|  | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| FLORIDA STANDARDS |  |  |  |  |  |  |  |  |
| FLORIDA HEALTH EDUCATION STANDARDS BENCHMARK CODE |  |  |  |  |  |  |  |  |
| HE.1.B.3.1 Identify trusted adults and professionals who can help promote health. | * | * | * | * | * | * | * | * |
| HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings. |  | * | * | * | * | * |  |  |
| HE.1.B.4.3 Describe ways to respond when in an unwanted, threatening, or dangerous situation. |  | * | * | * | * | * | * | * |
| HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed. | * | * | * | * | * | * | * | * |
| HE.1.B.5.2 Identify healthy options to health-related issues or problems. | * | * | * | * | * | * | * |  |
| HE.1.C.1.1 Identify healthy behaviors. | * | * | * | * | * | * | * | * |
| HE.1.C.1.2 Recognize the physical and social dimensions of health. | * | * | * | * | * | * | * | * |
| HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings. | * | * | * | * | * | * | * | * |
| HE.1.C.1.5 Identify the correct names of human body parts. |  |  |  | * |  |  |  |  |
| HE.1.C.2.2 Explore the ways that a friend would act in a variety of situations. | * | * | * | * | * | * | * | * |
| HE.1.C.2.4 Recognize health consequences for not following rules. | * | * | * | * | * | * | * | * |
| HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks. | * | * | * | * | * | * | * | * |
| HE.1.P8.1 Encourage others to make positive health choices. | * | * | * | * | * | * | * | * |
| FLORIDA SOCIAL STUDIES STANDARDS BENCHMARK CODE |  |  |  |  |  |  |  |  |
| SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community. |  |  | * |  |  |  |  |  |
| SS.1.C.1.1 Explain the purpose of rules and laws in the school and community. | * | * | * | * | * | * | * | * |
| SS.1.C.1.2 Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. | * | * | * | * | * | * | * |  |
| SS.1.C.2.1 Explain the rights and responsibilities students have in the school community. | * |  |  |  |  |  |  |  |
| SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community. | * |  |  |  |  | * |  |  |
| SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community. | * |  |  |  |  | * |  |  |
| FLORIDA LANGUAGE ARTS STANDARDS BENCHMARK CODE |  |  |  |  |  |  |  |  |
| LAFS.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <br> a. Print all upper- and lowercase letters. <br> b. Use common, proper, and possessive nouns. <br> c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). <br> d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). <br> e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). <br> f. Use frequently occurring adjectives. <br> g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). <br> h. Use determiners (e.g., articles, demonstratives). <br> i. Use frequently occurring prepositions (e.g., during, beyond, toward). <br> j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | * | * | * | * | * | * | * | * |


|  | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LAFS.1.L.1. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <br> a. Capitalize dates and names of people. <br> b. Use end punctuation for sentences. <br> c. Use commas in dates and to separate single words in a series. <br> d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. <br> e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | * | * | * | * | * | * | * | * |
| LAFS.1RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | * | * | * | * | * | * | * | * |
| LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas. | * | * | * | * | * | * | * | * |
| LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <br> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). <br> b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <br> c. Ask questions to clear up any confusion about the topics and texts under discussion. | * | * | * | * | * | * | * | * |
| LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | * | * | * | * | * | * | * | * |
| LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | * | * | * | * | * | * | * | * |
| LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | * | * | * | * | * | * | * | * |
| LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | * | * | * | * | * | * | * | * |
| LAFS.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |  |  | * |  |  |  |  |  |
| LAFS.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | * | * | * | * | * | * | * | * |
| LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | * | * | * | * | * | * | * | * |
| FLORIDA MATH STANDARDS BENCHMARK CODE |  |  |  |  |  |  |  |  |
| MAFS.1.G.1.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes |  |  |  | * |  |  |  |  |
| MAFS.1.G.1.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or threedimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. |  |  |  | * |  |  |  |  |
| ESOL STRATEGIES |  |  |  |  |  |  |  |  |
| Audiovisual Aids | Throughout All Lessons |  |  |  |  |  |  |  |
| Hands-on Activities |  |  |  |  |  |  |  |  |
| Simplified Grammatical Structures |  |  |  |  |  |  |  |  |
| Incorporate Prompts, Cues and Facial Expressions |  |  |  |  |  |  |  |  |
| Simplified Worksheets |  |  |  |  |  |  |  |  |
| Teacher Modeling |  |  |  |  |  |  |  |  |
| Use of Illustrations and Diagrams |  |  |  |  |  |  |  |  |
| Use of Simple Direct Language |  |  |  |  |  |  |  |  |
| Explanation of Key Concepts Supported by Graphics |  |  |  |  |  |  |  |  |
| Application of Concepts through Use of Journal Responses |  |  |  |  |  |  |  |  |
| SPECIAL NEEDS |  |  |  |  |  |  |  |  |
| Visit SaferSmarterKids.org to access the Lauren's Kids Safer, Smarter Kids for Children with Special Needs. |  |  |  |  |  |  |  |  |

Current as of November 2014. For the most up-to-date information about education standards in your state, please visit SaferSmarterKids.org.

