

**Fourth Grade Correlation of Core Knowledge<sup>®</sup> and  
Florida Sunshine State Standards**

*Working Draft, July 31, 2001*

<b>Strand</b>	<b>Core Knowledge</b>	<b>State Standard</b>
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<p><b>Language Arts</b></p>	<p><b>I. Writing, Grammar, and Usage</b></p>	<p>LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.</p> <p>LA.B.1.2.2 The student drafts and revises writing in cursive that: focuses on the topic, has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.</p> <p>LA.B.1.2.3 The student produces final documents that have been edited for: correct spelling, correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation, correct usage of subject/verb agreement, verb and noun forms and sentence structure; and correct formatting according to instructions.</p> <p>LA.B.2.2.3 The student writes for a variety of occasions, audiences, and purposes.</p> <p>LA.B.2.2.4 The student uses electronic technology, including word-processing</p>
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	<p><b>IV. Speeches</b></p>	<p>nonfiction.</p> <p>LA.E.1.2.2 The student understand the development of plot and how conflicts are resolved in a story.</p> <p>LA.E.1.2.3 The student knows the similarities and differences among the characters, settings, and events presented in various texts.</p> <p>LA.E.1.2.4 The student knows that attitudes and values that exist in a time period affect the works that are written during that time period.</p> <p>LA.E.2.2.2 The student recognizes and explains the effects of language , such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns used in children’s texts.</p> <p>LA.E.2.2.3 The student responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.</p> <p>LA.A.2.2.3 The student recognizes when a text is primarily intended to persuade.</p> <p>LA.A.2.2.6 The student recognizes the difference between fact and opinion presented in a text.</p> <p>LA.D.2.2.1 The student understands that word choices can shape reactions, perception, and beliefs.</p> <p>LA.E.2.2.5 The student forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.</p>
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		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grades 3, 4, or 5</i></p> <p>LA.B.2.2.5 The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.</p> <p>LA.C.1.2.3 The student carries on an extended conversation with a group of friends.</p> <p>LA.C.1.2.4 The student listens attentively to the speaker, including making eye contact and facing the speaker</p> <p>LA.C.1.2.5 The student responds to speakers by asking questions, making contributions, and paraphrasing what is said.</p> <p>LA.C.2.2.1 The student determines main concept and supporting details in a nonprint media message.</p> <p>LA.C.2.2.2 The student recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.</p> <p>LA.C.3.2.1 The student speaks clearly at an understandable rate and uses appropriate volume.</p> <p>LA.C.3.2.3 The student speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.</p> <p>LA.C.3.2.4 The student uses eye contact and gestures that engage the audience.</p> <p>LA.C.3.2.5 The student participates as a contributor and occasionally acts as a</p>
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		<p>leader in a group discussion.</p> <p>LA.C.3.2.6 The student organizes a speech using a basic beginning, middle, and ending.</p> <p>LA.D.2.2.3 The student recognizes different techniques used in media messages and their purposes.</p> <p>LA.D.2.2.4 The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.</p> <p>LA.D.2.2.5 The student understands that a variety of messages can be conveyed through mass media.</p>
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	<p><b>V. China: Dynasties and Conquerors</b></p>	<p>communication encountered by people of various cultures, the origins and changes in writing and how these changes made communication between people more effective.</p> <p>SS.A.2.2.6 The student knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings).</p> <p>SS.A.2.2.7 The student understands how developments in the Middle Ages contributed to modern life (e.g., the development of social institutions and organizations the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, and the rise of universities).</p> <p>SS.B.1.2.2 The student knows how regions are constructed according to physical criteria and human criteria.</p> <p>SS.A.2.2.1 The student knows the significant scientific and technological achievements of various societies (e.g., the invention of paper in China, Mayan calendars, mummification and the use of cotton in Egypt, astronomical discoveries in the Moslem world, and the Arabic number system).</p> <p>SS.A.2.2.2 The student understands developments in transportation and communication in various societies (e.g., the development of extensive road systems in various cultures, the difficulties of travel and communication encountered by people of various cultures, the origins and changes in writing and how these changes made communication between</p>
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		<p>framework of the Constitutions of Florida and the United States.</p> <p>SS.C.1.2.2 The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.</p> <p>SS.C.1.2.3 The student knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the names of his or her representatives in the executive branches of government at the local, state, and national levels (e.g., mayor, governor, and president).</p> <p>SS.C.1.2.5 The student knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.</p> <p>SS.C.2.2.2 The student understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.</p> <p>SS.C.2.2.3 The student knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting,</p>
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	<p style="text-align: center;"><b>III. Early Presidents and Politics</b></p>	<p>paying taxes, and serving on juries).</p> <p>SS.C.2.2.4 The student knows examples of the extension of the privileges and responsibilities of citizenship.</p> <p>SS.C.2.2.5 The student knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.</p> <p>SS.A.1.2.1 The student understands how individuals, ideas, decisions, and events can influence history.</p> <p>SS.A.1.2.2 The student uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.</p> <p>SS.C.2.2.1 The student understands the importance of participation through community service, civic improvement and political activities.</p> <p>SS.C.2.2.3 The student knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting paying taxes, and serving on juries).</p>
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<p><b>History and Geography, continued</b></p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grade 3, 4, or 5.</i></p> <p>SS.A.5.1.2 The student knows the social and political consequences of industrialization and urbanization in the United States after 1880.</p> <p>SS.A.5.1.3 The student knows the political causes and outcomes of World War I</p> <p>SS.A.5.1.4 The student understands social and cultural transformations of the 1920's and 1930's.</p> <p>SS.A.5.1.5 The student understands the social and economic impact of the Great Depression on American society.</p> <p>SS.A.5.1.6 The student understands the political circumstances leading to the involvement of the U.D. in World War II and the significant military events and personalities that shaped the course of the war.</p> <p>SS.A.5.1.7 The student knows the economic, political, and social transformations that have taken place in the United States since World War II.</p> <p>SS.A.5.1.8 The student knows the political and military aspects of United States foreign relations since World War II.</p> <p>SS.A.6.2.1 The student understands reasons that the immigrants came to Florida and the contributions of immigrants to the state's history.</p> <p>SS.A.6.2.2 The student understands the influence of geography on the history of</p>
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		<p>Florida.</p> <p>SS.A.6.2.3 The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida’s history.</p> <p>SS.A.6.2.4 The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida’s history.</p> <p>SS.A.6.2.5 The student knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.</p> <p>SS.A.6.2.6 The student understands the cultural, social, and political features of Native American tribes in Florida’s history.</p> <p>SS.A.6.2.7 The student understands the unique historical conditions that influenced the formation of the state and how statehood was granted.</p> <p>SS.D.1.2.1 The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and benefits associated with alternative choices.</p> <p>SS.D.1.2.3 The student understands the basic concept of credit.</p> <p>SS.D.1.2.4 The student understands that any consumer (e.g., an individual, a household, or a government) has certain rights.</p> <p>SS.D.1.2.5 The student understands the concept of earning income and the basic concept of a budget.</p> <p>SS.D.2.2.1 The student understands economic</p>
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		<p>specialization and how specialization generally affects costs, amount of goods and service produced, and interdependence.</p> <p>SS.D.2.2.2 The student understands the roles that money plays in a market economy.</p> <p>SS.D.2.2.3 The student understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.</p> <p>SS.D.2.2.4 The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.</p>
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		<p>intentions of those creating works of art.</p> <p>VA.D.1.2.1 The student develops and justifies criteria for the evaluation of visual works of art using appropriate vocabulary.</p> <p>VA.E.1.2.2 The student knows the types of tasks performed by various artists and some of the required training.</p>
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<p><b>Visual Arts, continued</b></p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grades 3, 4, or 5.</i></p> <p>VA.A.1.2.1 The student uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.</p> <p>VA.A.1.2.2 The student uses control in handling tools and materials in a safe and responsible manner.</p> <p>VA.A.1.2.3 The student knows the effects and functions of using various organizational elements and principles of design when creating works of art.</p> <p>VA.E.1.2.3 The student understands the similarities and differences and various contributions of galleries, studios, and museums.</p>
<p><b>Music</b></p>	<p><b>I. Elements of Music</b></p>	<p>MU.A.1.2.1 The student sings songs (e.g., descants, rounds, partner songs, two- and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.</p> <p>MU.A.1.2.3 The student uses appropriate expressive and stylistic devices (e.g., dynamics, tone, quality, phrasing, articulation, interpretation).</p> <p>MU.A.1.2.4 The student blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.</p> <p>MU.A.2.2.1 The student</p>

	<p style="text-align: center;"><b>II. Listening and Understanding</b></p>	<p>independently performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards, barred instruments, and autoharps) with appropriate instrumental techniques.</p> <p>MU.A.3.2.1 The student sight reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters; and various major keys.</p> <p>MU.A.3.2.2 The student accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing.</p> <p>MU.C.1.2.1 The student knows music and composers that represent various historical periods and cultures (e.g., orchestral and band, Baroque and Handel, Villa-Lobos and mariachi).</p> <p>MU.C.1.2.2 The student describes how basic elements of music (e.g., rhythm, melody, timbre, texture, and dynamics) are used in different types of music around the world.</p> <p>MU.C.1.2.3 The student understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa).</p> <p>MU.C.1.2.4 The student knows representative composers and well-known musicians (e.g., Sousa, Foster, Copland, and Louis Armstrong) who influenced various types of American music.</p>
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	<p><b>III. Songs</b></p>	<p>MU.D.2.2.1 The student knows how to devise simple criteria to evaluate performances and compositions.</p> <p>MU.B.2.2.2 The student understands how composed music communicates text, ideas, meanings, and emotion.</p> <p>MU.D.1.2.1 The student knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain).</p>
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<p><b>Music, continued</b></p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grades 3, 4, or 5.</i></p> <p>MU.A.2.2.2 The student will perform a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical).</p> <p>MU.A.2.2.4 The student performs simple music phrases by ear.</p> <p>MU.A.3.2.3 The student writes notation for simple melodic patterns that have been performed by someone else.</p> <p>MU.B.1.2.2 The student improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns) and variations on familiar melodies.</p> <p>MU.B.2.2.1 The student knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.</p> <p>MU.D.2.2.2 The student uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and others' performances.</p> <p>MU.E.1.2.1 The student knows similarities and differences in artistic vocabulary.</p> <p>MU.E.2.2.1 The student knows multiple uses of music</p>
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		<p>in the media (e.g., to create a dramatic atmosphere or for advertising or entertainment).</p> <p>MU.E.2.2.2 The student knows and applies appropriate audience behavior in various musical settings (e.g., symphony concerts, school concerts, and parades).</p> <p>MU.E.2.2.3 The student understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music.</p> <p>MU.E.2.2.4 The student understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master).</p>
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<p><b>Mathematics</b></p>	<p><b>I. Numbers and Number Sense</b></p>	<p>MA.A.1.2.1 The student names whole numbers combining three-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates and verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.</p> <p>MA.A.2.2.1 The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.</p> <p>MA.A.2.2.2 The student recognizes and compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten.</p> <p>MA.A.5.2.1 The student understands and applies basic number theory concepts, including primes, composites, factors, and multiples.</p> <p>MA.C.3.2.2 The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).</p> <p>MA.E.1.2.1 The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.</p>
	<p><b>II. Fractions and Decimals</b></p>	<p>MA.A.1.2.2 The student understands the relative size of whole numbers, commonly used fractions, decimals, and</p>

	<p><b>III. Money</b></p> <p><b>IV. Computation</b></p> <p><b>V. Measurement</b></p>	<p>percents.</p> <p>MA.A.1.2.3 The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.</p> <p>MA.A.1.2.4 The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.</p> <p>MA.A.3.2.3 The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.</p> <p>No Sunshine State Standards speak specifically about money.</p> <p>MA.A.3.2.1 The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers and the effects of division on whole numbers, including the inverse relationship of multiplication and division.</p> <p>MA.A.3.2.2 The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.</p> <p>MA.B.1.2.1 The student uses concrete and graphic models</p>
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	<p style="text-align: center;"><b>VI. Geometry</b></p>	<p>to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.</p> <p>MA.B.1.2.2. The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.</p> <p>MA.B.2.2.1 The student uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.</p> <p>MA.B.2.2.2 The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size.</p> <p>MA.B.3.2.1 The student solves real-world problems involving estimates of measurements, including length, time, and weight, temperature, money, perimeter, area, and volume.</p> <p>MA.C.1.2.1 The student, given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.</p> <p>MA.C.2.2.1 The student understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.</p>
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<p><b>Mathematics, continued</b></p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grades 3, 4, and/or 5.</i></p> <p>MA.B.4.2.1 The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-life problems.</p> <p>MA.C.2.2.2 The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.</p> <p>MA.D.1.2.1 The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, and rules using algebraic symbols.</p> <p>MA.D.1.2.2 The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.</p> <p>MA.E.1.2.2 The student determines range, mean, median, and mode from sets of data.</p> <p>MA.E.1.2.3 The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.</p> <p>MA.E.2.2.1 The student uses models, such as tree diagrams, to display possible outcomes and to predict events.</p> <p>MA.E.3.2.1 The student designs experiments to answer class or personal questions,</p>
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		<p>collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.</p> <p>MA.E.3.2.2 The student uses statistical data about life situations to make predictions and justifies reasoning.</p>
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	<p><b>VI Science Biographies</b></p>	<p>Earth is in a continuous state of change as waves, weather, and shifts of the land constantly change and produce many new features.  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.2.2.1 The student knows that natural events are often predictable and logical.</p> <p><i>There are no Sunshine State Standards that correlate with this Core Knowledge topic.</i></p>
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<p><b>Science, continued</b></p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grades 3, 4, and/or 5.</i></p> <p>SC.A.1.2.2 The student knows that common materials (e.g. water) can be changed from one state to another by heating and cooling.</p> <p>SC.B.1.2.6 The student knows ways that heat can move from one object to another.</p> <p>SC.B.2.2.3 The student knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.</p> <p>SC.C.1.2.1 The student understands that the motion of an object can be described and measured.</p> <p>SC.C.2.2.2 The student knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.</p> <p>SC.C.2.2.4 The student knows that the motion of an object is determined by the overall effect of all the forces acting on the object.</p> <p>SC.D.1.2.2 The student knows that 75 percent of the surface of the Earth is covered by water.</p> <p>SC.G.1.2.2 The student knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.</p> <p>SC.G.1.2.7 The student knows that variations in light,</p>
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		<p>water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.</p> <p>SC.G.2.2.2 The student knows that the size of a population is dependent upon the available resources within its community.</p> <p>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.</p> <p>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 conclusions.</p> <p>SC.H.1.2.4 The student knows that to compare and contrast observations and results is an essential skill in science.</p> <p>SC.H.3.2.1 The student understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.</p> <p>SC.H.3.2.2 The student knows that data are collected and interpreted in order to explain an event or concept.</p> <p>SC.H.3.2.3 The student knows that before a group of people builds something or tries something new, they should determine how it might affect other people.</p> <p>SC.H.3.2.4 The student knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.</p>
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