

A Correlation of

Population Connection Materials

To

Florida's Sunshine State Standards

Organized by:

1. Subject
 - a. Grade
 - i. Standard; Strand; description in the order as they appear on accompanying spreadsheet

Elementary Grades

1. Language Arts:

a. Grade: Kindergarten

- i. LA.K.1.1.1: Reading Process: The student will locate a printed word on a page.
- ii. LA.K.1.1.6: Reading Process: The student will move top to bottom and left to right on the printed page
- iii. LA.K.1.2.3: Reading: The student will recognize and produce words that rhyme
- iv. LA.K.1.6.3: Reading Process: The student will describe common objects and events in both general and specific language.
- v. LA.K.1.7.1: Reading Process: The student will make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations).
- vi. LA.K.2.2.1: Literary Analysis: The student will identify the purpose of nonfictional text.
- vii. LA.K.4.2.3: Writing Application: The student will participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details
- viii. LA.K.5.2.1: Communication: The student will listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions)
- ix. LA.K.5.2.2: Communication: The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding.
- x. LA.K.5.2.3: Communication: The student will repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns)
- xi. LA.K.5.2.5: Communication: The student will communicate effectively when relating experiences and retelling stories heard

b. Grade: 1

- i. LA.1.1.7.5: Reading Process: The student will distinguish fact from fiction and cause from effect
- ii. LA.1.1.7.6: Reading Process: The student will arrange events in sequence;
- iii. LA.1.2.1.5: Literary Analysis: The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts).
- iv. LA.1.3.1.2: Writing Process: The student will prewrite by discussing the purpose for a writing piece.
- v. LA.1.5.2.1: Communication: The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules
- vi. LA.1.5.2.2: Communication: The student will retell specific details of information heard.

- vii. LA.1.5.2.3: Communication: The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding

c. Grade: 2

- i. LA.2.2.2.1: Literary Analysis: The student will recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations).
- ii. LA.2.4.2.5: Writing Application: The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.
- iii. LA.2.5.2.4: Communication: The student will listen politely to oral presentations by classmates.

d. Grade: 3

- i. LA.3.1.6.2: Vocabulary: The student will listen to, read, and discuss familiar and conceptually challenging text.
- ii. LA.3.2.2.3; Literary Analysis: The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing.
- iii. LA.3.3.1.1: Writing Process: The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material).
- iv. LA.3.4.2.1: Writing Applications: The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics).
- v. LA.3.4.3.1: Writing Applications: The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.
- vi. LA.3.5.2.2: Communication: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

e. Grade: 4

- i. LA.4.1.7.3: Reading: The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.
- ii. LA.4.2.2.3: Literary Analysis: The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing.
- iii. LA.4.4.2.2: Writing Applications: The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.

- iv. LA.4.5.2.1: Communication: The student will listen to information presented orally and show an understanding of key points
- v. LA.4.5.2.3: Communication: The student will listen attentively to speakers and takes notes as needed to ensure accuracy of information.

f. Grade: 5

- i. LA.5.1.7.4: Reading: The student will identify cause-and-effect relationships in text.
- ii. LA.5.5.2.1: Communication: The student will listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations.

2. Math

a. Grade: Kindergarten

- i. MA.K.A.1.1: Big Idea 1: Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.
- ii. MA.K.A.1.3: Big Idea 1: Solve word problems involving simple joining and separating situations.

b. Grade: 1

- i. MA.1.A.1.1: Big Idea 1: Model addition and subtraction situations using the concepts of "part-whole," "adding to," "taking away from," "comparing," and missing addend."
- ii. MA.1.A.1.4: Big Idea 1: Use counting strategies, number patterns, and models as a means for solving basic addition and subtraction fact problems.
- iii. MA.1.A.2.1: Big Idea 2: Compare and order whole numbers at least to 100.

c. Grade: 2

- i. MA.2.A.6.1: Numbers and Operations: Solve problems that involve repeated addition.

d. Grade: 3

- i. MA.3.A.1.1: Big Idea 1: Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.
- ii. MA.3.A.2.2: Big Idea 1: Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.
- iii. MA.3.A.2.4: Big Idea 2: Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence.

- iv. MA.3.G.5.2: Geometry and Measurement: Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$.
- v. MA.3.A.6.2: Numbers and Operations: Solve non-routine problems by making a table, chart, or list and searching for patterns.

e. Grade: 4

- i. MA.4.A.1.1: Big Idea 1: Use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease.
- ii. MA.4.G.3.3: Big Idea 3: Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.
- iii. MA.4.A.4.2: Algebra: Describe mathematics relationships using expressions, equations, and visual representations.
- iv. MA.4.A.6.1: Numbers and Operations: Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.
- v. MA.4.A.6.5: Numbers and Operations: Relate halves, fourths, tenths, and hundredths to decimals and percents.

f. Grade: 5

- i. MA.5.A.1.4: Big Idea 1: Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking the reasonableness of results.
- ii. MA.5.A.4.2: Algebra: Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.
- iii. MA.5.S.7.1: Data Analysis: Construct and analyze line graphs and double bar graphs.
- iv. MA.5.S.7.2: Data Analysis: Differentiate between continuous and discrete data, and determine ways to represent those using graphs and diagrams.

3. Science

a. Grade: Kindergarten

- i. SC.K.N.1.2: Big Idea 1: Make observations of the natural world and know that they are descriptors collected using the five senses.
- ii. SC.K.N.1.5: Big Idea 1: Recognize that learning can come from careful observation.
- iii. SC.K.P.12.1: Motion of Objects: Investigate that things move in different ways, such as fast, slow, etc.
- iv. SC.K.P.13.1: Forces and Changes in Motion: Observe that a push or a pull can change the way an object is moving.

- v. SC.K.L.14.3: Organization and Development of Living Organisms: Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

b. Grade: 1

- i. SC.1.N.1.1: The Practice of Science: Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
- ii. SC.1.E.5.1: Earth in Space and Time: Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.
- iii. SC.1.E.5.4: Earth in Space and Time: Identify the beneficial and harmful properties of the sun.
- iv. SC.1.E.6.2: Earths Structures: Describe the need for water and how to be safe around water.
- v. SC.1.P.12.1: Motion of Objects: Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.
- vi. SC.1.P.13.1: Forces and Changes in Motion: Demonstrate that the way to change the motion of an object is by applying a push or a pull.
- vii. SC.1.L.14.1: Organization and Development of Living Organisms: Make observations of living things and their environment using the five senses.
- viii. SC.1.L.14.3: Organization and Development of Living Organisms: Differentiate between living and nonliving things.
- ix. SC.1.L.17.1: Interdependence: Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

c. Grade: 2

- i. SC.2.N.1.3: The Practice of Science: Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.
- ii. SC.2.L.17.1: Interdependence: Compare and contrast the basic needs that all living things, including humans, have for survival.
- iii. SC.2.L.17.2: Interdependence: Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

d. Grade: 3

- i. SC.3.N.1.3: The Practice of Science: Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

- ii. SC.3.N.1.6: The Practice of Science: Infer based on observation.
- iii. SC.3.E.5.1: Earth in Space and Time: Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the sun are so far away that they look like points of light.
- iv. SC.3.E.5.5: Earth in Space and Time: Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

e. Grade: 4

- i. SC.4.N.1.1: The Practice of Science: Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
- ii. SC.4.N.1.5: The Practice of Science: Compare the methods and results of investigations done by other classmates.
- iii. SC.4.E.6.3: Earth Structures: Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.
- iv. SC.4.L.17.4: Interdependence: Recognize ways plants and animals, including humans, can impact the environment.

f. Grade: 5

- i. SC.5.N.1.1: The Practice of Science: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
- ii. SC.5.L.15.1: Diversity and Evolution of Living Organisms: Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

4. Social Studies

a. Grade: Kindergarten

- i. SS.K.A.2.1: American History: Compare children and families of today with those in the past.
- ii. SS.K.C.2.3: Civics and Government: Describe fair ways for groups to make decisions.
- iii. SS.K.E.1.4: Economics: Identify the difference between basic needs and wants.

- iv. SS.K.G.1.2: Geography: Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- v. SS.K.G.1.4: Geography: Differentiate land and water features on simple maps and globes.
- vi. SS.K.G.2.1: Geography: Locate and describe places in the school and community.
- vii. SS.K.G.3.3: Physical System: Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

b. Grade: 1

- i. SS.1.A.2.2: American History: Compare life now with life in the past.
- ii. SS.1.C.3.1: Civics and Government: Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
- iii. SS.1.C.2.3: Civics and Government: Identify ways students can participate in the betterment of their school and community.
- iv. SS.1.E.1.6: Economics: Identify that people need to make choices because of scarce resources.
- v. SS.2.G.1.3: Geography: Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
- vi. SS.1.G.1.4: Geography: Identify a variety of physical features using a map and globe.
- vii. SS.1.G.1.6: Geography: Describe how location, weather, and physical environment affect the way people live in our community.

c. Grade: 2

- i. SS.2.C.2.4: Identify ways citizens can make a positive contribution in their community.
- ii. SS.2.E.1.1: Economics: Recognize that people make choices because of limited resources.
- iii. SS.2.G.1.3: Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

d. Grade: 3

- i. SS.3.G.1.1: Geography: Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- ii. SS.3.G.3.2: Geography: Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- iii. SS.3.G.4.1: Geography: Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- iv. SS.3.G.2.6: Geography: Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

- v. SS.3.E.1.3: Economics: Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

e. **Grade: 4**

- i. SS.4.C.2.2: Civics and Government: Identify ways citizens work together to influence government and help solve community and state problems.
- ii. SS.4.C.2.3: Civics and Government: Explain the importance of public service, voting, and volunteerism.

f. **Grade: 5**

- i. SS.5.A.4.1: American History: Identify the economic, political and socio-cultural motivation for colonial settlement.
- ii. SS.5.C.2.5: Civics and Government: Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
- iii. SS.5.G.1.1: Geography: Interpret current and historical information using a variety of geographic tools.
- iv. SS.5.G.1.4: Geography: Construct maps, charts, and graphs to display geographic information.
- v. SS.5.G.2.1: Geography: Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.