



# Second 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

## 1. Subject Area

Social Studies

## 2. The State Strand

Time, Continuity, and Change [History]

## 3. The State Standard

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

## 4. Individual Benchmarks or Expectations

Student	Lesson
The 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 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)
<b>Champions Book</b>	for special needs students that focus on life skills

*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. shows the ability to follow instructions and to complete assignments.	Law and Government p.69 Never Give Up p.121 Developing Good Listening Skills p.137
2. develops an awareness of the decision-making process.	Choices p.35 Choosing What's Right For Me p.37 Decision Making p.45 Making Good Decisions p.55 How I Learn From My Mistakes p.65 Never Lose Sight p.97 Never Give Up p.121 Accepting Consequences p.155 Communication p.203
3. shows awareness of the relationship between learning and effort.	Being a Good Worker p.27 Never Give Up p.121 Developing Good Listening Skills p.137 Setting Goals p.149

**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. defines the terms of work / careers and realizes children and adults work.	Setting Goals p.149 Choices p.35 Community p.167
2. demonstrates understanding of why work is divided among many people.	Community p.167

**Student Development****Strand** 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>Benchmarks</b>	<b>Lesson</b>
<p>None</p> <ol style="list-style-type: none"> <li>1. recognizes a variety of emotions, their causes and possible consequences.</li>   <li>2. describes roles and responsibilities of family members.</li>   <li>3. recognizes the effect personal actions have on others.</li>   <li>4. recognizes decisions have alternatives.</li>   <li>5. recognizes personal qualities needed to obtain goals.</li>   <li>6. demonstrates the ability to assert boundaries, rights and personal privacy.</li> </ol>	<p>Respecting Differences p.19          Choices p.35          Choosing What's Right For Me p.37          Gangs p.51          Making Good Decisions p.55          How I Learn From My Mistakes p.65          Trust Me, I Won't Let You Down p.77          When People Steal From Me p.81          Getting Along With Others p.89          Violence Prevention p.115          Building My Self-Confidence p.131</p> <p>The Importance of Family p.93          Something Special About Me p.109          Building My Self-Confidence p.131</p> <p>Respecting Differences p.19          Decision Making p.45          Prepared for Today p57          Code of Ethics p.63          Empathy p.87          Getting Along With Others p.89          Accepting Consequences p.155          Communication p.203</p> <p>Respecting Differences p.19          Choosing What's Right For Me p.37          Decision Making p.45          Service p.105          Accepting Consequences p.155          Sticking To What's Right p.161</p> <p>Overcoming Poor Decisions p.123          Never Give Up p.121,</p> <p>Prepared for Today p57          Law and Government p.69          Youth Protection p.241</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>
<p><u>SS.A.1.1.1.2</u> The student compares everyday life in different places and times and understands that people, places, and things change over time.</p> <p>1. knows similarities and differences among selected Native American cultures from different regions and times (for example, nomadic groups, agricultural groups, city building, relationship with the environment).</p>	<p>Ethic Heritage p.9 World Cultures p.23</p>
<p><u>SS.A.1.1.2.2</u> The student understands that history tells the story of people and events of other times and places.</p> <p>1. extends and refines understanding that history tells the story of people and events of other times and places.</p>	<p>Self-Awareness p.145</p>
<p><u>SS.A.1.1.3.2</u> The student knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).</p>	<p>Ethic Heritage p.9</p>
<p><u>SS.A.1.1.4.2</u> The student understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).</p> <p>1. applies calendar time to events in school or community (for example, placing school holidays on a calendar).</p>	<p>Days of the Week p.37 (Champions Book) Months of the Year p.41 (Champions Book)</p>

**Social Studies****Strand** Time, Continuity, and Change [History]**Standard** The student understands Western and Eastern civilization since the Renaissance.

<b>Benchmarks</b>	<b>Lesson</b>
<p><u>SS.A.3.1.2.2</u> The student understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (e.g., such as paintings, sculptures, and masks).</p> <p>1. knows some works of art that reflect the cultural heritage of the community or country (for example, paintings, statues).</p>	<p>World Cultures p.23 What is Freedom p.187</p>

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

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.A.5.1.1.2</u> The student knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).	Self-Awareness p.145

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

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.B.1.1.1.2</u> The student determines the absolute and relative location of people, places, and things.  1. knows the locations of the community, city, state, and country on a map and globe.	Ethic Heritage p.9 World Cultures p.23 Places and Maps p.225
<u>SS.B.1.1.2.2</u> The student determines the absolute and relative location of people, places, and things. The student uses simple maps, globes, and other three-dimensional models to identify and locate places.  1. knows map legends, coordinates, key symbols, and cardinal and intermediate directions to read simple maps.	Places and Maps p.225

**Social Studies****Strand** 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.2.1.1.2</u> The student determines the absolute and relative location of people, places, and things. The student identifies some physical and human characteristics of places.  1. understands ways climate, location, and physical surroundings affect the way people live (for example, food, clothing, shelter, transportation, recreation).	World Cultures p.23
<u>SS.B.2.1.2.2</u> The student knows how different communities have changed physically and demographically.  1. knows ways in which people have modified the physical environment (for example, building roads, clearing land for urban development, mining coal) and the consequences of these modifications.	Conservation p.85 Clean Air And Water p.201

<p><u>SS.B.2.1.3.2</u> The student knows basic needs and how families in the United States and other countries meet them.</p> <p>1. knows ways trade helps families in different places meet their basic needs of clothing, food, and shelter.</p>	Ethic Heritage p.9
<p><u>SS.B.2.1.4.2</u> The student knows the role that resources play in our daily lives.</p> <p>1. knows ways people can conserve and replenish natural resources.</p>	Conservation p.85
<p><u>SS.B.2.1.1.5</u> The student knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.</p>	Transportation p.235

**Social Studies**

**Strand**

Government and the Citizen [Civics and Government]

**Standard**

The student understands the structure, functions, and purpose of government and how the principles and values of American democracy are reflected in American constitutional government.

Benchmarks	Lesson
<p><u>SS.C.1.1.1.2</u> The student knows how various symbols are used to depict Americans' shared values, principles, and beliefs.</p>	Exhibiting Responsible Citizenship p.183
<p><u>SS.C.1.1.2.2</u> The student knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.</p>	Exhibiting Responsible Citizenship p.183
<p><u>SS.C.1.1.3.2</u> The student understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and "does not go too far."</p> <p>1. understands there might be consequences for breaking rules.</p>	Law and Government p.69 Trust Me, I Won't Let You Down p.77 When People Steal From Me p.81

**Social Studies**

**Strand**

Government and the Citizen [Civics and Government]

**Standard**

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

Benchmarks	Lesson
<p><u>SS.C.2.1.1.2</u> The student knows the qualities of a good citizen (e.g., honesty, courage, and patriotism).</p> <p>1. extends and refines understanding of characteristics of good citizenship (for example, belief in the importance of justice, truth, equality, responsibility for the common good).</p>	Code of Ethics p.63 Trust Me, I Won't Let You Down p.77 People Who Cheat p.75 When People Steal From Me p.81 Exhibiting Responsible Citizenship p.183
<p><u>SS.C.2.1.2.2</u> The student knows that a responsibility is a duty to do something or not to do something.</p> <p>1. understands that there are consequences of fulfilling or not fulfilling responsibilities.</p>	Choices p.35 Choosing What's Right For Me p.37 Decision Making p.45 Service p.105

<p><u>SS.C.2.1.3.2</u> The student knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.</p> <p>1. knows some benefits of fulfilling responsibilities (for example, praise and approval, increased confidence, self-esteem).</p>	<p>Decision Making p.45 Law and Government p.69 Service p.105</p>
<p><u>SS.C.2.1.4.2</u> The student knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.</p> <p>1. understands conflicts over the scopes and limits of privacy (for example, situations in which keeping a secret could be harmful).</p>	<p>Youth Protection p.241</p>

**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>
<p><u>SS.D.2.1.1.2</u> The student understands that most people work in jobs in which they produce a few special goods or services.</p> <p>1. knows some requirements of various jobs and characteristics of a job well-performed.</p>	<p>Community p.167 Service p.105</p>
<p><u>SS.D.2.1.2.2</u> The student understands the basic concepts of markets and exchanges.</p> <p>1. understands the purpose of markets (for example, sellers compete to sell the same or similar products and buyers have choices).</p>	<p>Consumerism p.41 Math p.213</p>

**Health**

**Strand** 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>Race, Religion and Culture p.11 Respecting Differences p.15 Something Special About Me p.109 Standing Up For Me p.159</p>
<p>Personal Health</p> <p>1. recognizes the need to accept another persons’ efforts and limitations. (SE)</p> <p>2. classifies food and food combinations according to the Food Guide Pyramid.</p>	<p>Race, Religion and Culture p.11 Understanding People With Special Needs p.111</p> <p>Food Groups p.133 (Champions Book)</p>

Disease Prevention	
1. understands why proper cleanliness habits help ensure good health and control germs. (SE)	Health p.141 Basic Kitchen Hygiene p.155 (Champions Book)

**Health  
Strand  
Standard**

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

Benchmarks	Lesson
Family Life	
1. identifies trusted adults who can assist them with questions/ concerns.	Making Good Decisions p.55 The Importance of Family p.93 Youth Protection p.241
Personal Health	
1. knows sources of health information and how to locate them.	The Importance of Family p.93 Communication p.203
Disease Prevention	
1. understands the importance of obtaining reliable information.	The Importance of Family p.93 Communication p.203
Substance Abuse Prevention	
1. identifies individuals who can provide valid information.	The Importance of Family p.93 Communication p.203

**Health  
Strand  
Standard**

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

Benchmarks	Lesson
Family Life	
1. knows and practices good personal health habits.	Health p.141 Physical Fitness p.221

<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. understands positive health behaviors that enhance wellness.</li> <li>2. recognizes and discusses personal health behaviors that may become lifetime habits. (SE)</li> <li>3. recognizes situations that may make a person feel uncomfortable. (SE)</li> <li>4. demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.</li> <li>5. knows and practices ways to prevent injuries.</li> </ol>	<p>Coping With Stressp.135 Health p.141 Physical Fitness p.221</p> <p>Coping With Stressp.135 Health p.141 Physical Fitness p.221</p> <p>Gangs p.51 Prepared for Today p.59 Violence Prevention p.115 Youth Protection p.241</p> <p>Emergency Preparedness p.49 Prepared for Today p57 Code of Ethics p.63 How I Learn From My Mistakes p.65 The Importance of Family p.93 Health p.141 Communication p.203 Fire Safety p.207 Safety p.231 Youth Protection p.241</p> <p>Physical Fitness p.221 Safety p.231</p>
<p>Substance Abuse Prevention</p> <ol style="list-style-type: none"> <li>1. describes how avoiding ATOD use can enhance one’s health. (SAFE)</li> </ol>	<p>Emergency Preparedness p.49 Prepared for Today p57 Sticking To What’s Right p.161</p>

**Health Strand Standard** Responsible Health Behavior  
The student analyzes the influence of culture, media, technology, and other factors on health.

<b>Benchmarks</b>	<b>Lesson</b>
<p>Family Life</p> <ol style="list-style-type: none"> <li>1. discusses examples of positive and negative influences.</li> </ol>	<p>Gangs p.51 Prepared for Today p.57 Accepting Consequences p.155</p>
<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. knows and accepts the differences of people with special health needs.</li> </ol>	<p>Understanding People With Special Needs p.111</p>
<p>Disease Prevention</p> <ol style="list-style-type: none"> <li>1. discusses different ways of treating and dealing with illnesses.</li> </ol>	<p>Understanding People With Special Needs p.111</p>

Substance Abuse Prevention	Trust Me, I Won't Let You Down p.77 Prepared for Today p.57
1. describes common influences to use (ATOD) they have seen.	

**Health  
Strand  
Standard**

Responsible Health Behavior

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

<b>Benchmarks</b>	<b>Lesson</b>
Family Life	
1. identifies ways people make and keep friends. (SE)	Respecting Differences p.19 Empathy p.87 Getting Along With Others p.89 Violence Prevention p.115
2. recognizes behaviors that help people get along in a group. (SE)	Respecting Differences p.19 Being a Good Worker p.27 Code of Ethics p.63 People Who Cheat p.75 When People Steal From Me p.81
3. recognizes that how people express their feelings affects themselves and others. (SE)	Respecting Differences p.19 Violence Prevention p.115 Coping With Stress p.135
4. understands that when people cope with feelings, sometimes they need to be with others and sometimes they need to be alone. (SE)	Anger/Conflict Management p.129
5. recognizes that every person has the right to say no to uncomfortable and abusive situations. (SE)	Prepared for Today p.57 Trust Me, I Won't Let You Down p.77 Youth Protection p.241
6. identifies people who children can talk to about uncomfortable situations. (SE)	Trust Me, I Won't Let You Down p.77 Youth Protection p.241

<p><b>Personal Health</b></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 share health information.</li> <li>3. knows various ways in which to resolve conflict using positive behavior.</li> </ol>	<p>Being a Good Worker p.27 Decision Making p.45 Service p.105</p> <p>The Importance of Family p.93 Communication p.203</p> <p>Anger/Conflict Management p.129 Coping With Stress p.135</p>
<p><b>Disease Prevention</b></p> <ol style="list-style-type: none"> <li>1. knows the importance of reporting symptoms to a trusted adult.</li> </ol>	<p>The Importance of Family p.93 Communication p.203</p>
<p><b>Substance Abuse Prevention</b></p> <ol style="list-style-type: none"> <li>1. knows why it is important to refuse ATOD offers/pressures.</li> <li>2. practices saying no to offers of drugs. (SE)</li> </ol>	<p>Prepared for Today p57 Sticking To What's Right p.161</p> <p>Prepared for Today p57 Sticking To What's Right p.161</p>

**Health  
Strand  
Standard**

Advocate and Promote Healthy Living  
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. discusses how the way people feel about themselves can affect their choices. (SE)</li> <li>2. recognizes the need to accept responsibility for one's own actions. (SE)</li> </ol>	<p>Getting Along With Others p.89 Violence Prevention p.115 Anger/Conflict Management p.129 Coping With Stress p.135</p> <p>Choices p.35 Choosing What's Right For Me p.37 Decision Making p.45 Making Good Decisions p.55 Trust Me, I Won't Let You Down p.77 When People Steal From Me p.81 Self-Awareness p.145 Sticking To What's Right p.161 Classic Literature p.197</p>

<p>Personal Health</p> <p>1. understand how to make good choices and responsible decisions.(SE)</p> <p>2. identifies the importance of long-term and short-term goals. (SE)</p>	<p>Choices p.35          Choosing What's Right For Me p.37          Decision Making p.45          Emergency Preparedness p.49          Making Good Decisions p.55          People Who Cheat p.75          Trust Me, I Won't Let You Down p.77          When People Steal From Me p.81          Service p.105          Overcoming Poor Decisions p.123          Anger/Conflict Management p.129          Fire Safety p.207          Youth Protection p.241</p> <p>Never Give Up p.121          Setting Goals p.149</p>
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**Science**  
**Strand A**            The Nature of Matter  
**Standard**            The student understands that all matter has observable, measurable properties.

Benchmarks	Lesson
<a href="#">SC.A.1.1.1.2</a> The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).	Science p.229
<a href="#">SC.A.1.1.2.2</a> The student recognizes that the same material can exist in different states.	Science p.229

**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.2.1.1.2</a> The student understands that people influence the quality of life of those around them.	Clean Air And Water p.201 Conservation p.85

**Science**  
**Strand F**            Processes of Life  
**Standard**            The student describes patterns of structure and function in living things.

Benchmarks	Lesson
<p><a href="#">SC.F.1.1.1.2</a> The student knows the basic needs of all living things.</p> <p>1. understands that the amount of food, water, space, and shelter needed is dependent on the size and kind of living things.</p>	Conservation p.85
<p><a href="#">SC.F.1.1.4.2</a> The student understands that structures of living things are adapted to their function in specific environments.</p> <p>1. understands that structures of living things are adapted to their function in specific environments.</p>	Conservation p.85

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

Benchmarks	Lesson
<a href="#">SC.G.1.1.2.2</a> The student knows that plants and animals are dependent upon each other for survival.	Conservation p.85
<a href="#">SC.G.1.1.4.2</a> The student knows that animals and plants can be associated with their environment by an examination of their structural characteristics.	Conservation p.85

**Science**  
**Strand G** How Living Things Interact with Their Environments  
**Standard** The student understands the consequences of using limited natural resources.

Benchmarks	Lesson
<a href="#">SC.G.2.1.1.2</a> The student knows that if living things do not get food, water, shelter, and space, they will die.	Conservation p.85
<a href="#">SC.G.2.1.2.2</a> The student knows that the activities of humans affect plants and animals in many ways.	Conservation p.85 Clean Air And Water p.201

**Science**  
**Strand H** The Nature of Science  
**Standard** The student uses the scientific processes and habits of mind to solve problems.

Benchmarks	Lesson
<a href="#">SC.H.1.1.1.2</a> The student knows that in order to learn, it is important to observe the same things often and compare them.	Clean Air And Water p.201
<a href="#">SC.H.1.1.2.2</a> The student knows that when tests are repeated under the same condition, similar results are usually obtained.	Clean Air And Water p.201
<a href="#">SC.H.1.1.3.2</a> The student knows that in doing science, it is often helpful to work with a team and to share findings with others.	Clean Air And Water p.201
<a href="#">SC.H.1.1.5.2</a> The student uses the senses, tools, and instruments to obtain information from his or her surroundings.	Clean Air And Water p.201 Weather p.237

**Science**  
**Strand H** The Nature of Science  
**Standard** The student understands that science, technology, and society are interwoven and interdependent.

Benchmarks	Lesson
<a href="#">SC.H.3.1.1.2</a> The student knows that scientists and technologists use a variety of tools	

**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>
<p><a href="#">MA.A.1.1.3.2</a> The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations. FCAT I, FCAT II</p> <ol style="list-style-type: none"> <li>represents real-world applications of whole numbers, to 1000 or more, using concrete materials, drawings, and symbols.</li> <li>uses concrete materials to compare fractions in real-life situations.</li> </ol>	<p>Consumerism p.41</p> <p>Consumerism p.41</p>

**Mathematics****Strand A** Number Sense, Concepts, and Operations**Standard** The student understands number systems.

<b>Benchmarks</b>	<b>Lesson</b>
<p><a href="#">MA.A.2.1.1.2</a> The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100. FCATI, FCAT II,</p>	<p>Math p.213</p> <p>Money Management p.217</p>
<p><a href="#">MA.A.2.1.2.2</a> The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.</p>	<p>Math p.213</p> <p>Money Management p.217</p>

**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>
<p><a href="#">MA.A.3.1.1.2</a> The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.</p>	<p>Pet Care p.101</p> <p>Consumerism p.41</p> <p>Math p.213</p> <p>Money Management p.217</p>
<p><a href="#">MA.A.3.1.2.2</a> The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers. FCAT I, FCAT II</p>	<p>Consumerism p.41</p> <p>Math p.213</p> <p>Money Management p.217</p>
<p><a href="#">MA.A.3.1.3.2</a> The student adds and subtracts whole numbers to solve real-world problems using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator. FCAT I</p>	<p>Consumerism p.41</p> <p>Pet Care p.101</p> <p>Math p.213</p> <p>Money Management p.217</p>

**Mathematics****Strand B** Measurement**Standard** The student measures quantities in the real world and uses the measures to solve problems.

<b>Benchmarks</b>	<b>Lesson</b>
<p><a href="#">MA.B.1.1.1.2</a> The student uses and describes basic measurement concepts, including length, weight, digital and analog time, temperature, and capacity.</p>	<p>Weather p.237</p>

**Mathematics****Strand B**

Measurement

**Standard**

The student estimates measurements in real-world problem situations.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.B.3.1.1.2</a> The student, using a variety of strategies, estimates lengths, widths, time intervals, and money and compares them to actual measurements. FCAT I, FCAT II  1. knows and compares amounts of money in coins, to one dollar or more.	Consumerism p.41 Money Management p.217 Math p.213

**Mathematics****Strand B**

Measurement

**Standard**

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.B.4.1.2.2</a> The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems. FCAT I, FCAT II  1. knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.	Weather p.237

**Mathematics****Strand D**

Algebraic Thinking

**Standard**

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.D.2.1.2.2</a> The student uses informal methods to solve real-world problems requiring simple equations that contain one variable. FCAT I	Consumerism p.41 Math p.213 Money Management p.217

**Language Arts****Strand A**

Reading

**Standard**

The student constructs meaning from a wide range of texts.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">LA.A.2.1.1.2</a> The student determines the main idea or essential message from text and identifies supporting information. FCAT I, FCAT III	Classic Literature p.197

**Language Arts****Strand B**

Writing

**Standard**

The student writes to communicate ideas and information effectively.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">LA.B.2.1.1.2</a> The student writes questions and observations about familiar topics, stories, or new experiences.	Building My Self-Confidence p.131

knowledge and experience to tell about experiences or to audiences, and purposes. FCAT I	Building My Self-Confidence p.131
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Listening, Viewing, Speaking  
 The student uses listening strategies effectively.

	Lesson
...s for a variety of informational purposes, including ...ctions, performing tasks, solving problems, and	Being a Good Worker p.27 Developing Good Listening Skills p.137
...nizes personal preferences in listening to literature and	Classic Literature p.197
...s specific details of information heard, including  ...ails and information (including but not limited to logical events, story elements, concluding events).	Classic Literature p.197 Communication p.203

Language  
 The student understands the power of language.

	Lesson
...stands that word choice can shape ideas, feelings, and	Vioe3.0 re f 44.64 412.08 0.48 11.5 re f 44.64

