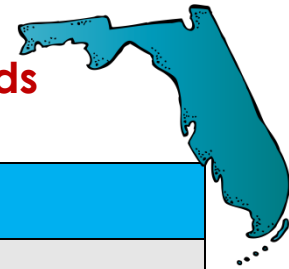# Kindergarten – LAFS: Language Arts Florida Standards

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.K.RL.1.1	**With prompting and support, ask and answer questions about key details in a text.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RL.1.2	**With prompting and support, retell familiar stories, including key details.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RL.1.3	**With prompting and support, identify characters, settings, and major events in a story.** Cognitive Complexity: Level 1: Recall
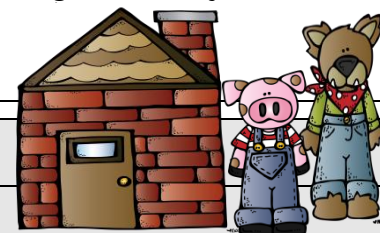
Cluster 2: Craft and Structure

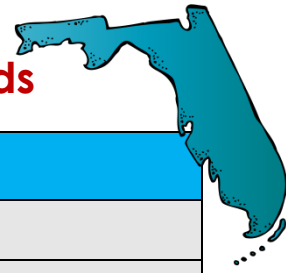| STANDARD CODE	STANDARD
LAFS.K.RL.2.4	**With prompting and support, ask and answer questions about unknown words in a text.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RL.2.5	**Recognize common types of texts (e.g., storybooks, poems).** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RL.2.6	**With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.K.RL.3.7	**With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RL.3.8	**(Not applicable to literature)**
LAFS.K.RL.3.9	**With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.** Cognitive Complexity: Level 3: Strategic Thinking and Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.K.RL.4.10	**Actively engage in group reading activities with purpose and understanding.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Kindergarten – LAFS: Language Arts Florida Standards

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

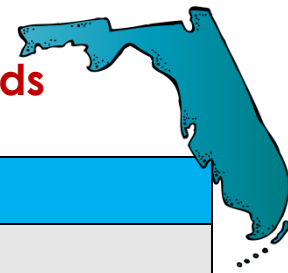| STANDARD CODE	STANDARD
LAFS.K.RI.1.1	**With prompting and support, ask and answer questions about key details in a text.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RI.1.2	**With prompting and support, identify the main topic and retell key details of a text.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RI.1.3	**With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.** Cognitive Complexity: Level 1: Recall

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.K.RI.2.4	**With prompting and support, ask and answer questions about unknown words in a text.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RI.2.5	**Identify the front cover, back cover, and title page of a book.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RI.2.6	**With prompting and support, identify the author and illustrator of a text and define the role of each in presenting ideas or information in a text.** Cognitive Complexity: Level 1: Recall

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.K.RI.3.7	**With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RI.3.8	**With prompting and support, identify the reasons an author gives to support points in a text.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.RI.3.9	**With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).** Cognitive Complexity: Level 3: Strategic Thinking and Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.K.RI.4.10	**Actively engage in group reading activities with purpose and understanding.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Kindergarten – LAFS: Language Arts Florida Standards

Strand: READING FOUNDATIONAL SKILLS

Cluster 1: Print Concepts

STANDARD CODE	STANDARD
LAFS.K.RF.1.1	**Demonstrate understanding of the organization and basic features of print.** **a. Follow words from left to right, top to bottom, and page by page.** **b. Recognize that spoken words are represented in written language by specific sequences of letters.** **c. Understand that words are separated by spaces in print.** **d. Recognize and name all upper- and lowercase letters of the alphabet.** Cognitive Complexity: Level 1: Recall

Cluster 2: Phonological Awareness

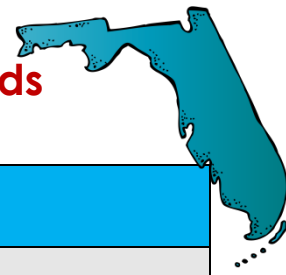| STANDARD CODE	STANDARD
LAFS.K.RF.2.2	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** **a. Recognize and produce rhyming words.** **b. Count, pronounce, blend, and segment syllables in spoken words.** **c. Blend and segment onsets and rimes of single-syllable spoken words.** **d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)** **e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.** Cognitive Complexity: Level 1: Recall

1 Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Cluster 3: Phonics and Word Recognition

STANDARD CODE	STANDARD
LAFS.K.RF.3.3	**Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.** **b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.** **c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).** **d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.** Cognitive Complexity: Level 1: Recall

Cluster 4: Fluency

STANDARD CODE	STANDARD
LAFS.K.RF.4.4	**Read emergent-reader texts with purpose and understanding.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Kindergarten – LAFS: Language Arts Florida Standards

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

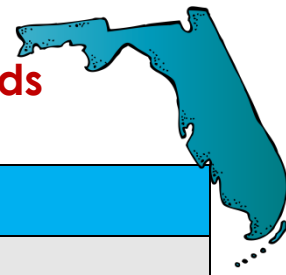| STANDARD CODE	STANDARD
LAFS.K.W.1.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.W.1.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Production and Distribution of Writing

STANDARD CODE	STANDARD
LAFS.K.W.2.4	(Begins in grade 3)
LAFS.K.W.2.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Cognitive Complexity: Level 3: Strategic Thinking and Reasoning
LAFS.K.W.2.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge

STANDARD CODE	STANDARD
LAFS.K.W.3.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning
LAFS.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.W.3.9	(Begins in grade 4)

Kindergarten – LAFS: Language Arts Florida Standards

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

STANDARD CODE	STANDARD
LAFS.K.SL.1.1	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.SL.1.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Presentation of Knowledge and Ideas

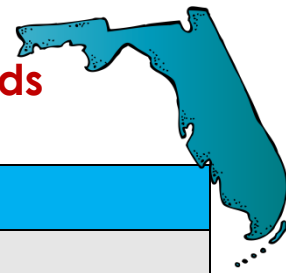| STANDARD CODE	STANDARD
LAFS.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail. Cognitive Complexity: Level 3: Strategic Thinking and Reasoning
LAFS.K.SL.2.6	Speak audibly and express thoughts, feelings, and ideas clearly. Cognitive Complexity: Level 1: Recall

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
LAFS.K.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Kindergarten – LAFS: Language Arts Florida Standards

Strand: LANGUAGE STANDARDS (Continued)

Cluster 1: Conventions of Standard English (Continued)

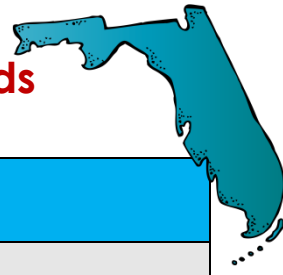| STANDARD CODE	STANDARD

LAFS.K.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	  a. Capitalize the first word in a sentence and the pronoun *I*.
	  b. Recognize and name end punctuation.
	  c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
	  d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	
	Cognitive Complexity: Level 1: Recall

Cluster 2: Knowledge of Language

STANDARD CODE	STANDARD
LAFS.K.L.2.3	(Begins in grade 2)

Cluster 3: Vocabulary Acquisition and Use

STANDARD CODE	STANDARD

LAFS.K.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
	  b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
	
	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.K.L.3.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
	  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	  c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	  d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
	
	Cognitive Complexity: Level 3: Strategic Thinking and Reasoning

LAFS.K.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Cognitive Complexity: Level 1: Recall

Kindergarten – MAFS: Mathematics Florida Standards

Domain: Counting & Cardinality

Cluster 1: Know number names and the count sequence.

STANDARD CODE	STANDARD
MAFS.K.CC.1.1	Count to 100 by ones and by tens. Cognitive Complexity: Level 1: Recall
MAFS.K.CC.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Cognitive Complexity: Level 1: Recall
MAFS.K.CC.1.3	Read and write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Cognitive Complexity: Level 1: Recall

Cluster 2: Count to tell the number of objects.

STANDARD CODE	STANDARD
MAFS.K.CC.2.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. Cognitive Complexity: Level 1: Recall
MAFS.K.CC.2.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Cognitive Complexity: Level 1: Recall

Cluster 3: Compare Numbers

STANDARD CODE	STANDARD
MAFS.K.CC.3.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] ([1] Include groups with up to ten objects.) Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
MAFS.K.CC.3.7	Compare two numbers between 1 and 10 presented as written numerals. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Kindergarten – MAFS: Mathematics Florida Standards

Domain: Operations & Algebraic Thinking

Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

STANDARD CODE	STANDARD
MAFS.K.OA.1.1	**Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
MAFS.K.OA.1.2	**Solve addition and subtraction word problems[1], and add and subtract within 10, e.g., by using objects or drawings to represent the problem ([1]Students are not required to independently read the word problems.)** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
MAFS.K.OA.1.4	**For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
MAFS.K.OA.1.5	**Fluently add and subtract within 5.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
MAFS.K.OA.1.a	**Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)**

Domain: Number & Operations in Base Ten

Cluster 1: Work with numbers 11-19 to gain foundations for place value.

STANDARD CODE	STANDARD
MAFS.K.NBT.1.1	**Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Kindergarten – MAFS: Mathematics Florida Standards
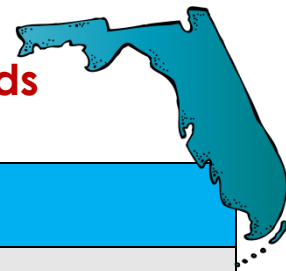
Domain: Measurement & Data

Cluster 1: Describe and compare measurable attributes.

STANDARD CODE	STANDARD
MAFS.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
MAFS.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* Cognitive Complexity: Level 2: Basic Application of Skills & Concept
MAFS.K.MD.1.a	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Cluster 2: Classify objects and count the number of objects in each category.

STANDARD CODE	STANDARD
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] ([1] Limit category counts to be less than or equal to 10.) Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
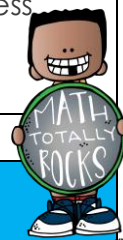
Domain: Geometry

Cluster 1: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

STANDARD CODE	STANDARD
MAFS.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
MAFS.K.G.1.2	Correctly name shapes regardless of their orientations or overall size. Cognitive Complexity: Level 1: Recall
MAFS.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). Cognitive Complexity: Level 1: Recall

Kindergarten – MAFS: Mathematics Florida Standards

Domain: Geometry (continued)

Cluster 2:	Analyze, compare, create, and compose shapes.

STANDARD CODE	STANDARD
MAFS.K.G.2.4	**Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).** *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
MAFS.K.G.2.5	**Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
MAFS.K.G.2.6	**Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*** Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

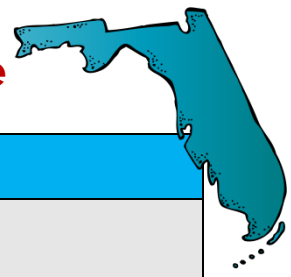# Kindergarten Sunshine State Standards – Science

The Practice of Science

Benchmark	BIG IDEA 1: The Practice of Science A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method." C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.
SC.K.N.1.1	Collaborate with a partner to collect information.
SC.K.N.1.2	Make observations of the natural world and know that they are descriptors collected using the five senses.
SC.K.N.1.3	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features.
SC.K.N.1.5	Recognize that learning can come from careful observation.

Earth in Space and Time

Benchmark	BIG IDEA 5: Earth in Space and Time Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.
SC.K.E.5.1	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.
SC.K.E.5.2	Recognize the repeating pattern of day and night.
SC.K.E.5.3	Recognize that the Sun can only be seen in the daytime.
SC.K.E.5.4	Observe that sometimes the Moon can be seen at night and sometimes during the day.
SC.K.E.5.5	Observe that things can be big and things can be small as seen from Earth.
SC.K.E.5.6	Observe that some objects are far away and some are nearby as seen from Earth.

Properties of Matter

Benchmark	BIG IDEA 8: Properties of Matter A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass. B. Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.
SC.K.P.8.1	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

Kindergarten Sunshine State Standards - Science

Changes in Matter

Benchmark	**BIG IDEA 9: Changes in Matter** A. Matter can undergo a variety of changes. B. Matter can be changed physically or chemically.
SC.K.P.9.1	**Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.**

Forms of Energy

Benchmark	**BIG IDEA 10: Forms of Energy** A. Energy is involved in all physical processes and is a unifying concept in many areas of science. B. Energy exists in many forms and has the ability to do work or cause a change.
SC.K.P.10.1	**Observe that things that make sound vibrate.**

Motion of Objects

| Benchmark	**BIG IDEA 12: Motion of Objects** A. Motion is a key characteristic of all matter that can be observed, described, and measured. B. The motion of objects can be changed by forces.
SC.K.P.12.1	**Investigate that things move in different ways, such as fast, slow, etc.**

Forces and Changes in Motion

Benchmark	**BIG IDEA 13: Forces and Changes in Motion** A. It takes energy to change the motion of objects. B. Energy change is understood in terms of forces--pushes or pulls. C. Some forces act through physical contact, while others act at a distance.
SC.K.P.13.1	**Observe that a push or a pull can change the way an object is moving.**

Organization and Development of Living Organisms

Benchmark	**BIG IDEA 14: Organization and Development of Living Organisms** A. All plants and animals, including humans, are alike in some ways and different in others. B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce. C. Humans can better understand the natural world through careful observation.
SC.K.L.14.1	**Recognize the five senses and related body parts.**
SC.K.L.14.2	**Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.**
SC.K.L.14.3	**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.**

Kindergarten Sunshine State Standards – Social Studies
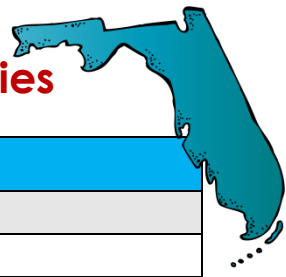
American History

Benchmark	Standard 1: Historical Inquiry and Analysis
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.
SS.K.A.1.2	Develop an awareness of a primary source.

Benchmark	Standard 2: Historical Knowledge
SS.K.A.2.1	Compare children and families of today with those in the past.
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.K.A.2.5	Recognize the importance of U.S. symbols.

Benchmark	Standard 3: Chronological Thinking
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.

Geography

| Benchmark	Standard 1: The World in Spatial Terms
SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.
SS.K.G.1.3	Identify cardinal directions (north, south, east, west).
SS.K.G.1.4	Differentiate land and water features on simple maps and globes.

Benchmark	Standard 2: Places and Regions
SS.K.G.2.1	Locate and describe places in the school and community.
SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

Benchmark	Standard 3: Physical System
SS.K.G.3.1	Identify basic landforms.
SS.K.G.3.2	Identify basic bodies of water.
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how it affects people and the environment.

Economics

| Benchmark	Standard 1: Beginning Economics
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.
SS.K.E.1.2	Recognize that United States currency comes in different forms.
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.
SS.K.E.1.4	Identify the difference between basic needs and wants.

Kindergarten Sunshine State Standards – Social Studies
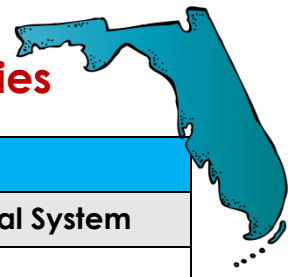
Civics and Government	
Benchmark	**Standard 1: Foundations of Government, Law and the American Political System**
SS.K.C.1.1	Define and give examples of rules and laws and why they are important.
SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school and community.

Benchmark	**Standard 2: Civics and Political Participation**
SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
SS.K.C.2.3	Describe fair ways for groups to make decisions.

Kindergarten Sunshine State Standards – Health
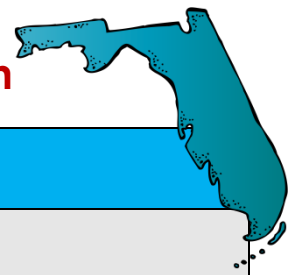
Strand - Health Literacy: Concepts

| Benchmark	Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	Remarks
HE.K.C.1.1	**Recognize healthy behaviors.**	Some examples may include brushing teeth, adequate sleep, cover mouth for cough and sneeze.
HE.K.C.1.2	**Recognize the physical dimension of health.**	Some examples may include hygiene, exercise, eating habits.
HE.K.C.1.3	**Recognize ways to prevent common communicable diseases.**	Some examples may include wash hands, cover mouth for cough and sneeze, flush toilets.
HE.K.C.1.4	**Recognize childhood injuries.**	Some examples may include broken bones, cuts and scrapes, choking.
HE.K.C.1.5	**Recognize there are body parts inside and outside of the body.**	Some examples may include brain, muscles, skin.

Benchmark	Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Remarks
HE.K.C.2.1	**Name healthy behaviors that family members should practice.**	Some examples may include brush teeth, stay home when sick, and receive shots and immunizations.
HE.K.C.2.2	**Identify members of the school and community that support personal health practices and behaviors.**	Some examples may include teachers, nurses, doctors, fire fighters, police, and ambulance/EMTs.
HE.K.C.2.3	**Explain the importance of rules to maintain health.**	Some examples may include walk don't run, wait your turn, keep your hands and feet to yourself.
HE.K.C.2.4	**Name various types of media and technology that influence health.**	Some examples may include radio, television, computer, billboards, magazines, telephone, and newspapers.

Strand - Health Literacy: Responsible Behavior

Benchmark	Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	Remarks
HE.K.B.1.1	**Recognize school and community health helpers.**	Some examples may include fire rescue/EMT, police, nurse, doctor, coach, teacher, counselor, school nurse.
HE.K.B.1.2	**Recognize warning labels and signs on hazardous products and places.**	Some examples may include skull and cross bones, circle with line through it, RR crossing, crosswalk signals.
HE.K.B.1.3	**Recognize advertisements for health products.**	Some examples may include billboards, magazines, and commercials.

Benchmark	Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Remarks
HE.K.B.2.1	**Recognize healthy ways to express needs, wants, and feelings.**	Some examples may include how to share objects and time, how to be an effective family member, how to use manners.
HE.K.B.2.2	**Demonstrate listening skills to enhance health.**	Some examples may include use manners, ask questions, nod, make eye contact.
HE.K.B.2.3	**Identify the appropriate responses to unwanted and threatening situations.**	Some examples may include tell a trusted adult, seek safety, run away.
HE.K.B.2.4	**State ways to tell a trusted adult if threatened or harmed.**	Some examples may include drawing pictures, act out situation, use words.

Kindergarten Sunshine State Standards – Health
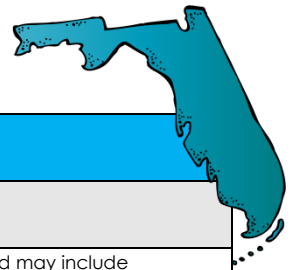
Strand - Health Literacy: Responsible Behavior

Benchmark	Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	Remarks
HE.K.B.3.1	**Name situations when a health-related decision can be made individually or when assistance is needed.**	An example of when assistance is needed may include recreational water facility activities. Some examples of individual decisions may be following school rules, getting dressed, practicing good hygiene practice.
HE.K.B.3.2	**Recognize healthy options to health-related issues or problems.**	Some examples may include PFDs, visit the doctor, obey safety rules, emergency preparedness.
HE.K.B.3.3	**Recognize the consequences of not following rules/practices when making healthy and safe decisions.**	Some examples may include drowning, self-injury, injury to others.

Strand - Health Literacy: Promotion

Benchmark	Standard 1: Demonstrate the ability to use decision-making skills to enhance health.	Remarks
HE.K.P.1.1	**Identify healthy practices and behaviors to maintain or improve personal health.**	Some examples may include seek a safe environment, follow directions, seek help, take universal precautions, brush teeth.

Benchmark	Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.	Remarks
HE.K.P.2.1	**Help others to make positive health choices.**	Some examples may include play outside, use tissues, wash hands.