

Alignment of the Masters of Disaster Curriculum to Florida's Sunshine State Standards



LANGUAGE ARTS

GRADES PRE K-2

ALIGNMENT OF MASTERS OF DISASTER CURRICULUM TO FLORIDA'S SUNSHINE STATE STANDARDS

Language Arts PreK-2

WHAT IS THE PURPOSE OF THIS DOCUMENT?

This document is a correlation of the Masters of Disaster (MOD) curriculum of the American Red Cross with Florida's Sunshine State Standards. Correlation has been completed through the benchmark level of each Standard in an effort to assist teachers with the integration of important disaster safety information into their regular lesson plans. Foremost in our efforts was the desire to provide teachers with easily accessible material that can enhance the delivery of each of four subject areas within the school curriculum: Language Arts, Mathematics, Science, and Social Studies.

WHAT ARE THE SUNSHINE STATE STANDARDS?

The Sunshine State Standards were approved by the State Board of Education in 1996 to provide expectations for student achievement in Florida. The Standards approved in 1996 were written in seven subject areas, each divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs. However, as Florida moves toward greater accountability for student achievement at each grade level, the Sunshine State Standards have been further defined. In the subject areas of language arts, mathematics, science, and social studies, the Sunshine State Standards have been expanded to include Grade Level Expectations. These Grade Level Expectations will eventually become the basis for state assessments at each grade 3-10 in language arts and mathematics--and may eventually be used in state assessments in science and social studies.

More information on the Sunshine State Standards is available at:

<http://www.firn.edu/doe/curric/prek12/frame2.htm>

All benchmarks for each of the core subject areas (language arts, math, science, and social studies) are included in each of the three grade levels (K-2, 3-5 and 6-8). Linkages between the Sunshine State Standards and Masters of Disaster lesson plans are listed where they apply. Space for teacher notes is provided adjacent to those benchmarks not addressed by MOD.

The benchmark alignments in this document are based on implementing the Masters of Disaster lesson plans with fidelity, but teachers may address additional benchmarks by making minor adjustments in some of the lesson plan activities.

We hope that teachers find the materials to be a useful and valuable aid to the use of the MOD curriculum. Educators are encouraged to direct any comments or recommended changes to this document to Julie Collins, Office of Safe Schools, Florida Department of Education, 325 West Gaines Street #301, Tallahassee, Florida 32399-0400; via electronic mail at julie.collins@fldoe.org or via telephone a (850) 414-7778.

ALIGNMENT OF MASTERS OF DISASTER CURRICULUM TO FLORIDA'S SUNSHINE STATE STANDARDS

LANGUAGE ARTS PREK-2

STRAND A: READING		
STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
Standard 1: The student uses the reading process effectively. (LA.A.1.1.)	1. Predicts what a passage is about based on its title and illustrations.	
	2. Identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	Hurricanes, Lesson Plan 4, p. 40 Floods, Lesson Plan 3, p. 63 Tornadoes, Lesson Plan 4, p. 86 Earthquakes, Lesson Plan 3, p. 130 Earthquakes, Lesson Plan 4, p. 138-139
	3. Uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	Hurricanes, Lesson Plan 1, p. 27 Hurricanes, Lesson Plan 4, p. 40-41 Floods, Lesson Plan 3, p. 63 Tornadoes, Lesson Plan 1, p. 71 Tornadoes, Lesson Plan 2, p. 76 Tornadoes, Lesson Plan 4, p. 86-87 Lightning, Lesson Plan 1, p. 98
	4. Increases comprehension by rereading, retelling, and discussion.	Tornadoes, Lesson Plan 4, p. 86-87

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.1.)	1. Determines the main idea or essential message from text and identifies supporting information.	Tornadoes, Lesson Plan 5, p. 90
	2. Selects material to read for pleasure.	
	3. Reads for information to use in performing a task and learning a new task.	Floods, Lesson Plan 1, p. 50
	4. Knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.	
	5. Uses simple materials of the reference system to obtain information.	Hurricanes, Lesson Plan 3, p. 37

STRAND B: WRITING

STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
<p>Standard 1: The student uses writing processes effectively. (LA.B.1.1.)</p>	<p>1. Makes a plan for writing that includes a central idea and related ideas.</p>	<p>General Preparedness, Lesson Plan 2, p. 14 Tornadoes, Lesson Plan 1, p. 71</p>
	<p>2. Drafts and revises simple sentences and passages, stories, letters, and simple explanations that: express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.</p>	<p>General Preparedness, Lesson Plan 1, p. 10 General Preparedness, Lesson Plan 2, p. 14 General Preparedness, Lesson Plan 4, p. 19 Tornadoes, Lesson Plan 1, p. 71 Lightning, Lesson Plan 1, p. 97 Lightning, Lesson Plan 2, p. 102 Earthquakes, Lesson Plan 1, p. 119 Earthquakes, Lesson Plan 3, p. 129, 131 Earthquakes, Lesson Plan 5, p. 144</p>
	<p>3. Produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, “I,” and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.</p>	<p>General Preparedness, Lesson Plan 1, p. 10 General Preparedness, Lesson Plan 2, p. 14 General Preparedness, Lesson Plan 4, p. 19 Tornadoes, Lesson Plan 1, p. 71 Earthquakes, Lesson Plan 1, p. 119 Earthquakes, Lesson Plan 3, p. 129, 131 Earthquakes, Lesson Plan 5, p. 144</p>
<p>Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.1.)</p>	<p>1. Writes questions and observations about familiar topics, stories, or new experiences.</p>	<p>General Preparedness, Lesson Plan 1, p. 10 General Preparedness, Lesson Plan 4, p. 19 Tornadoes, Lesson Plan 2, p. 76 Lightning, Lesson Plan 1, p. 97 Earthquakes, Lesson Plan 3, p. 129</p>

	<p>2. Uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.</p>	<p>General Preparedness, Lesson Plan 1, p. 10 General Preparedness, Lesson Plan 3, p. 16 General Preparedness, Lesson Plan 4, p. 19 Hurricanes, Lesson Plan 1, p. 27 Floods, Lesson Plan 3, p. 64 Tornadoes, Lesson Plan 1, p. 71 Tornadoes, Lesson Plan 2, p. 76 Lightning, Lesson Plan 2, p. 102 Earthquakes, Lesson Plan 1, p. 119 Earthquakes, Lesson Plan 3, p. 131 Earthquakes, Lesson Plan 5, p. 144</p>
	<p>3. Uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; accessing and using basic educational software for writing.</p>	
	<p>4. Composes simple sets of instructions for simple tasks using logical sequencing of steps.</p>	<p>Earthquakes, Lesson Plan 5, p. 144</p>

STRAND C: LISTENING, VIEWING, AND SPEAKING

STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
<p>Standard 1: The student uses listening strategies effectively. (LA.C.1.1.)</p>	<p>1. Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.</p>	<p>General Preparedness, Lesson Plan 1, p. 7 General Preparedness, Lesson Plan 3, p. 16 Hurricanes, Lesson Plan 1, p. 27 Floods, Lesson Plan 3, p. 63 Tornadoes, Lesson Plan 1, p. 70 Tornadoes, Lesson Plan 2, p. 75 Tornadoes, Lesson Plan 3, p. 78, 79 Tornadoes, Lesson Plan 4, p. 86-87 Tornadoes, Lesson Plan 5, p. 90 Lightning, Lesson Plan 1, p. 96 Lightning, Lesson Plan 2, p. 102 Lightning, Lesson Plan 3, p. 106-107 Earthquakes, Lesson Plan 1, p. 114-115, 117-118, 119 Earthquakes, Lesson Plan 2, p. 123-124 Earthquakes, Lesson Plan 3, p. 128-129 Earthquakes, Lesson Plan 5, p. 142-143</p>
	<p>2. Recognizes personal preferences in listening to literature and other material.</p>	
	<p>3. Carries on a conversation with another person, seeking answers and further explanations of the other’s ideas through questioning and answering.</p>	

	4. Retells specific details of information heard, including sequence of events.	Floods, Lesson Plan 1, p. 50 Floods, Lesson Plan 2, p. 54 Tornadoes, Lesson Plan 1, p. 70 Tornadoes, Lesson Plan 4, p. 86-87 Tornadoes, Lesson Plan 5, p. 92 Lightning, Lesson Plan 1, p. 97 Lightning, Lesson Plan 2, p. 102 Lightning, Lesson Plan 3, p. 106-107 Earthquakes, Lesson Plan 5, p. 144
Standard 2: The student uses viewing strategies effectively. (LA.C.2.1.)	1. Determines the main idea in a nonprint communication.	General Preparedness, Lesson Plan 1, p. 8 Hurricanes, Lesson Plan 4, p. 40-41 Tornadoes, Lesson Plan 4, p. 86-87
	2. Recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures.	
Standard 3: The student uses speaking strategies effectively. (LA.C.3.1.)	1. Speaks clearly and at a volume audible in large- or small-group settings.	General Preparedness, Lesson Plan 1, p. 7, 10 General Preparedness, Lesson Plan 2, p. 13 Hurricanes, Lesson Plan 5, p. 44 Floods, Lesson Plan 3, p. 64 Tornadoes, Lesson Plan 4, p. 86-87 Tornadoes, Lesson Plan 5, p. 92 Earthquakes, Lesson Plan 5, p. 144
	2. Asks questions to seek answers and further explanation of other people's ideas.	
	3. Speaks effectively in conversations with others.	General Preparedness, Lesson Plan 2, p. 13 Hurricanes, Lesson Plan 4, p. 40-41

	<p>4. Uses eye contact and simple gestures to enhance delivery.</p>	<p>General Preparedness, Lesson Plan 1, p. 7, 10 General Preparedness, Lesson Plan 2, p. 13 Floods, Lesson Plan 3, p. 64 Tornadoes, Lesson Plan 4, p. 86-87 Earthquakes, Lesson Plan 5, p. 144</p>
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STRAND D: LANGUAGE		
STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
Standard 1: The student understands the nature of language. (LA.D.1.1.)	1. 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).	Hurricanes, Lesson Plan 4, p. 40-41 Floods, Lesson Plan 3, p. 64 Tornadoes, Lesson Plan 1, p. 71
	2. Recognizes the differences between language that is used at home and language that is used at school.	
Standard 2: The student understands the power of language. (LA.D.2.1.)	1. Understands that word choice can shape ideas, feelings, and actions.	Floods, Lesson Plan 3, p. 64 Tornadoes, Lesson Plan 1, p. 71 Tornadoes, Lesson Plan 2, p. 76 Earthquakes, Lesson Plan 1, p. 119
	2. Identifies and uses repetition, rhyme, and rhythm in oral and written text.	Floods, Lesson Plan 3, p. 64 Tornadoes, Lesson Plan 1, p. 71 Earthquakes, Lesson Plan 1, p. 119
	3. Recognizes that use of more than one medium increases the power to influence how one thinks and feels.	General Preparedness, Lesson Plan 1, p. 8 Hurricanes, Lesson Plan 4, p. 40-41 Floods, Lesson Plan 3, p. 64 Tornadoes, Lesson Plan 4, p. 86-87 Earthquakes, Lesson Plan 2, p. 122 Earthquakes, Lesson Plan 3, p. 129 Earthquakes, Lesson Plan 5, p. 144
	4. Knows the various types of mass media (including billboards, newspapers, radio, and television).	Hurricanes, Lesson Plan 4, p. 40-41

STRAND E: LITERATURE		
STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.1.)	1. Knows the basic characteristics of fables, stories, and legends.	General Preparedness, Lesson Plan 4, p. 19 Earthquakes, Lesson Plan 3, p. 131 Earthquakes, Lesson Plan 5, p. 144
	2. Identifies the story elements of setting, plot, character, problem, solution / resolution.	Tornadoes, Lesson Plan 5, p. 90
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.1.)	1. Uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.	General Preparedness, Lesson Plan 3, p. 16 Tornadoes, Lesson Plan 5, p. 90
	2. Recognizes rhymes, rhythm, and patterned structure in children’s texts.	