Buzzing A Hive
Grades K-3

Grade Level Expectations for the Sunshine State Standards

SCIENCE

Strand F: Processes of Life

Standard 1: The student describes patterns of structure and living things.

Benchmarks
SC.F.1.1.1 The student knows the basic needs of all living things.
SC.F.1.1.2 The student knows how to apply knowledge about life processes to distinguish between living and nonliving things.
SC.F.1.1.3 The student describes how organisms change as they grow and mature.
SC.F.1.1.4 The student understands that structures of living things are adapted to their function in specific environments.
SC.F.1.2.2 The student knows how all animals depend on plants.

Standard 2: The student understands the process and importance of genetic diversity.

Benchmarks
SC.F.2.1.2 The student knows that there are many different kinds of living things that live in a variety of environments.

Strand G: How Living Things Interact with Their Environments

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

Benchmarks
SC.G.1.1.1 The student knows that environments have living and nonliving parts.
SC.G.1.1.2 The student knows that plants and animals are dependent upon each other for survival.
SC.G.1.1.3 The student knows that there are many different plants and animals living in many different kinds of environments (e.g., hot, cold, wet, dry, sunny, and dark).
SC.G.1.1.4 The student knows that animals and plants can be associated with their environment by an examination of their structural characteristics.
SC.G.1.2.5 The student knows that animals eat plants or other animals to acquire the energy they need for survival.

Strand H: The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems.
Benchmarks
SC.H.1.1.1  The student knows that in order to learn, it is important to observe the same things often and compare them.
SC.H.1.1.3 The student knows that in doing science, it is often helpful to work with a team and to share findings with others.
SC.H.1.2.1 The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
SC.H.1.2.2 The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.
SC.H.1.2.3 The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.
SC.H.1.2.4 The student knows that to compare and contrast observations and results is an essential skill in science.
SC.H.1.2.5 The student knows that a model of something is different from the real thing, but can be used to learn something about the real thing.

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns.

Benchmarks
SC.H.2.1.1 The student knows that most natural events occur in patterns.
SC.H.2.2.1 The student knows that natural events are often predictable and logical.

Standard 3: The student understands that science, technology, and society are interwoven and interdependent.

Benchmarks
SC.H.3.1.1 The student knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.
SC.H.3.2.2 The student knows that data are collected and interpreted in order to explain an event or concept.
Strand A: Number Sense, Concepts, and Operations

Standard 1: The student understands the different ways numbers are represented and used in the real world.

Benchmark
MA.A.1.1.1 The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.
MA.A.1.1.2 The student understands the relative size of whole numbers between 0 and 1000.
LANGUAGE ARTS

Strand A: Reading

Standard 1: The student uses the reading process effectively.

Benchmarks
LA.A.1.1.1 The student predicts what a passage is about based on its title and illustrations.
LA.A.1.1.3 The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.
LA.A.1.1.4 The student increases comprehension by rereading, retelling, and discussion.

Standard 2: The student constructs meaning from a wide range of texts.

Benchmarks
LA.A.2.1.1 The student determines the main idea or essential message from text and identifies supporting information.
LA.A.2.1.2 The student selects material to read for pleasure.
LA.A.2.1.3 The student reads for information to use in performing a task and learning a new task.
LA.A.2.1.4 The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.
LA.A.2.1.5 The student uses simple materials of the reference system to obtain information.

Strand C: Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

Benchmarks
LA.C.1.1.1 The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.
LA.C.1.1.3 The student carries on a conversation with another person, seeking answers and further explanations of the other’s ideas through questioning and answering.
LA.C.1.1.4 The student retells specific details of information heard, including sequence of events.

Standard 3: The student uses speaking strategies effectively.

Benchmarks
LA.C.3.1.1 The student speaks clearly and at a volume audible in large- or small-group settings.
LA.C.3.1.2 The student asks questions to seek answers and further explanation of other people’s ideas.

Strand D: Language

Standard 1: The student understands the nature of language.

Benchmark
LA.D.1.1.1 The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).