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.

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

Benchmarks
- SC.F.2.1.1 The student knows that living things have offspring that resemble their parents.
- 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.

Standard 2: The student understands the consequences of using limited natural resources.

Benchmarks
- SC.G.2.1.1 The student knows that if living things do not get food, water, shelter, and space, they will die.
- SC.G.2.1.2 The student knows that the activities of humans affect plants and animals in many ways.
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.1.1.2  The student knows that when tests are repeated under the same conditions, similar results are usually obtained.
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.1.1.4  The student knows that people use scientific processes including hypotheses, making inferences, and recording and communicating data when exploring the natural world.
SC.H.1.1.5  The student uses the senses, tools, and instruments to obtain information from his or her surroundings.

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

Benchmark
SC.H.2.1.1  The student knows that most natural events occur in patterns.
MATH

Strand A: Number Sense, Concepts, and Operations

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

Benchmarks
MA.A.1.1.2 The student understands the relative size of whole numbers between 0 and 1000.
MA.A.1.1.3 The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.
MA.A.1.1.4 The student understands that whole numbers can be represented in a variety of equivalent forms.

Standard 2: The student understands number systems.

Benchmarks
MA.A.2.1.1 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.
MA.A.2.1.2 The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.

Strand B: Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

Benchmark
MA.B.1.1.2 The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmarks
MA.B.2.1.1 The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).
MA.B.2.1.2 The student understands the need for a uniform unit of measure to communicate in real-world situations.

Standard 3: The student estimates measurements in real-world problem situations.

Benchmark
MA.B.3.1.1 The student, using a variety of strategies, estimates lengths, widths, time intervals, and money and compares them to actual measurements.

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmarks
MA.B.4.1.1 The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.
MA.B.4.1.2 The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.
**Strand D: Algebraic Thinking**

**Standard 1:** The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

**Benchmarks**

- **MA.D.1.1.1** The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, and similar events.
- **MA.D.1.1.2** The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.

**Standard 2:** The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

**Benchmark**

- **MA.D.2.1.2** The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.

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**Strand E: Data Analysis and Probability**

**Standard 2:** The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

**Benchmarks**

- **MA.E.2.1.1** The student understands basic concepts of chance and probability.
- **MA.E.2.1.2** The student predicts which simple event is more likely, equally likely, or less likely to occur.
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.