arts**

**Language**

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

<b>Benchmarks</b>	<b>Lesson</b>
<p><a href="#">LA.D.2.2.1.3</a> The student understands that word choices can shape reactions; perceptions, and beliefs.</p> <p>1. understands that word choices can shape reactions, perceptions, and beliefs.</p>	<p>Classic Literature p.269 Transportation p.327</p>

**Language Arts**

**Literature**

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

Benchmark	Lesson
<p><a href="#">LA.E.2.2.1.3</a> The student recognizes cause-and-effect relationships in literary texts. FCAT I, FCAT III</p> <p>1. recognizes cause-and-effect relationships in literary texts.</p>	<p>Classic Literature p.269</p>
<p><a href="#">LA.E.2.2.2.3</a> The student recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary and story structure, such as patterns, used in children’s texts. FCAT III</p>	<p>Classic Literature p.269</p>