

*Another Country Calling...*

THE ADVENTURES OF SIMON AND BARKLEE™

*Bring the World to Children... and Children to the World.*

# FLORIDA

## Correlations

### Sunshine State Standards

Using the storybooks, the student FunBooks, the lesson plans with enrichments and the teacher and classroom programs offered by Simon and Barklee, Inc., educators can meet many of the standards specified in the Model Content Standards, especially in **reading and language arts**. Many lessons combine several disciplines.

This integrated program offers classroom educators enormous flexibility to engage learners, ignite curiosity while meeting required standards. It is intended to develop and hone critical thinking skills, enhance respect for diversity, celebrate cultures and encourage a world-view in children.

*Simon and Barklee*, the series main characters, are animals who go real places and do real things. Children can easily identify with their characteristics, behaviors and interests without the imposition of race or age. They are universal in appeal.

The integrated nature of the stories, activities and lessons graphically demonstrates the interrelationships between classroom academics and life as well as illustrating the interrelationships between countries and their peoples.

# LANGUAGE ARTS

<b>Reading</b>		
<b>Standard 1: (LA.A.1.2) The student uses the reading process effectively.</b>		
<b>LESSON NUMBER</b>		
1. Uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.	<b>Fra</b>	Instruction is part of the Guided Reading professional development workshop and in-service training for teachers
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
2. Selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.	<b>Fra</b>	G2, 9, 10, 11, 12
	<b>Eng</b>	G2, 4, 8, 13, 14, 15
	<b>Ger</b>	G1, G3, 6, 11, 15, 17, 18, 19
	<b>Mex</b>	G2, 6, 8, 9, 13, 17, 18, 19
3. Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	<b>Fra</b>	Storybooks are illustrated with full-color, regionally accurate pictures and build word recognition skills using “new words boxes” to identify, give pronunciation, and define new words.
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
4. Clarifies understanding by reading, self-correction, summarizing, checking other sources, and class or group discussion.	<b>Fra</b>	Instruction is part of the Guided Reading professional development workshop and in-service training for teachers
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
<b>Standard 2: (LA.A.2.2) The student constructs meaning from a wide range of texts.</b>		
1. Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	<b>Fra</b>	G1, G2, G3, 4, 5, 6, 8, 9, 10, 11, 12, 13
	<b>Eng</b>	G1, G2, G3, 4, 5, 6, 8, 9, 10, 13, 14, 15, 16
	<b>Ger</b>	G1, G3, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19
	<b>Mex</b>	G2, G3, 5, 7, 8, 9, 10, 11, 15, 17, 18, 19
2. Identifies the author’s purpose in a simple text.	<b>Fra</b>	G2, 4, 5, 6, 15, 16, 18, 20, 22
	<b>Eng</b>	2, 3, 6, 8, 19
	<b>Ger</b>	G3, 1, 3, 4, 6, 9, 14, 20, 21, 22
	<b>Mex</b>	6, 7, 8, 14, 15
5. Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	<b>Fra</b>	G1, G3, 6, 7, 14, 15, 18, 19, 22
	<b>Eng</b>	G3, 1, 2, 3, 7, 9, 12, 16, 17, 19, 21, 22
	<b>Ger</b>	G2, 3, 4, 7, 9, 10, 14, 16
	<b>Mex</b>	G3, 2, 3, 6, 7, 8, 10, 11, 14, 15
6. Recognizes the difference between fact and opinion presented in a text.	<b>Fra</b>	
	<b>Eng</b>	8
	<b>Ger</b>	6
	<b>Mex</b>	8
7. Recognizes the use of a comparison and contrast in a text.	<b>Fra</b>	G2, G3, 8, 20
	<b>Eng</b>	G1, 10, 18
	<b>Ger</b>	8, 14
	<b>Mex</b>	5, 10

8. Selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.	<b>Fra</b>	1, 2, 7, 15, 16,19, 20
	<b>Eng</b>	G2, G3, 1, 2, 3, 9, 12, 16, 17, 19
	<b>Ger</b>	G1, 1, 2, 3, 4, 7, 10, 14
	<b>Mex</b>	G3, 1, 2, 3, 6, 7, 10, 11, 14, 15, 20, 21
<b>Writing</b>		
<b>Standard 1 (LA.B.1.2) The student uses writing processes effectively.</b>		
1. Prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.	<b>Fra</b>	G2, G3, 19, 20, 22
	<b>Eng</b>	G1, G2, G3, 18, 19
	<b>Ger</b>	G1, 14
	<b>Mex</b>	G3, 13
2. 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 and word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions has, has sentences that are complete, except when fragments are used purposely; uses a variety of sentence structures; and generally follows the conventions of punctuation; capitalization, and spelling.	<b>Fra</b>	Simon and Barklee's Programs for Students:  <b>Young Authors Workshop Editing Workshop</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
3. 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.	<b>Fra</b>	Simon and Barklee's Programs for Students:  <b>Young Authors Workshop Editing Workshop</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
<b>Standard 2 (LA.B.2.2) The student writes to communicate ideas and information effectively.</b>		
1. Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	<b>Fra</b>	Simon and Barklee's Programs for Students:  <b>Passport Pals</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
2. Organizes information using alphabetical and numerical systems.	<b>Fra</b>	Simon and Barklee's Programs for Students:  <b>Young Authors Workshop</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
3. Writes for a variety of occasions, audiences and purposes. <b>Young Authors Workshop Passport Pals</b>	<b>Fra</b>	G2, G3, 19, 20, 22
	<b>Eng</b>	G1, G2, G3, 18, 19
	<b>Ger</b>	G1, 14
	<b>Mex</b>	G3, 13
5. Creates narratives in which ideas, details and events are in a logical order and are relevant to the story line.	<b>Fra</b>	Simon and Barklee's Programs for Students:  <b>Young Authors Workshop</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	

6. Creates expository responses in which ideas and details follows an organization pattern and are relevant to the purpose.	<b>Fra</b>	G2, G3, 19, 20, 22
	<b>Eng</b>	G1, G2, G3, 18, 19
	<b>Ger</b>	G1, 14
	<b>Mex</b>	G3, 13
<b><i>Listening, Viewing and Speaking</i></b>		
<b><i>Standard 1 (LA.C.1.2) The student uses listening strategies effectively.</i></b>		
1.Listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches. <b>Literature Circles</b>	<b>Fra</b>	G2, G3, 8, 13, 15, 16, 18, 19, 20, 21, 22
	<b>Eng</b>	G1, G2, 3, 5, 6, 10, 12, 18, 19, 20, 21
	<b>Ger</b>	G1, G3, 3, 4, 5, 6, 8, 9, 11, 14, 16, 20, 21, 22
	<b>Mex</b>	G2, G3, 2, 4, 5, 6, 7, 8, 9, 13,15, 16, 20, 21
3. Carries on an extended conversation with a group of friends.	<b>Fra</b>	<b>Literature Circles</b> (instruction is part of professional development and in-service workshops.
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
5.Responds to speakers by asking questions, making contributions, and paraphrasing what is said. <b>Literature Circles</b>	<b>Fra</b>	G2, G3, 8, 13, 15, 16, 18, 19, 20, 21, 22
	<b>Eng</b>	G1, G2, 3, 5, 6, 10, 12, 18, 19, 20, 21
	<b>Ger</b>	G1, G3, 3, 4, 5, 6, 8, 9, 11, 14, 16, 20, 21, 22
	<b>Mex</b>	G2, G3, 2, 4, 5, 6, 7, 8, 9, 13,15, 16, 20, 21
<b><i>Standard 3 (LA.C.3.2) The student uses speaking strategies effectively.</i></b>		
1. Speaks clearly at an understandable rate and uses the appropriate volume.	<b>Fra</b>	Simon and Barklee's Programs for Students:  <b>Young Authors Workshop</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
2. Asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.	<b>Fra</b>	G2, G3, 8, 13, 15, 16, 18, 19, 20, 21, 22
	<b>Eng</b>	G1, G2, 3, 5, 6, 10, 12, 18, 19, 20, 21
	<b>Ger</b>	G1, G3, 3, 4, 5, 6, 8, 9, 11, 14, 16, 20, 21, 22
	<b>Mex</b>	G2, G3, 2, 4, 5, 6, 7, 8, 9, 13,15, 16, 20, 21
3. Speaks for specific occasions, audiences and purposes, including conversations, discussions, projects, and informational or imaginative presentations.	<b>Fra</b>	G2, G3, 22
	<b>Eng</b>	G1, G2, G3, 5, 8, 10, 19
	<b>Ger</b>	G3, 9, 10
	<b>Mex</b>	G2, G3, 7
5.Participates as a contributor and occasionally acts as a leader in a group discussion. <b>Literature Circles</b>	<b>Fra</b>	Simon and Barklee's Programs for Students:  <b>Passport Pals Partner Schools</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
6. Organizes a speech using a basic beginning, middle and ending.	<b>Fra</b>	G1, G2, 22
	<b>Eng</b>	G1, G2, G3, 6, 8, 10, 19
	<b>Ger</b>	G1, G3, 6, 9, 11
	<b>Mex</b>	G2, G3, 8, 15

<b>Standard 2 (LA.D.2.2) The student understands the power of language</b>		
1. Understands that word choices can shape reactions, perception and beliefs.	<b>Fra</b>	Simon and Barklee's Programs for Students: <b>Young Authors' Workshop</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
4. Selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.	<b>Fra</b>	1, 2, 6, 7, 15, 16, 19, 20
	<b>Eng</b>	G2, G3, 1, 2, 3, 9, 12, 16, 17, 19
	<b>Ger</b>	G1, 1, 2, 3, 4, 7, 10, 14
	<b>Mex</b>	G3, 1, 2, 6, 7, 10, 11, 14, 15, 20, 21
5. Understands that a variety of messages can be conveyed through mass media.	<b>Fra</b>	1, 2, 7, 15, 16, 19, 20
	<b>Eng</b>	G2, G3, 1, 2, 3, 9, 12, 16, 17, 19
	<b>Ger</b>	G1, 1, 2, 3, 4, 7, 10, 14
	<b>Mex</b>	G3, 1, 2, 3, 6, 7, 10, 11, 14, 15, 20, 21

<b>Literature</b>	
<b>Standard 1 (LA.E.1.2) The student understands the common features of a variety of literary forms.</b>	
1. Identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.	<p style="text-align: center;"><b>All of the standards set forth in the Literature component are addressed as part of the professional development and in-service training using the Simon and Barklee materials to focus on the practice of Balanced Literacy concepts and the use of Literature Circles.</b></p>
2. Understands the development of thought and how conflicts are resolved in story.	
3. Shows the similarities and differences among the characters, settings, and events presented in various texts.	
4. Knows that the attitudes and values that exist in a time period affect the works that are written during that time period.	
5. Identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.	

<b>Standard 2 (LA.E.2.2) The student responds critically to fiction, nonfiction, poetry and drama.</b>	
1. Recognizes cause and effect relationships in literary text.	<p style="text-align: center;"><b>All of the standards set forth in the Literature component are addressed as part of the professional development and in-service training using the Simon and Barklee materials to focus on the practice of Balanced Literacy concepts and the use of Literature Circles.</b></p>
2. 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 text.	

**All of the standards set forth in the Literature component are addressed as part of the professional development and in-service training using the Simon and**

3. Responds to a work of literature by explaining how the motives of the characters are the causes of events compare with those in his or her own life.	
4. Identifies the major theme in a story of nonfiction text.	
5. 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.	

## MATHEMATICS

<b><i>Number sense, concepts and operations</i></b>		
Standard 1 – (MA.A.1.2) The student understands different ways numbers are represented and used in the real world.	<b><i>Fra</i></b>	15, 16, 17
	<b><i>Eng</i></b>	3, 7, 12
	<b><i>Ger</i></b>	4, 5, 10
	<b><i>Mex</i></b>	2, 3
Standard 2 – (MA.A.2.2) The student understands number systems.	<b><i>Fra</i></b>	15, 16, 17
	<b><i>Eng</i></b>	3, 7, 12
	<b><i>Ger</i></b>	4, 5, 10
	<b><i>Mex</i></b>	2, 3
Standard 3 – (MA.A.3.2) The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations and computes for problem solving.	<b><i>Fra</i></b>	15, 16, 17
	<b><i>Eng</i></b>	3, 7, 12
	<b><i>Ger</i></b>	4, 5, 10
	<b><i>Mex</i></b>	2, 3
<b><i>Measurement</i></b>		
Standard 1 – (MA.B.1.2) The student measures quantities in the real world and uses the measures to solve problems.	<b><i>Fra</i></b>	17
	<b><i>Eng</i></b>	7
	<b><i>Ger</i></b>	10
	<b><i>Mex</i></b>	3
Standard 2 – (MA.B.2.2) The student compares, contrasts and converts within systems of measurements (both standard/nonstandard and metric/customary).	<b><i>Fra</i></b>	17
	<b><i>Eng</i></b>	7
	<b><i>Ger</i></b>	10
	<b><i>Mex</i></b>	3
Standard 3 (MA.B.3.2) The student estimates measurements in real world problem situations.	<b><i>Fra</i></b>	17
	<b><i>Eng</i></b>	7
	<b><i>Ger</i></b>	10
	<b><i>Mex</i></b>	3
Standard 4 – (MA.B.4.2) The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real world situations.	<b><i>Fra</i></b>	17
	<b><i>Eng</i></b>	7
	<b><i>Ger</i></b>	10
	<b><i>Mex</i></b>	3

## SOCIAL STUDIES

<b><i>Time, Continuity, and Change [History]</i></b>		
Standard 1 (SS.A.1.2) The student understands historical chronology and the historical perspective.	<b><i>Fra</i></b>	19
	<b><i>Eng</i></b>	G3, 2, 9, 19
	<b><i>Ger</i></b>	3
	<b><i>Mex</i></b>	G3, 6, 10, 14, 15
Standard 2 (SS.A.2.2) The student understands the world from its beginnings to the time of the renaissance.	<b><i>Fra</i></b>	19
	<b><i>Eng</i></b>	G3, 9, 17
	<b><i>Mex</i></b>	G3, 10
Standard 3 (SS.A.3.2) The student understands western and eastern civilization since the renaissance.	<b><i>Fra</i></b>	19
	<b><i>Eng</i></b>	19
	<b><i>Ger</i></b>	3
	<b><i>Mex</i></b>	G3, 14, 15
<b><i>People, Places and Environments [Geography]</i></b>		
Standard 1 (SS.B.1.2) The student understands the world in spatial terms.	<b><i>Fra</i></b>	G3, 1, 2, 3, 19
	<b><i>Eng</i></b>	G3, 1, 2, 9, 17, 19
	<b><i>Ger</i></b>	1, 2, 3, 4, 5
	<b><i>Mex</i></b>	G3, 1, 11, 15
Standard 2 (SS.B.2.2) The student understands the interaction of people and physical environment.	<b><i>Fra</i></b>	1, 2
	<b><i>Eng</i></b>	G3, 2, 9, 19
	<b><i>Ger</i></b>	1, 2, 3, 4
	<b><i>Mex</i></b>	G3, 1, 10, 15
<b><i>Economics</i></b>		
Standard 2 (SS.D.2.2) The student the characteristics of different economic systems and institutions.	<b><i>Fra</i></b>	15, 16
	<b><i>Eng</i></b>	3
	<b><i>Ger</i></b>	4
	<b><i>Mex</i></b>	2

## FOREIGN LANGUAGES

<b><i>Communication</i></b>		
Standard 1 (FL.A.1.2) The student engages in conversation, expresses feelings and emotions and exchanges opinions.	<b><i>Fra</i></b>	All storybooks use foreign vocabulary with pronunciation and definition in "New Words" boxes throughout.
	<b><i>Eng</i></b>	
	<b><i>Ger</i></b>	
	<b><i>Mex</i></b>	
<b><i>Culture</i></b>		
Standard 1 (FL.D.1.2) The student understands the relationship between the perspective and products of culture study and uses this knowledge to recognize cultural practices.	<b><i>Fra</i></b>	G1, 4, 5, 6, 14, 21
	<b><i>Eng</i></b>	12, 13
	<b><i>Ger</i></b>	G2, 6, 9, 12, 20, 21
	<b><i>Mex</i></b>	G1, 6, 12, 20, 21

<b>Comparisons</b>		
Standard 1 (FL.D.1.2) The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture.	<b>Fra</b>	G1, 14
	<b>Eng</b>	16
	<b>Ger</b>	7
	<b>Mex</b>	G1, 12
Standard 2 (FL.D.2.2) The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture.	<b>Fra</b>	6, 7, 19
	<b>Eng</b>	G3, 6
	<b>Ger</b>	G2, 9
	<b>Mex</b>	G3, 6, 7, 15

## THE ARTS

<b>Dance – Cultural and Historical Connections</b>		
Standard 1 (DA.C.1.2) The student demonstrates and understands and various cultures and historical periods.	<b>Fra</b>	G3
	<b>Eng</b>	G3
	<b>Ger</b>	
	<b>Mex</b>	G3
<b>Music – Cultural and Historical Connections</b>		
Standard 1 (MU.C.1.2) The student understands music in relation to culture and history.	<b>Fra</b>	21
	<b>Eng</b>	G3, 21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	G3, 20, 21
<b>Theater – Cultural and Historical Connections</b>		
Standard 1 (TH.C.1.2) The student understands context by analyzing the role of theater, film, television and electronic media in the past and present	<b>Fra</b>	21
	<b>Eng</b>	G3
	<b>Ger</b>	
	<b>Mex</b>	G3
<b>Visual Arts – Cultural and Historical Connections</b>		
Standard 1 (VA.C.1.2) The student understands the visual arts in relation to history and culture.	<b>Fra</b>	G3, 6, 21
	<b>Eng</b>	G3, 6
	<b>Ger</b>	
	<b>Mex</b>	G3, 4, 7