Yo Seeds, Wake Up!
Grades K-4

Standards at a Glance	
Next Generation Sunshine State Standards for Science	SC.K.L.14.2, SC.K.L.14.3, SC.1.L.14.1, SC.1.L.14.2, SC.1.L.17.1, SC.2.L.16.1, SC.2.L.17.1, SC.K.N.1.1, SC.K.N.1.2, SC.K.N.1.3, SC.K.N.1.4, SC.K.N.1.5, SC.1.N.1.1, SC.1.N.1.2, SC.1.N.1.3, SC.1.N.1.4, SC.2.N.1.1, SC.2.N.1.2, SC.2.N.1.3, SC.2.N.1.4, SC.3.N.1.1, SC.3.N.1.2, SC.3.N.1.3, SC.3.N.1.4, SC.3.N.1.5, SC.3.N.1.6, SC.3.N.1.7, SC.4.N.1.1, SC.4.N.1.2, SC.4.N.1.3, SC.4.N.1.4, SC.4.N.1.5, SC.4.N.1.6, SC.4.N.1.7, SC.4.N.1.8, SC.K.P.8.1, SC.2.P.8.1, SC.3.P.10.2, SC.3.P.10.4, SC.4.P.10.2
Computer Science – Florida Standards for Science	SC.K2.CS-CC.1.4, SC.35.CS-CC.1.1, SC.35.CS-CC.1.3, SC.35.CS-CC.1.5, SC.K2.CS-CP.1.1, SC.K2.CS-CP.1.2, SC.K2.CS-CP.1.3, SC.K2.CS-CP.1.4, SC.K2.CS-CP.2.2, SC.35.CS-CP.1.3, SC.35.CS-CP.1.4, SC.K2.CS-CS.2.2, SC.K2.CS-CS.2.3, SC.K2.CS-CS.2.5, SC.35.CS-CS.2.1, SC.35.CS-CS.2.4
English Language Arts –Florida's B.E.S.T. Standards	ELA.K.R.1.1, ELA.K.R.2.2, ELA.K.R.3.2, ELA.1.R.1.1, ELA.1.R.2.2 ELA.1.R.3.2, ELA.2.R.1.1, ELA.2.R.2.2, ELA.2.R.3.2, ELA.3.R.2.2 ELA.3.R.3.2, ELA.4.R.2.2, ELA.4.R.3.2
Mathematics – Florida's B.E.S.T. Standards	MA.K.NSO.1.2, MA.K.M.1.1, MA.K.M.1.2, MA.1.M.1.1, MA.1.M.1.2, MA.2.M.1.1, MA.2.M.1.2, MA.3.M.1.1, MA.4.M.1.1 MA.1.DP.1.1, MA.1.DP.1.2, MA.2.DP.1.1, MA.2.DP.1.2, MA.3.DP.1.1, MA.3.DP.1.2, MA.4.DP.1.3
Next Generation Sunshine State Standards – Social Studies	N/A

Standards Highlighted	
Next Generation Sunshine State Standards for Science	
Life Science	
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.
SC.1.L.14.1	Make observations of living things and their environment using the five senses.
SC.1.L.14.2	Identify the major parts of plants, including stem, roots, leaves, and flowers.
SC.1.L.17.1	Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

SC.2.L.16.1	Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
SC.2.L.17.1	Compare and contrast the basic needs that all living things, including humans, have for survival.
Nature of Science	
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.
SC.1.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
SC.1.N.1.3	Keep records as appropriate - such as pictorial and written records - of investigations conducted.
SC.1.N.1.4	Ask "how do you know?" in appropriate situations.
SC.2.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations
SC.2.N.1.2	Compare the observations made by different groups using the same tools.
SC.2.N.1.3	Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.
SC.2.N.1.4	Explain how particular scientific investigations should yield similar conclusions when repeated.
SC.3.N.1.1	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.3.N.1.2	Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.
SC.3.N.1.3	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.
SC.3.N.1.4	Recognize the importance of communication among scientists.
SC.3.N.1.5	Recognize that scientists question, discuss, and check each others' evidence and explanations.
SC.3.N.1.6	Infer based on observation.

SC.3.N.1.7	Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.
SC.4.N.1.1	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.4.N.1.2	Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.
SC.4.N.1.3	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.
SC.4.N.1.4	Attempt reasonable answers to scientific questions and cite evidence in support.
SC.4.N.1.5	Compare the methods and results of investigations done by other classmates.
SC.4.N.1.6	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.
SC.4.N.1.7	Recognize and explain that scientists base their explanations on evidence.
SC.4.N.1.8	Recognize that science involves creativity in designing experiments.
Physical Science	
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.
SC.2.P.8.1	Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.
SC.3.P.10.2	Recognize that energy has the ability to cause motion or create change.
SC.3.P.10.4	Demonstrate that light can be reflected, refracted, and absorbed.
SC.4.P.10.2	Investigate and describe that energy has the ability to cause motion or create change.
Computer Science	
Communication and Collaboration	
SC.K2.CS-CC.1.4	Provide and accept constructive criticism on a collaborative project.
SC.35.CS-CC.1.1	Identify technology tools for individual and collaborative data collection, writing, communication, and publishing activities.
SC.35.CS-CC.1.3	Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation.
SC.35.CS-CC.1.5	Explain that providing and receiving feedback from others can improve performance and outcomes for collaborative digital projects.
Computer Practices and Programing	

SC.K2.CS-CP.1.1	Identify different kinds of data (e.g., text, charts, graphs, numbers, pictures, audio, video, and collections of objects).
SC.K2.CS-CP.1.2	Collect and manipulate data using a variety of computing methods (e.g., sorting, totaling, and averaging).
SC.K2.CS-CP.1.3	Propose a solution to a problem or question based on an analysis of the data and critical thinking, individually and collaboratively.
SC.K2.CS-CP.1.4	Create data visualizations (e.g., charts and infographics), individually and collaboratively.
SC.K2.CS-CP.2.2	Perform a simple task (e.g., making a sandwich and brushing teeth) breaking it into small steps.
SC.35.CS-CP.1.3	Identify, research, and collect a data set on a topic, issue, problem, or question using age-appropriate technologies.
SC.35.CS-CP.1.4	Collect, organize, graph, and analyze data to answer a question using a database or spreadsheet.
Communication Systems and Computing	
SC.K2.CS-CS.2.2	Solve age-appropriate problems (e.g., puzzles and logical thinking programs) with or without technology (i.e., computational thinking).
SC.K2.CS-CS.2.3	Solve real life issues in science and engineering using computational thinking.
SC.K2.CS-CS.2.5	Create a simple algorithm, individually and collaboratively, without using computers to complete the task (e.g., making a sandwich, getting ready for school).
SC.35.CS-CS.2.1	Solve age-appropriate problems using information organized using digital graphic organizers (e.g., concept maps and Venn-diagrams).
SC.35.CS-CS.2.4	Solve real-world problems in science and engineering using computational thinking skills.
English Language Arts –Florida's B.E.S.T. Standards	
Reading	
ELA.K.R.1.1	Describe the main character(s), setting, and important events in a story.
ELA.K.R.2.2	Identify the topic of and multiple details in a text.
ELA.K.R.3.2	Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text.
ELA.1.R.1.1	Identify and describe the main story elements in a story.
ELA.1.R.2.2	Identify the topic of and relevant details in a text.
ELA.1.R.3.2	Retell a text in oral or written form to enhance comprehension. a. Use main story elements at the beginning, middle, and end for a literary text. b. Use topic and important details for an informational text.

ELA.2.R.1.1	Identify plot structure and describe main story elements in a literary text.
ELA.2.R.2.2	Identify the central idea and relevant details in a text.
ELA.2.R.3.2	Retell a text to enhance comprehension. a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text.
ELA.3.R.2.2	Identify the central idea and explain how relevant details support that idea in a text.
ELA.3.R.3.2	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.
ELA.4.R.2.2	Explain how relevant details support the central idea, implied or explicit.
ELA.4.R.3.2	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text.
Mathematics – Florida's B.E.S.T. Standards	
Number Sense and Operations	
MA.K.NSO.1.2	Given a number from 0 – 20, count out that many objects.
Measurement	
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.
MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.
MA.1.M.1.1	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.
Data Analysis and Probability	

MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.
MA.4.DP.1.3	Solve real-world problems involving numerical data.