

Course: Mathematics - Grade One- 5012030

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3635.aspx>

BASIC INFORMATION

Course Title:	Mathematics - Grade One
Course Number:	5012030
Course Abbreviated Title:	MATH GRADE One
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Mathematics SubSubject: General Mathematics
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

STANDARDS (33)

MACC.1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-

from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement. Note: Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.
4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

LACC.1.SL.1.1:

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

LACC.1.SL.1.2:

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

<u>LACC.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>LACC.K12.W.1.2:</u>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<u>MACC.1.G.1.1:</u>	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
<u>MACC.1.G.1.2:</u>	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
<u>MACC.1.G.1.3:</u>	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
<u>MACC.1.MD.1.1:</u>	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
<u>MACC.1.MD.1.2:</u>	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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
<u>MACC.1.MD.2.3:</u>	Tell and write time in hours and half-hours using analog and digital clocks.
<u>MACC.1.MD.3.4:</u>	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
<u>MACC.1.NBT.1.1:</u>	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

<p><u>MACC.1.NBT.2.2:</u></p>	<p>Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
<p><u>MACC.1.NBT.2.3:</u></p>	<p>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>
<p><u>MACC.1.NBT.3.4:</u></p>	<p>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>
<p><u>MACC.1.NBT.3.5:</u></p>	<p>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>
<p><u>MACC.1.NBT.3.6:</u></p>	<p>Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p><u>MACC.1.OA.1.1:</u></p>	<p>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
<p><u>MACC.1.OA.1.2:</u></p>	<p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>

<p><u>MACC.1.OA.2.3:</u></p>	<p>Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p>
<p><u>MACC.1.OA.2.4:</u></p>	<p>Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p>
<p><u>MACC.1.OA.3.5:</u></p>	<p>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>
<p><u>MACC.1.OA.3.6:</u></p>	<p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>
<p><u>MACC.1.OA.4.7:</u></p>	<p>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p>
<p><u>MACC.1.OA.4.8:</u></p>	<p>Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = [] - 3$, $6 + 6 = []$.</i></p>
<p><u>MACC.K12.MP.1.1:</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they</p>

	<p>need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p>MACC.K12.MP.2.1:</p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p>MACC.K12.MP.3.1:</p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to</p>

	<p>compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p>MACC.K12.MP.4.1:</p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p>MACC.K12.MP.5.1:</p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make</p>

	<p>sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MACC.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MACC.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the</p>

	<p>strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<p><u>MACC.K12.MP.8.1:</u></p>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>



Course: Mathematics - Grade Two- 5012040

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3707.aspx>

BASIC INFORMATION

Course Title:	Mathematics - Grade Two
Course Number:	5012040
Course Abbreviated Title:	MATH GRADE Two
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Mathematics SubSubject: General Mathematics
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

STANDARDS (38)

MACC.2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

1. Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

2. Students use their understanding of addition to develop fluency with addition and subtraction

within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

3. Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

4. Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

<p><u>LACC.2.SL.1.1:</u></p>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<p><u>LACC.2.SL.1.2:</u></p>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p><u>LACC.2.SL.1.3:</u></p>	<p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p><u>LACC.2.W.1.2:</u></p>	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p><u>MACC.2.G.1.1:</u></p>	<p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>

<u>MACC.2.G.1.2:</u>	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
<u>MACC.2.G.1.3:</u>	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
<u>MACC.2.MD.1.1:</u>	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
<u>MACC.2.MD.1.2:</u>	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
<u>MACC.2.MD.1.3:</u>	Estimate lengths using units of inches, feet, centimeters, and meters.
<u>MACC.2.MD.1.4:</u>	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
<u>MACC.2.MD.2.5:</u>	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
<u>MACC.2.MD.2.6:</u>	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
<u>MACC.2.MD.3.7:</u>	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
<u>MACC.2.MD.3.8:</u>	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>
<u>MACC.2.MD.4.10:</u>	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
<u>MACC.2.MD.4.9:</u>	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

<u>MACC.2.NBT.1.1:</u>	<p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
<u>MACC.2.NBT.1.2:</u>	Count within 1000; skip-count by 5s, 10s, and 100s.
<u>MACC.2.NBT.1.3:</u>	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
<u>MACC.2.NBT.1.4:</u>	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
<u>MACC.2.NBT.2.5:</u>	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
<u>MACC.2.NBT.2.6:</u>	Add up to four two-digit numbers using strategies based on place value and properties of operations.
<u>MACC.2.NBT.2.7:</u>	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
<u>MACC.2.NBT.2.8:</u>	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
<u>MACC.2.NBT.2.9:</u>	Explain why addition and subtraction strategies work, using place value and the properties of operations
<u>MACC.2.OA.1.1:</u>	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

<u>MACC.2.OA.2.2:</u>	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
<u>MACC.2.OA.3.3:</u>	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
<u>MACC.2.OA.3.4:</u>	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
<u>MACC.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<u>MACC.K12.MP.2.1:</u>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the</p>

Course: Social Studies - Grade One- 5021030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2011.aspx>

BASIC INFORMATION

Course Title:	Social Studies - Grade One
Course Number:	5021030
Course Abbreviated Title:	SOC STUDIES 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Social Studies SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>Our Community and Beyond: First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.</p> <p>Mathematics Benchmark Guidance- Social Studies instruction should include should opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p>Instructional Practices Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.2. Making close reading and rereading of texts central to

	<p>lessons.</p> <ol style="list-style-type: none"> 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (52)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Aligned Clusters

MACC.1.MD.3: Represent and interpret data.

<p><u>HE.1.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></p>	
<p><u>HE.1.C.2.4 :</u></p>	<p>Recognize health consequences for not following rules. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples Injuries, arguments, hurt feelings, and pollution.</p>
<p><u>LACC.1.RI.1 Key Ideas and Details</u></p>	
<p><u>LACC.1.RI.1.1 :</u></p>	<p>Ask and answer questions about key details in a text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p>

	Belongs to: Key Ideas and Details
<u>LACC.1.RI.1.2 :</u>	Identify the main topic and retell key details of a text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details
<u>LACC.1.RI.1.3 :</u>	Describe the connection between two individuals, events, ideas, or pieces of information in a text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details

LACC.1.RI.2 Craft and Structure

<u>LACC.1.RI.2.4 :</u>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Craft and Structure
<u>LACC.1.RI.2.5 :</u>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Craft and Structure
<u>LACC.1.RI.2.6 :</u>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.1.RI.3 Integration of Knowledge and Ideas

<u>LACC.1.RI.3.7 :</u>	Use the illustrations and details in a text to describe its key ideas. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas
<u>LACC.1.RI.3.8 :</u>	Identify the reasons an author gives to support points in a text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas
<u>LACC.1.RI.3.9 :</u>	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 & Complex Reasoning Date

Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

LACC.1.RI.4 Range of Reading and Level of Text Complexity

LACC.1.RI.4.10 :

With prompting and support, read informational texts appropriately complex for grade 1.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Range of Reading and Level of Text Complexity](#)

LACC.1.SL.1 Comprehension and Collaboration

LACC.1.SL.1.1 :

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1.SL.1.2 :

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1.SL.1.3 :

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1.SL.2 Presentation of Knowledge and Ideas

LACC.1.SL.2.4 :

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1.W.1 Text Types and Purposes

LACC.1.W.1.1 :

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

LACC.1.W.1.2 :

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

LACC.1.W.1.3 :

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

LACC.1.W.2 Production and Distribution of Writing

LACC.1.W.2.5 :

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.1.W.2.6 :

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.1.W.3 Research to Build and Present Knowledge](#)

<u>LACC.1.W.3.7 :</u>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge
<u>LACC.1.W.3.8 :</u>	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 Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge

[SS.1.A.1 Historical Inquiry and Analysis](#)

<u>SS.1.A.1.1 :</u>	Develop an understanding of a primary source. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis Remarks/Examples Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.
<u>SS.1.A.1.2 :</u>	Understand how to use the media center/other sources to find answers to questions about a historical topic. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis Remarks/Examples Examples may include, but are not limited to, databases, audio or video recordings, and books.

[SS.1.A.2 Historical Knowledge](#)

<u>SS.1.A.2.1 :</u>	Understand history tells the story of people and events of other times and places. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge
<u>SS.1.A.2.2 :</u>	Compare life now with life in the past. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge

	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, comparing school, families, work, and community life.</p>
<p><u>SS.1.A.2.3 :</u></p>	<p>Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, federal holidays and ethnic celebrations.</p>
<p><u>SS.1.A.2.4 :</u></p>	<p>Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</p>
<p><u>SS.1.A.2.5 :</u></p>	<p>Distinguish between historical fact and fiction using various materials. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.</p>
<p><u>SS.1.A.3 Chronological Thinking</u></p>	
<p><u>SS.1.A.3.1 :</u></p>	<p>Use terms related to time to sequentially order events that have occurred in school, home, or community. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Chronological Thinking</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, days, weeks, months, and years.</p>

SS.1.A.3.2 :

Create a timeline based on the student's life or school events, using primary sources.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Chronological Thinking](#)

Remarks/Examples

Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.

SS.1.C.1 Foundations of Government, Law, and the American Political System

SS.1.C.1.1 :

Explain the purpose of rules and laws in the school and community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Foundations of Government, Law, and the American Political System](#)

Remarks/Examples

Examples are keeping order and ensuring safety.

SS.1.C.1.2 :

Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Foundations of Government, Law, and the American Political System](#)

Remarks/Examples

Examples are principals, teachers, parents, government leaders, and police.

SS.1.C.1.3 :

Give examples of the use of power without authority in the school and community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Foundations of Government, Law, and the American Political System](#)

Remarks/Examples

Examples are bullying, stealing, and peer pressure.

SS.1.C.2 Civic and Political Participation

SS.1.C.2.1 :

Explain the rights and responsibilities students have in the school community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

	<p>Belongs to: Civic and Political Participation</p> <p>Remarks/Examples</p> <p>Examples are not littering, coming to school on time, and having a safe learning environment.</p>
<p>SS.1.C.2.2 :</p>	<p>Describe the characteristics of responsible citizenship in the school community.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Civic and Political Participation</p> <p>Remarks/Examples</p> <p>Examples are follow rules, care about the environment, and respect others.</p>
<p>SS.1.C.2.3 :</p>	<p>Identify ways students can participate in the betterment of their school and community.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Civic and Political Participation</p> <p>Remarks/Examples</p> <p>Examples are responsible decision making, classroom jobs, and school service projects.</p>
<p>SS.1.C.2.4 :</p>	<p>Show respect and kindness to people and animals.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Civic and Political Participation</p>
<p>SS.1.C.3 Structure and Functions of Government</p>	
<p>SS.1.C.3.1 :</p>	<p>Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Structure and Functions of Government</p> <p>Remarks/Examples</p> <p>Examples are talking about problems, role playing, listening, and sharing.</p>
<p>SS.1.C.3.2 :</p>	<p>Recognize symbols and individuals that represent American constitutional democracy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Structure and Functions of Government</p> <p>Remarks/Examples</p>

Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.

SS.1.E.1 Beginning Economics

SS.1.E.1.1 :

Recognize that money is a method of exchanging goods and services.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Beginning Economics](#)

Remarks/Examples

An example is coins/bills versus bartering or trading.

SS.1.E.1.2 :

Define opportunity costs as giving up one thing for another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Beginning Economics](#)

Remarks/Examples

Examples are giving up television to do homework and buying candy versus saving for later purchase.

SS.1.E.1.3 :

Distinguish between examples of goods and services.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Beginning Economics](#)

Remarks/Examples

Examples are goods: hamburger; services: sweeping the floor.

SS.1.E.1.4 :

Distinguish people as buyers, sellers, and producers of goods and services.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Beginning Economics](#)

SS.1.E.1.5 :

Recognize the importance of saving money for future purchases.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Beginning Economics](#)

SS.1.E.1.6 :

Identify that people need to make choices because of scarce resources.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Beginning Economics](#)

Remarks/Examples

Examples are not enough time to do all activities or not enough red crayons.

[SS.1.G.1 The World in Spatial Terms](#)

[SS.1.G.1.1 :](#)

Use physical and political/cultural maps to locate places in Florida.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [The World in Spatial Terms](#)

Remarks/Examples

Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.

[SS.1.G.1.2 :](#)

Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [The World in Spatial Terms](#)

[SS.1.G.1.3 :](#)

Construct a basic map using key elements including cardinal directions and map symbols.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [The World in Spatial Terms](#)

Remarks/Examples

Examples are map of bedroom, classroom, or route to school

[SS.1.G.1.4 :](#)

Identify a variety of physical features using a map and globe.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [The World in Spatial Terms](#)

Remarks/Examples

Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.

[SS.1.G.1.5 :](#)

Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [The World in Spatial Terms](#)

[SS.1.G.1.6 :](#)

Describe how location, weather, and physical environment affect the way people live in our community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [The World in Spatial Terms](#)

Remarks/Examples

	Examples are effects on their food, clothing, shelter, transportation, and recreation
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Course: Social Studies - Grade Kindergarten-5021020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4181.aspx>

BASIC INFORMATION

Course Title:	Social Studies - Grade Kindergarten
Course Number:	5021020
Course Abbreviated Title:	Soc Studies - K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Social Studies SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>Living, Learning and Working Together: Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.</p> <p>Mathematics Benchmark Guidance- Social Studies instruction should include should opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p>Instructional Practices Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as

	<p>shorter ones when text is extremely complex.</p> <ol style="list-style-type: none"> 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (42)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Aligned Clusters:

MACC.K.MD.1: Describe and compare measurable attributes.

<p><u>HE.K.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></p>	
<p><u>HE.K.C.2.4 :</u></p>	<p>Explain the importance of rules to maintain health. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> <hr/> <p>Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.</p>
<p><u>LACC.K.RI.1 Key Ideas and Details</u></p>	

LACC.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 | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.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 | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.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 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.K.RI.2 Craft and Structure

LACC.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 | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.K.RI.3 Integration of Knowledge and Ideas

LACC.K.RI.3.7 :

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.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 | Date

Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.K.RI.4 Range of Reading and Level of Text Complexity

LACC.K.RI.4.10 :

Actively engage in group reading activities with purpose and understanding.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Range of Reading and Level of Text Complexity](#)

[LACC.K.SL.1 Comprehension and Collaboration](#)

[LACC.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 | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.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 | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.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 | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.K.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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 | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.K.W.1 Text Types and Purposes](#)

[LACC.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.

	<p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
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<p><u>LACC.K.W.1.3 :</u></p>	<p>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.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
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[LACC.K.W.2 Production and Distribution of Writing](#)

<p><u>LACC.K.W.2.5 :</u></p>	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing</p>
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[SS.K.A.1 Historical Inquiry and Analysis](#)

<p><u>SS.K.A.1.1 :</u></p>	<p>Develop an understanding of how to use and create a timeline.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis</p> <p>Remarks/Examples</p> <p>May include, but are not limited to: Put in order three things that happened during the school day.</p>
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<p><u>SS.K.A.1.2 :</u></p>	<p>Develop an awareness of a primary source.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.</p>
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[SS.K.A.2 Historical Knowledge](#)

<p><u>SS.K.A.2.1 :</u></p>	<p>Compare children and families of today with those in the past.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge</p>
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	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, family life now versus family life when grandparents were young.</p>
<p><u>SS.K.A.2.2 :</u></p>	<p>Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, federal holidays and ethnic celebrations..</p>
<p><u>SS.K.A.2.3 :</u></p>	<p>Compare our nation's holidays with holidays of other cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, National holidays are different in other countries.</p>
<p><u>SS.K.A.2.4 :</u></p>	<p>Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</p>
<p><u>SS.K.A.2.5 :</u></p>	<p>Recognize the importance of U.S. symbols.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.</p>

SS.K.A.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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Chronological Thinking](#)

Remarks/Examples

Examples may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.

SS.K.A.3.2 :

Explain that calendars represent days of the week and months of the year.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Chronological Thinking](#)

SS.K.C.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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Foundations of Government, Law, and the American Political System](#)

Remarks/Examples

Examples are standing in line at school and wearing a bike helmet.

SS.K.C.1.2 :

Explain the purpose and necessity of rules and laws at home, school, and community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Foundations of Government, Law, and the American Political System](#)

Remarks/Examples

Examples are attending school and wearing a seat belt.

SS.K.C.2 Civic and Political Participation

SS.K.C.2.1 :

Demonstrate the characteristics of being a good citizen.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Civic and Political Participation](#)

	<p>Remarks/Examples</p> <p>Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.</p>
<p>SS.K.C.2.2 :</p>	<p>Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Civic and Political Participation</p>
<p>SS.K.C.2.3 :</p>	<p>Describe fair ways for groups to make decisions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Civic and Political Participation</p> <p>Remarks/Examples</p> <p>Examples are voting, taking turns, and coming to an agreement.</p>

[SS.K.E.1 Beginning Economics](#)

<p>SS.K.E.1.1 :</p>	<p>Describe different kinds of jobs that people do and the tools or equipment used.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Beginning Economics</p> <p>Remarks/Examples</p> <p>Examples are community helpers, firefighter and fire truck).</p>
<p>SS.K.E.1.2 :</p>	<p>Recognize that United States currency comes in different forms.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Beginning Economics</p> <p>Remarks/Examples</p> <p>Examples are coins and bills.</p>
<p>SS.K.E.1.3 :</p>	<p>Recognize that people work to earn money to buy things they need or want.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Beginning Economics</p>
<p>SS.K.E.1.4 :</p>	<p>Identify the difference between basic needs and wants.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Beginning Economics</p>

	Remarks/Examples
	Examples of needs are clothing and shelter and examples of wants are video games and toys.

SS.K.G.1 The World in Spatial Terms

<u>SS.K.G.1.1 :</u>	Describe the relative location of people, places, and things by using positional words. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms
	Remarks/Examples
	Examples are near/far; above/below, left/right and behind/front.

<u>SS.K.G.1.2 :</u>	Explain that maps and globes help to locate different places and that globes are a model of the Earth. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms
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<u>SS.K.G.1.3 :</u>	Identify cardinal directions (north, south, east, west). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms
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<u>SS.K.G.1.4 :</u>	Differentiate land and water features on simple maps and globes. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms
	Remarks/Examples
	Examples are blue is water and green/brown is land.

SS.K.G.2 Places and Regions

<u>SS.K.G.2.1 :</u>	Locate and describe places in the school and community. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Places and Regions
	Remarks/Examples
	Examples are the cafeteria, library, office, restrooms, and classroom.

<u>SS.K.G.2.2 :</u>	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives. Cognitive Complexity: N/A Date Adopted or Revised: 12/08
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Belongs to: [Places and Regions](#)

SS.K.G.3 Physical System

SS.K.G.3.1 :

Identify basic landforms.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Physical System](#)

Remarks/Examples

Examples are hills, forests, wetlands, and coasts.

SS.K.G.3.2 :

Identify basic bodies of water.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Physical System](#)

Remarks/Examples

Examples are rivers, lakes, oceans, and gulfs.

SS.K.G.3.3 :

Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Physical System](#)



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Course: Social Studies - Grade Five- 5021070

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4486.aspx>

BASIC INFORMATION

Course Title:	Social Studies - Grade Five
Course Number:	5021070
Course Abbreviated Title:	Soc Studies - 5
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Social Studies SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>Fifth Grade: United States History – The fifth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American History. So that students can see clearly the relationship between cause and effect in history, students should also have the opportunity to understand how individuals and events of this period influenced later events in the development of our nation.</p> <p>Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p>Instructional Practices Teaching from well-written, grade-level instructional materials</p>

	<p>enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ul style="list-style-type: none"> • Reading assignments from longer text passages as well as shorter ones when text is extremely complex. • Making close reading and rereading of texts central to lessons. • Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. • Requiring students to support answers with evidence from the text. • Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (88)

LACC.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Aligned Clusters:

MACC.5.MD.2: Represent and interpret data.

HE.5.C.2.4:	<p>Give examples of school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Some examples may include head lice guidelines, seat belt and child restraint laws, helmet laws, fire drills, school bus rules.</p>
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<u>LACC.5.RI.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.5.RI.1.2:</u>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<u>LACC.5.RI.1.3:</u>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<u>LACC.5.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LACC.5.RI.2.5:</u>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<u>LACC.5.RI.2.6:</u>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<u>LACC.5.RI.3.7:</u>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<u>LACC.5.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<u>LACC.5.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LACC.5.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments

	<p>that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p><u>LACC.5.SL.1.2:</u></p>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><u>LACC.5.SL.1.3:</u></p>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p><u>LACC.5.SL.2.4:</u></p>	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p><u>LACC.5.W.1.1:</u></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
<p><u>LACC.5.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using

	<p>words, phrases, and clauses (e.g., in contrast, especially).</p> <ul style="list-style-type: none"> d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LACC.5.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LACC.5.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LACC.5.W.2.5:</u></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>
<p><u>LACC.5.W.2.6:</u></p>	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
<p><u>LACC.5.W.3.7:</u></p>	<p>Conduct short research projects that use several sources to build</p>

	knowledge through investigation of different aspects of a topic.
<u>LACC.5.W.3.8:</u>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<u>LACC.5.W.3.9b:</u>	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<u>LACC.5.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>SS.5.A.1.1:</u>	Use primary and secondary sources to understand history. Remarks/Examples
	Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.
<u>SS.5.A.1.2:</u>	Utilize timelines to identify and discuss American History time periods.
<u>SS.5.A.2.1:</u>	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit). Remarks/Examples
	Examples may include, but are not limited to, those listed in the benchmark.
<u>SS.5.A.2.2:</u>	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). Remarks/Examples
	Examples may include, but are not limited to, those listed in the benchmark.
<u>SS.5.A.2.3:</u>	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and

	interactions with the environment.
<u>SS.5.A.3.1:</u>	Describe technological developments that shaped European exploration. Remarks/Examples Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.
<u>SS.5.A.3.2:</u>	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers. Remarks/Examples In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.
<u>SS.5.A.3.3:</u>	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. Remarks/Examples Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.
<u>SS.5.A.4.1:</u>	Identify the economic, political and socio-cultural motivation for colonial settlement. Remarks/Examples Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade..
<u>SS.5.A.4.2:</u>	Compare characteristics of New England, Middle, and Southern colonies. Remarks/Examples Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.
<u>SS.5.A.4.3:</u>	Identify significant individuals responsible for the development of the

	<p>New England, Middle, and Southern colonies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.</p>
<p><u>SS.5.A.4.4:</u></p>	<p>Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.</p>
<p><u>SS.5.A.4.5:</u></p>	<p>Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</p>
<p><u>SS.5.A.4.6:</u></p>	<p>Describe the introduction, impact, and role of slavery in the colonies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).</p>
<p><u>SS.5.A.5.1:</u></p>	<p>Identify and explain significant events leading up to the American Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.</p>
<p><u>SS.5.A.5.10:</u></p>	<p>Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."</p>

<p><u>SS.5.A.5.2:</u></p>	<p>Identify significant individuals and groups who played a role in the American Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.</p>
<p><u>SS.5.A.5.3:</u></p>	<p>Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.</p>
<p><u>SS.5.A.5.4:</u></p>	<p>Examine and explain the changing roles and impact of significant women during the American Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.</p>
<p><u>SS.5.A.5.5:</u></p>	<p>Examine and compare major battles and military campaigns of the American Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.</p>
<p><u>SS.5.A.5.6:</u></p>	<p>Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.</p>
<p><u>SS.5.A.5.7:</u></p>	<p>Explain economic, military, and political factors which led to the end</p>

	<p>of the Revolutionary War. Remarks/Examples</p> <p>Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.</p>
<p><u>SS.5.A.5.8:</u></p>	<p>Evaluate the personal and political hardships resulting from the American Revolution. Remarks/Examples</p> <p>Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.</p>
<p><u>SS.5.A.5.9:</u></p>	<p>Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). Remarks/Examples</p> <p>Examples may include, but are not limited to, those listed in the benchmark.</p>
<p><u>SS.5.A.6.1:</u></p>	<p>Describe the causes and effects of the Louisiana Purchase.</p>
<p><u>SS.5.A.6.2:</u></p>	<p>Identify roles and contributions of significant people during the period of westward expansion. Remarks/Examples</p> <p>Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.</p>
<p><u>SS.5.A.6.3:</u></p>	<p>Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. Remarks/Examples</p> <p>In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.</p>
<p><u>SS.5.A.6.4:</u></p>	<p>Explain the importance of the explorations west of the Mississippi River.</p>

	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.</p>
<u>SS.5.A.6.5:</u>	<p>Identify the causes and effects of the War of 1812.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.</p>
<u>SS.5.A.6.6:</u>	<p>Explain how westward expansion affected Native Americans.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.</p>
<u>SS.5.A.6.7:</u>	<p>Discuss the concept of Manifest Destiny.</p>
<u>SS.5.A.6.8:</u>	<p>Describe the causes and effects of the Missouri Compromise.</p>
<u>SS.5.A.6.9:</u>	<p>Describe the hardships of settlers along the overland trails to the west.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.</p>
<u>SS.5.C.1.1:</u>	<p>Explain how and why the United States government was created.</p>
<u>SS.5.C.1.2:</u>	<p>Define a constitution, and discuss its purposes.</p>
<u>SS.5.C.1.3:</u>	<p>Explain the definition and origin of rights.</p> <p>Remarks/Examples</p> <p>Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.</p>
<u>SS.5.C.1.4:</u>	<p>Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.</p>
<u>SS.5.C.1.5:</u>	<p>Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</p>
<u>SS.5.C.1.6:</u>	<p>Compare Federalist and Anti-Federalist views of government.</p>

<u>SS.5.C.2.1:</u>	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.
<u>SS.5.C.2.2:</u>	Compare forms of political participation in the colonial period to today.
	Remarks/Examples
	Examples are who participated and how they participated.
<u>SS.5.C.2.3:</u>	Analyze how the Constitution has expanded voting rights from our nation's early history to today.
<u>SS.5.C.2.4:</u>	Evaluate the importance of civic responsibilities in American democracy.
	Remarks/Examples
	Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.
<u>SS.5.C.2.5:</u>	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
	Remarks/Examples
	Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.
<u>SS.5.C.3.1:</u>	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
<u>SS.5.C.3.2:</u>	Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
<u>SS.5.C.3.3:</u>	Give examples of powers granted to the federal government and those reserved for the states.
	Remarks/Examples
	Examples are coining money, declaring war, creating public schools, making traffic laws.
<u>SS.5.C.3.4:</u>	Describe the amendment process as defined in Article V of the Constitution and give examples.

	<p>Remarks/Examples</p> <p>Examples are the Bill of Rights and 26th Amendment.</p>
<u>SS.5.C.3.5:</u>	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
<u>SS.5.C.3.6:</u>	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
<u>SS.5.E.1.1:</u>	<p>Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p> <p>Remarks/Examples</p> <p>Examples are Triangular Trade and tobacco.</p>
<u>SS.5.E.1.2:</u>	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
<u>SS.5.E.1.3:</u>	<p>Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.</p> <p>Remarks/Examples</p> <p>Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.</p>
<u>SS.5.E.2.1:</u>	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
<u>SS.5.G.1.1:</u>	<p>Interpret current and historical information using a variety of geographic tools.</p> <p>Remarks/Examples</p> <p>Examples are maps, globes, Geographic Information Systems (GIS).</p>
<u>SS.5.G.1.2:</u>	Use latitude and longitude to locate places.
<u>SS.5.G.1.3:</u>	<p>Identify major United States physical features on a map of North America.</p> <p>Remarks/Examples</p> <p>Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.</p>

<u>SS.5.G.1.4:</u>	Construct maps, charts, and graphs to display geographic information.
<u>SS.5.G.1.5:</u>	Identify and locate the original thirteen colonies on a map of North America.
<u>SS.5.G.1.6:</u>	Locate and identify states, capitals, and United States Territories on a map.
<u>SS.5.G.2.1:</u>	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
<u>SS.5.G.3.1:</u>	Describe the impact that past natural events have had on human and physical environments in the United States through 1850. Remarks/Examples
	An example is the harsh winter in Jamestown.
<u>SS.5.G.4.1:</u>	Use geographic knowledge and skills when discussing current events. Remarks/Examples
	Examples are recognizing patterns, mapping, graphing.
<u>SS.5.G.4.2:</u>	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.



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Course: Social Studies - Grade Four- 5021060

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BASIC INFORMATION

Course Title:	Social Studies - Grade Four
Course Number:	5021060
Course Abbreviated Title:	Soc Studies - 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Social Studies SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>Fourth Grade: Florida Studies – The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history.</p> <p>Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p>Special Notes: Additional content that may be contained in the NAEP Grade 4 Civics assessment includes:</p> <ul style="list-style-type: none">• Definition of government• American identity

- Costs, benefits of unity/diversity
- Contacting public officials, agencies
- The concept of nation
- Interaction among nations in the areas of trade, diplomacy, cultural context, treaties and agreements, and military force
- Importance of peaceful resolution of international conflicts
- Healthy functioning of American constitutional democracy
- Criteria for selecting leaders

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Additional content that may be contained in the NAEP Grade 4 Geography assessment includes:

- spatial units, features, and patterns
- the earth's environment, its limited capacity, human effect on it
- relationships between and among places, changes in technology affecting connections among people and places
- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

Additional content that may be contained in the NAEP Grade 4 United States History assessment includes:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances

students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (65)

LACC.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Aligned Clusters:

MACC.4.MD.2: Represent and interpret data.

<p><u>HE.4.C.2.4:</u></p>	<p>Recognize types of school rules and community laws that promote health and disease prevention.</p> <p>Remarks/Examples</p> <hr/> <p>Some examples may include helmet law, clean indoor air laws, speed limits.</p> <hr/>
<p><u>LACC.4.RI.1.1:</u></p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

<u>LACC.4.RI.1.2:</u>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<u>LACC.4.RI.1.3:</u>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<u>LACC.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<u>LACC.4.RI.2.5:</u>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<u>LACC.4.RI.2.6:</u>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<u>LACC.4.RI.3.7:</u>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<u>LACC.4.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text.
<u>LACC.4.RI.3.9:</u>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LACC.4.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.4.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the

	<p>discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p><u>LACC.4.SL.1.2:</u></p>	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><u>LACC.4.SL.1.3:</u></p>	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>
<p><u>LACC.4.SL.2.4:</u></p>	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p><u>LACC.4.W.1.1:</u></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.
<p><u>LACC.4.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to

	<p>inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
<u>LACC.4.W.2.4:</u>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<u>LACC.4.W.2.5:</u>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
<u>LACC.4.W.2.6:</u>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<u>LACC.4.W.3.7:</u>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<u>LACC.4.W.3.8:</u>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<u>LACC.4.W.3.9b:</u>	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<u>LACC.4.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>SS.4.A.1.1:</u>	<p>Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.</p>

<p><u>SS.4.A.1.2:</u></p>	<p>Synthesize information related to Florida history through print and electronic media. Remarks/Examples</p> <p>Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.</p>
<p><u>SS.4.A.2.1:</u></p>	<p>Compare Native American tribes in Florida. Remarks/Examples</p> <p>Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.</p>
<p><u>SS.4.A.3.1:</u></p>	<p>Identify explorers who came to Florida and the motivations for their expeditions. Remarks/Examples</p> <p>Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan deLuna, and an understanding that 2013 is the quincentennial of the founding of Florida.</p>
<p><u>SS.4.A.3.10:</u></p>	<p>Identify the causes and effects of the Seminole Wars. Remarks/Examples</p> <p>Examples may include, but are not limited to, Jackson's invasion of Florida (First Seminole War), without federal permission.</p>
<p><u>SS.4.A.3.2:</u></p>	<p>Describe causes and effects of European colonization on the Native American tribes of Florida. Remarks/Examples</p> <p>Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.</p>
<p><u>SS.4.A.3.3:</u></p>	<p>Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. Remarks/Examples</p> <p>Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements.</p>

<u>SS.4.A.3.4:</u>	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
<u>SS.4.A.3.5:</u>	Identify the significance of Fort Mose as the first free African community in the United States. Remarks/Examples Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.
<u>SS.4.A.3.6:</u>	Identify the effects of Spanish rule in Florida. Remarks/Examples Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.
<u>SS.4.A.3.7:</u>	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
<u>SS.4.A.3.8:</u>	Explain how the Seminole tribe formed and the purpose for their migration.
<u>SS.4.A.3.9:</u>	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
<u>SS.4.A.4.1:</u>	Explain the effects of technological advances on Florida. Remarks/Examples Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.
<u>SS.4.A.4.2:</u>	Describe pioneer life in Florida. Remarks/Examples Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.
<u>SS.4.A.5.1:</u>	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War. Remarks/Examples Additional examples may also include, but are not limited to, Ft.

	Zachary Taylor, the plantation culture, the First Florida Cavalry.
<u>SS.4.A.5.2:</u>	Summarize challenges Floridians faced during Reconstruction. Remarks/Examples Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.
<u>SS.4.A.6.1:</u>	Describe the economic development of Florida's major industries. Remarks/Examples Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).
<u>SS.4.A.6.2:</u>	Summarize contributions immigrant groups made to Florida. Remarks/Examples Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.
<u>SS.4.A.6.3:</u>	Describe the contributions of significant individuals to Florida. Remarks/Examples Examples may include, but are not limited to, John Gorrie, Henry Flagler, Henry Plant, Lue Gim Gong, Vincente Martinez Ybor, Julia Tuttle, Mary McLeod Bethune, Thomas Alva Edison, James Weldon Johnson, Marjorie Kinnan Rawlings.
<u>SS.4.A.6.4:</u>	Describe effects of the Spanish American War on Florida. Remarks/Examples Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.
<u>SS.4.A.7.1:</u>	Describe the causes and effects of the 1920's Florida land boom and bust. Remarks/Examples Examples may include, but are not limited to, land speculation.

<u>SS.4.A.7.2:</u>	Summarize challenges Floridians faced during the Great Depression. Remarks/Examples Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.
<u>SS.4.A.7.3:</u>	Identify Florida's role in World War II. Remarks/Examples Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.
<u>SS.4.A.8.1:</u>	Identify Florida's role in the Civil Rights Movement. Remarks/Examples Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.
<u>SS.4.A.8.2:</u>	Describe how and why immigration impacts Florida today.
<u>SS.4.A.8.3:</u>	Describe the effect of the United States space program on Florida's economy and growth.
<u>SS.4.A.8.4:</u>	Explain how tourism affects Florida's economy and growth.
<u>SS.4.A.9.1:</u>	Utilize timelines to sequence key events in Florida history.
<u>SS.4.C.1.1:</u>	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
<u>SS.4.C.2.1:</u>	Discuss public issues in Florida that impact the daily lives of its citizens. Remarks/Examples (e.g., taxes, school accountability)
<u>SS.4.C.2.2:</u>	Identify ways citizens work together to influence government and help solve community and state problems. Remarks/Examples Examples are voting, petitioning, conservation, recycling.

<u>SS.4.C.2.3:</u>	Explain the importance of public service, voting, and volunteerism.
<u>SS.4.C.3.1:</u>	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
<u>SS.4.C.3.2:</u>	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
<u>SS.4.E.1.1:</u>	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy. Remarks/Examples
	Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.
<u>SS.4.E.1.2:</u>	Explain Florida's role in the national and international economy and conditions that attract businesses to the state. Remarks/Examples
	Examples are tourism, agriculture, phosphate, space industry.
<u>SS.4.G.1.1:</u>	Identify physical features of Florida. Remarks/Examples
	Examples are bodies of water, location, landforms.
<u>SS.4.G.1.2:</u>	Locate and label cultural features on a Florida map. Remarks/Examples
	Examples are state capitals, major cities, tourist attractions.
<u>SS.4.G.1.3:</u>	Explain how weather impacts Florida. Remarks/Examples
	Examples are hurricanes, thunderstorms, drought, mild climate.
<u>SS.4.G.1.4:</u>	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).



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Course: Social Studies - Grade 3- 5021050

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BASIC INFORMATION

Course Title:	Social Studies - Grade 3
Course Number:	5021050
Course Abbreviated Title:	Soc Studies - 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Social Studies SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>Third Grade: The United States Regions and Its Neighbors – The third grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our county and its neighbors.</p> <p>Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p>Instructional Practices Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p>

	<ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (56)

LACC.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Aligned Clusters

MACC.3.MD.2: Represent and interpret data.

<u>HE.3.C.2.4:</u>	<p>Identify classroom and school rules that promote health and disease prevention.</p> <p>Remarks/Examples</p> <hr/> <p>Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.</p>
<u>LACC.3.RI.1.1:</u>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<u>LACC.3.RI.1.2:</u>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>

<u>LACC.3.RI.1.3:</u>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<u>LACC.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LACC.3.RI.2.5:</u>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>LACC.3.RI.2.6:</u>	Distinguish their own point of view from that of the author of a text.
<u>LACC.3.RI.3.7:</u>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<u>LACC.3.RI.3.8:</u>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<u>LACC.3.RI.3.9:</u>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<u>LACC.3.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LACC.3.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the

	discussion.
<u>LACC.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LACC.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>LACC.3.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<u>LACC.3.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
<u>LACC.3.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<u>LACC.3.W.2.4:</u>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<u>LACC.3.W.2.5:</u>	With guidance and support from peers and adults, develop and

	strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3.)
<u>LACC.3.W.2.6:</u>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<u>LACC.3.W.3.7:</u>	Conduct short research projects that build knowledge about a topic.
<u>LACC.3.W.3.8:</u>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>LACC.3.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>SS.3.A.1.1:</u>	Analyze primary and secondary sources. Remarks/Examples
	Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.
<u>SS.3.A.1.2:</u>	Utilize technology resources to gather information from primary and secondary sources.
<u>SS.3.A.1.3:</u>	Define terms related to the social sciences. Remarks/Examples
	Examples may include, but are not limited to, history, geography, civics, government, economics.
<u>SS.3.C.1.1:</u>	Explain the purpose and need for government. Remarks/Examples
	Examples are safety, organization, services, protection of rights.
<u>SS.3.C.1.2:</u>	Describe how government gains its power from the people.
<u>SS.3.C.1.3:</u>	Explain how government was established through a written Constitution.
<u>SS.3.C.2.1:</u>	Identify group and individual actions of citizens that demonstrate

	<p>civility, cooperation, volunteerism, and other civic virtues.</p> <p>Remarks/Examples</p> <p>Examples are food drives, book drives, community, clean-up, voting.</p>
<u>SS.3.C.3.1:</u>	Identify the levels of government (local, state, federal).
<u>SS.3.C.3.2:</u>	<p>Describe how government is organized at the local level.</p> <p>Remarks/Examples</p> <p>Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.</p>
<u>SS.3.C.3.3:</u>	Recognize that every state has a state constitution.
<u>SS.3.C.3.4:</u>	Recognize that the Constitution of the United States is the supreme law of the land.
<u>SS.3.E.1.1:</u>	<p>Give examples of how scarcity results in trade.</p> <p>Remarks/Examples</p> <p>Examples are oil, video games, food.</p>
<u>SS.3.E.1.2:</u>	<p>List the characteristics of money.</p> <p>Remarks/Examples</p> <p>Examples are portable, divisible, recognizable, durable.</p>
<u>SS.3.E.1.3:</u>	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
<u>SS.3.E.1.4:</u>	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
<u>SS.3.G.1.1:</u>	<p>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</p> <p>Remarks/Examples</p> <p>Types of photographs may include satellite or aerial.</p>
<u>SS.3.G.1.2:</u>	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
<u>SS.3.G.1.3:</u>	Label the continents and oceans on a world map.

<u>SS.3.G.1.4:</u>	Name and identify the purpose of maps (physical, political, elevation, population).
<u>SS.3.G.1.5:</u>	Compare maps and globes to develop an understanding of the concept of distortion.
<u>SS.3.G.1.6:</u>	Use maps to identify different types of scale to measure distances between two places. Remarks/Examples
	Examples are linear, fractional, word.
<u>SS.3.G.2.1:</u>	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
<u>SS.3.G.2.2:</u>	Identify the five regions of the United States. Remarks/Examples
	(i.e., Northeast, Southeast, Midwest, Southwest, West)
<u>SS.3.G.2.3:</u>	Label the states in each of the five regions of the United States.
<u>SS.3.G.2.4:</u>	Describe the physical features of the United States, Canada, Mexico, and the Caribbean. Remarks/Examples
	Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.
<u>SS.3.G.2.5:</u>	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. Remarks/Examples
	(e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)
<u>SS.3.G.2.6:</u>	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
<u>SS.3.G.3.1:</u>	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. Remarks/Examples
	(e.g., tundra, sandy soil, humidity, maritime climate)

<u>SS.3.G.3.2:</u>	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. Remarks/Examples (e.g., water, arable land, oil, phosphate, fish)
<u>SS.3.G.4.1:</u>	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. Remarks/Examples Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.
<u>SS.3.G.4.2:</u>	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
<u>SS.3.G.4.3:</u>	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. Remarks/Examples Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.
<u>SS.3.G.4.4:</u>	Identify contributions from various ethnic groups to the United States. Remarks/Examples Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.



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Course: Social Studies - Grade 2- 5021040

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4458.aspx>

BASIC INFORMATION

Course Title:	Social Studies - Grade 2
Course Number:	5021040
Course Abbreviated Title:	SOC STUDIES 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Social Studies SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>Who We Are As Americans: Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.</p> <p>Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p>Instructional Practices Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.2. Making close reading and rereading of texts central to

	<p>lessons.</p> <ol style="list-style-type: none"> 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (47)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Aligned Clusters

MACC.2.MD.3: Work with time and money.

MACC.2.MD.4: Represent and interpret data.

<p><u>HE.2.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></p>	
<p><u>HE.2.C.2.4 :</u></p>	<p>Explain the ways that rules make the classroom, school, and community safer.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></p> <p>Remarks/Examples</p> <hr/> <p>Walking not running, waiting your turn, and following traffic laws.</p>
<p><u>LACC.2.RI.1 Key Ideas and Details</u></p>	
<p><u>LACC.2.RI.1.1 :</u></p>	<p>Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>

	<p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p>
LACC.2.RI.1.2 :	<p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p>
LACC.2.RI.1.3 :	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p>

[LACC.2.RI.2 Craft and Structure](#)

LACC.2.RI.2.4 :	<p>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p>
LACC.2.RI.2.5 :	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p>
LACC.2.RI.2.6 :	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p>

[LACC.2.RI.3 Integration of Knowledge and Ideas](#)

LACC.2.RI.3.7 :	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas</p>
LACC.2.RI.3.8 :	<p>Describe how reasons support specific points the author makes in a text.</p>

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas</p>
<p><u>LACC.2.RI.3.9 :</u></p>	<p>Compare and contrast the most important points presented by two texts on the same topic. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas</p>

LACC.2.RI.4 Range of Reading and Level of Text Complexity

<p><u>LACC.2.RI.4.10 :</u></p>	<p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Range of Reading and Level of Text Complexity</p>
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LACC.2.SL.1 Comprehension and Collaboration

<p><u>LACC.2.SL.1.1 :</u></p>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.2.SL.1.2 :</u></p>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>

LACC.2.SL.1.3 :

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.2.SL.2 Presentation of Knowledge and Ideas

LACC.2.SL.2.4 :

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.2.W.1 Text Types and Purposes

LACC.2.W.1.2 :

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

LACC.2.W.1.3 :

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

LACC.2.W.2 Production and Distribution of Writing

LACC.2.W.2.5 :

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.2.W.3 Research to Build and Present Knowledge

LACC.2.W.3.7 :

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record

	<p>science observations).</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Research to Build and Present Knowledge</p>
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[SS.2.A.1 Historical Inquiry and Analysis](#)

<u>SS.2.A.1.1 :</u>	<p>Examine primary and secondary sources.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Historical Inquiry and Analysis</p> <p>Remarks/Examples</p> <table border="1"> <tr> <td>Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.</td> </tr> </table>	Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.
Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.		
<u>SS.2.A.1.2 :</u>	<p>Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Historical Inquiry and Analysis</p>	

[SS.2.A.2 Historical Knowledge](#)

<u>SS.2.A.2.1 :</u>	<p>Recognize that Native Americans were the first inhabitants in North America.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Historical Knowledge</p>	
<u>SS.2.A.2.2 :</u>	<p>Compare the cultures of Native American tribes from various geographic regions of the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Historical Knowledge</p> <p>Remarks/Examples</p> <table border="1"> <tr> <td>Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.</td> </tr> </table>	Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.
Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.		
<u>SS.2.A.2.3 :</u>	<p>Describe the impact of immigrants on the Native Americans.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Historical Knowledge</p> <p>Remarks/Examples</p> <table border="1"> <tr> <td>Examples are location, clothing, housing, food, major beliefs and</td> </tr> </table>	Examples are location, clothing, housing, food, major beliefs and
Examples are location, clothing, housing, food, major beliefs and		

	practices, art, and music.
<u>SS.2.A.2.4 :</u>	<p>Explore ways the daily life of people living in Colonial America changed over time.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.</p>
<u>SS.2.A.2.5 :</u>	<p>Identify reasons people came to the United States throughout history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, war, hunger, natural disasters, volutary and involuntary servitude, political or religious freedom, land, and jobs.</p>
<u>SS.2.A.2.6 :</u>	<p>Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Historical Knowledge</u></p>
<u>SS.2.A.2.7 :</u>	<p>Discuss why immigration continues today.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.</p>
<u>SS.2.A.2.8 :</u>	<p>Explain the cultural influences and contributions of immigrants today.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Historical Knowledge</u></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.</p>

SS.2.A.3 Chronological Thinking

SS.2.A.3.1 :

Identify terms and designations of time sequence.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Chronological Thinking](#)

Remarks/Examples

Examples may include, but are not limited to, years, decades, centuries.

SS.2.C.1 Foundations of Government, Law, and the American Political System

SS.2.C.1.1 :

Explain why people form governments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Foundations of Government, Law, and the American Political System](#)

Remarks/Examples

Examples are create laws, provide services and structure, safety.

SS.2.C.1.2 :

Explain the consequences of an absence of rules and laws.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Foundations of Government, Law, and the American Political System](#)

Remarks/Examples

Examples are lack of order and people get hurt.

SS.2.C.2 Civic and Political Participation

SS.2.C.2.1 :

Identify what it means to be a United States citizen either by birth or by naturalization.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Civic and Political Participation](#)

SS.2.C.2.2 :

Define and apply the characteristics of responsible citizenship.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Civic and Political Participation](#)

Remarks/Examples

Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.

SS.2.C.2.3 :

Explain why United States citizens have guaranteed rights and identify rights.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

	<p>Belongs to: Civic and Political Participation</p> <p>Remarks/Examples</p> <p>Examples are right to vote, freedom of speech, and freedom of religion.</p>
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SS.2.C.2.4 :	<p>Identify ways citizens can make a positive contribution in their community.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Civic and Political Participation</p> <p>Remarks/Examples</p> <p>Examples are volunteering and recycling.</p>
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SS.2.C.2.5 :	<p>Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Civic and Political Participation</p>
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[SS.2.C.3 Structure and Functions of Government](#)

SS.2.C.3.1 :	<p>Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Structure and Functions of Government</p>
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SS.2.C.3.2 :	<p>Recognize symbols, individuals, events, and documents that represent the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Structure and Functions of Government</p> <p>Remarks/Examples</p> <p>Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.</p>
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[SS.2.E.1 Beginning Economics](#)

SS.2.E.1.1 :	<p>Recognize that people make choices because of limited resources.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Beginning Economics</p>
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SS.2.E.1.2 :	<p>Recognize that people supply goods and services based on consumer demands.</p>
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	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Beginning Economics Remarks/Examples</p> <p>Examples are housing and jobs.</p>
<p>SS.2.E.1.3 :</p>	<p>Recognize that the United States trades with other nations to exchange goods and services. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Beginning Economics Remarks/Examples</p> <p>Examples are clothing, food, toys, cars.</p>
<p>SS.2.E.1.4 :</p>	<p>Explain the personal benefits and costs involved in saving and spending. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Beginning Economics</p>

[SS.2.G.1 The World in Spatial Terms](#)

<p>SS.2.G.1.1 :</p>	<p>Use different types of maps (political, physical, and thematic) to identify map elements. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms Remarks/Examples</p> <p>Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.</p>
<p>SS.2.G.1.2 :</p>	<p>Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms</p>
<p>SS.2.G.1.3 :</p>	<p>Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms</p>
<p>SS.2.G.1.4 :</p>	<p>Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms</p>



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Course: Physical Education - Grade 1- 5015030

BASIC INFORMATION

Course Title:	Physical Education - Grade 1
Course Number:	5015030
Course Abbreviated Title:	PHYSICAL EDUCATION 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Physical Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (48)

[HE.1.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.1.B.5.2 :](#)

Identify healthy options to health-related issues or problems.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Wearing bike helmet, using age- appropriate restraints, and reporting danger.

[HE.1.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

[HE.1.C.1.3 :](#)

Describe ways to prevent common communicable diseases.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Washing hands, covering mouth to cough and sneeze, get

Course: Science - Grade 1- 5020020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4248.aspx>

BASIC INFORMATION

Course Title:	Science - Grade 1
Course Number:	5020020
Course Abbreviated Title:	SCIENCE GRADE 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Science SubSubject: General Sciences
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

STANDARDS (27)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.2.1 Reason abstractly and quantitatively.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.4.1 Model with mathematics.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.
- MACC.K12.MP.7.1 Look for and make use of structure.
- MACC.K12.MP.8.1 Look for and express regularity in repeated reasoning.

HE.1.C.1 Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.C.1.6 :

Emphasize the correct names of human body parts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Some examples may include stomach, intestines, buttocks.

LACC.1.RI.1 Key Ideas and Details

LACC.1.RI.1.1 :

Ask and answer questions about key details in a text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.1.RI.2 Craft and Structure

LACC.1.RI.2.4 :

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.1.RI.4 Range of Reading and Level of Text Complexity

LACC.1.RI.4.10 :

With prompting and support, read informational texts appropriately complex for grade 1.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Range of Reading and Level of Text Complexity](#)

LACC.1.SL.1 Comprehension and Collaboration

LACC.1.SL.1.1 :

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics

and texts under discussion).

- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.1.W.3 Research to Build and Present Knowledge](#)

[LACC.1.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 | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

[MACC.1.MD.1 Measure lengths indirectly and by iterating length units.](#)

[MACC.1.MD.1.2 :](#)

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.*

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Measure lengths indirectly and by iterating length units.](#)

[MACC.1.MD.3 Represent and interpret data.](#)

[MACC.1.MD.3.4 :](#)

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Represent and interpret data.](#)

[SC.1.E.5 Earth in Space and Time](#)

SC.1.E.5.1 :

Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

SC.1.E.5.2 :

Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

SC.1.E.5.3 :

Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

SC.1.E.5.4 :

Identify the beneficial and harmful properties of the Sun.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

SC.1.E.6 Earth Structures

SC.1.E.6.1 :

Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08

Belongs to: [Earth Structures](#)

SC.1.E.6.2 :

Describe the need for water and how to be safe around water.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Earth Structures](#)

SC.1.E.6.3 :

Recognize that some things in the world around us happen fast and some happen slowly.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Earth Structures](#)

Remarks/Examples

Fast: volcanic eruptions, flooding, hurricanes. Slow: drought.

SC.1.L.14 Organization and Development of Living Organisms

SC.1.L.14.1 :

Make observations of living things and their environment using the five senses.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08

Belongs to: [Organization and Development of Living Organisms](#)

Remarks/Examples

Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.

SC.1.L.14.2 :

Identify the major parts of plants, including stem, roots, leaves, and flowers.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08

Belongs to: [Organization and Development of Living Organisms](#)

SC.1.L.14.3 :

Differentiate between living and nonliving things.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Organization and Development of Living Organisms](#)

SC.1.L.16 Heredity and Reproduction

SC.1.L.16.1 :

Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08

Belongs to: [Heredity and Reproduction](#)

SC.1.L.17 Interdependence

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.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08

Belongs to: [Interdependence](#)

SC.1.N.1 The Practice of Science

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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [The Practice of Science](#)

Remarks/Examples

	<p>* CCSS Connections: LACC.1.SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in groups.</p>
<p><u>SC.1.N.1.2 :</u></p>	<p>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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science Remarks/Examples</p> <p>* CCSS Connections: LACC.1.W.3.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>* Refer to MACC.K12.MP.5: Use appropriate tools strategically.</p>
<p><u>SC.1.N.1.3 :</u></p>	<p>Keep records as appropriate - such as pictorial and written records - of investigations conducted. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science Remarks/Examples</p> <p>* CCSS Connections: MACC.1.MD.3.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>
<p><u>SC.1.N.1.4 :</u></p>	<p>Ask "how do you know?" in appropriate situations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science Remarks/Examples</p> <p>* CCSS Connections: LACC.1.RI.2.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>

SC.1.P.12 Motion of Objects

SC.1.P.12.1 :

Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Motion of Objects](#)

SC.1.P.13 Forces and Changes in Motion

SC.1.P.13.1 :

Demonstrate that the way to change the motion of an object is by applying a push or a pull.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Forces and Changes in Motion](#)

SC.1.P.8 Properties of Matter

SC.1.P.8.1 :

Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Properties of Matter](#)

Remarks/Examples

The use of the more familiar term 'weight' instead of the term "mass" is recommended for grades K-2.

RELATED GLOSSARY TERM DEFINITIONS (13)

Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Gravity:	The force of attraction between any two objects.

Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Mass:	The amount of matter an object contains.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Sun:	The closest star to Earth and the center of our solar system.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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Course: Science - Grade Kindergarten- 5020010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4249.aspx>

BASIC INFORMATION

Course Title:	Science - Grade Kindergarten
Course Number:	5020010
Course Abbreviated Title:	SCI GRADE K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Science SubSubject: General Sciences
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

STANDARDS (27)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.2.1 Reason abstractly and quantitatively.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.4.1 Model with mathematics.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.
- MACC.K12.MP.7.1 Look for and make use of structure.
- MACC.K12.MP.8.1 Look for and express regularity in repeated reasoning.

<u>HE.K.C.1.5:</u>	<p>Recognize there are body parts inside and outside of the body.</p> <p>Remarks/Examples</p> <p>Some examples may include brain, muscles, skin.</p>
<u>LACC.K.RI.1.1:</u>	<p>With prompting and support, ask and answer questions about key details in a text.</p>
<u>LACC.K.RI.2.4:</u>	<p>With prompting and support, ask and answer questions about unknown words in a text.</p>
<u>LACC.K.RI.4.10:</u>	<p>Actively engage in group reading activities with purpose and understanding.</p>
<u>LACC.K.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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.
<u>LACC.K.W.3.8:</u>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<u>MACC.K.MD.1.2:</u>	<p>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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>
<u>MACC.K.MD.2.3:</u>	<p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
<u>SC.K.E.5.1:</u>	<p>Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.</p>
<u>SC.K.E.5.2:</u>	<p>Recognize the repeating pattern of day and night.</p>
<u>SC.K.E.5.3:</u>	<p>Recognize that the Sun can only be seen in the daytime.</p>
<u>SC.K.E.5.4:</u>	<p>Observe that sometimes the Moon can be seen at night and</p>

	sometimes during the day.
<u>SC.K.E.5.5:</u>	Observe that things can be big and things can be small as seen from Earth.
<u>SC.K.E.5.6:</u>	Observe that some objects are far away and some are nearby as seen from Earth.
<u>SC.K.L.14.1:</u>	Recognize the five senses and related body parts. Remarks/Examples
	Integrate HE.K.C.1.5. Recognize there are body parts inside and outside of the body. Related body parts include: eyes, ears, nose, tongue, and skin.
<u>SC.K.L.14.2:</u>	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
<u>SC.K.L.14.3:</u>	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. Remarks/Examples
	Introduce comparing and contrasting plants and animals by observable physical characteristics and behaviors. Provide students with opportunities to make observations in classrooms and schoolyard environments.
<u>SC.K.N.1.1:</u>	Collaborate with a partner to collect information. Remarks/Examples
	CCSS Connections: LACC.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<u>SC.K.N.1.2:</u>	Make observations of the natural world and know that they are descriptors collected using the five senses. Remarks/Examples
	CCSS Connections: LACC.K.W.3.8. With guidance and support from adults, recall information from experiences or gather information experiences or gather information from provided sources to answer a question.

<u>SC.K.N.1.3:</u>	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
<u>SC.K.N.1.4:</u>	Observe and create a visual representation of an object which includes its major features.
<u>SC.K.N.1.5:</u>	Recognize that learning can come from careful observation. Remarks/Examples CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend precision.
<u>SC.K.P.10.1:</u>	Observe that things that make sound vibrate.
<u>SC.K.P.12.1:</u>	Investigate that things move in different ways, such as fast, slow, etc.
<u>SC.K.P.13.1:</u>	Observe that a push or a pull can change the way an object is moving.
<u>SC.K.P.8.1:</u>	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture. Remarks/Examples The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2. CCSS Connections: MACC.K.MD.2.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10.
<u>SC.K.P.9.1:</u>	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

RELATED GLOSSARY TERM DEFINITIONS (12)

Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Gravity:	The force of attraction between any two objects.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Mass:	The amount of matter an object contains.
Moon:	A natural satellite that revolves around a planet.
Observation :	What one has observed using senses or instruments.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Sun:	The closest star to Earth and the center of our solar system.
Vibration:	A periodic and repetitive movement around an equilibrium point.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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Course: Science - Grade 5- 5020060

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BASIC INFORMATION

Course Title:	Science - Grade 5
Course Number:	5020060
Course Abbreviated Title:	SCIENCE GRADE 5
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Science SubSubject: General Sciences
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
General Notes:	Special Notes: Instructional Practices Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis: <ol style="list-style-type: none">1. Ensuring wide reading from complex text that varies in length.2. Making close reading and rereading of texts central to lessons.3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.4. Emphasizing students supporting answers based upon evidence from the text.5. Providing extensive research and writing opportunities (claims and

	evidence).
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STANDARDS (46)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.2.1 Reason abstractly and quantitatively.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.4.1 Model with mathematics.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.
- MACC.K12.MP.7.1 Look for and make use of structure.
- MACC.K12.MP.8.1 Look for and express regularity in repeated reasoning.

<u>HE.5.C.1.6:</u>	<p>Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.</p> <p>Remarks/Examples</p> <p>Some examples may include digestive and circulatory systems receive and distribute nutrients to provide energy, endocrine glands influence the reproductive system, respiratory system provides oxygen to the circulatory system.</p>
<u>LACC.5.RI.1.3:</u>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<u>LACC.5.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LACC.5.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

<p><u>LACC.5.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<p><u>LACC.5.W.3.8:</u></p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p><u>LACC.5.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<p><u>MACC.5.G.1.1:</u></p>	<p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second</p>

	axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
<u>MACC.5.MD.2.2:</u>	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>
<u>SC.5.E.5.1:</u>	Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way. Remarks/Examples
	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.5.1, SC.3.E.5.2, and SC.3.E.5.3.
<u>SC.5.E.5.2:</u>	Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.
<u>SC.5.E.5.3:</u>	Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it. Remarks/Examples
	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.5.2.
<u>SC.5.E.7.1:</u>	Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another. Remarks/Examples
	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.7.2.
	CCSS Connections: MACC.K12.MP.4: Model with mathematics.
<u>SC.5.E.7.2:</u>	Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.
<u>SC.5.E.7.3:</u>	Recognize how air temperature, barometric pressure, humidity, wind

	<p>speed and direction, and precipitation determine the weather in a particular place and time.</p> <p>Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.7.4, SC.5.E.7.5, and SC.5.E.7.6.</p>
<p><u>SC.5.E.7.4:</u></p>	<p>Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.</p>
<p><u>SC.5.E.7.5:</u></p>	<p>Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.</p>
<p><u>SC.5.E.7.6:</u></p>	<p>Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.</p>
<p><u>SC.5.E.7.7:</u></p>	<p>Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.</p>
<p><u>SC.5.L.14.1:</u></p>	<p>Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.</p> <p>Remarks/Examples</p> <p>Muscles and skeleton are not organs in the human body and should be referred to as the muscular and skeletal systems and the function of the muscles and skeleton. Integrate HE.5.C.1.6.Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. Annually assessed on Grade 5 Science FCAT 2.0 (human body systems are not assessed through this benchmark).</p>
<p><u>SC.5.L.14.2:</u></p>	<p>Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.</p> <p>Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.15.1 and SC.3.L.15.2.</p>

<u>SC.5.L.15.1:</u>	Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
<u>SC.5.L.17.1:</u>	<p>Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.</p> <p>Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.17.1, SC.4.L.16.2, SC.4.L.16.3, SC.4.L.17.1, SC.4.L.17.4, and SC.5.L.15.1.</p>
<u>SC.5.N.1.1:</u>	<p>Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>Remarks/Examples</p> <p>Design and evaluate a written procedure or experimental setup. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.1, SC.4.N.1.1, SC.4.N.1.6, SC.5.N.1.2, and SC.5.N.1.4.</p> <p>CCSS Connections: LACC.5.RI.1.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. LACC.5.W.3.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. MACC.5.MD.2.2. Represent and interpret data. MACC.5.G.1. Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<u>SC.5.N.1.2:</u>	<p>Explain the difference between an experiment and other types of scientific investigation.</p> <p>Remarks/Examples</p>

	<p>Explain that an investigation is observing the natural world, without interference, and an experiment involves variables (independent/test and dependent/ outcome) and establishes cause-effect relationships (Schwartz, 2007).</p>
<p><u>SC.5.N.1.3:</u></p>	<p>Recognize and explain the need for repeated experimental trials. Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>
<p><u>SC.5.N.1.4:</u></p>	<p>Identify a control group and explain its importance in an experiment. Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.6: Attend to precision.</p>
<p><u>SC.5.N.1.5:</u></p>	<p>Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<p><u>SC.5.N.1.6:</u></p>	<p>Recognize and explain the difference between personal opinion/interpretation and verified observation.</p>
<p><u>SC.5.N.2.1:</u></p>	<p>Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.7, SC.4.N.1.3, SC.4.N.1.7, SC.5.N.1.5, and SC.5.N.1.6.</p> <p>CCSS Connections: LACC.5.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.2: Reason abstractly and quantitatively; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>

<p><u>SC.5.N.2.2:</u></p>	<p>Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> <p>Remarks/Examples</p> <hr/> <p>Remarks/Examples: Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.2, SC.3.N.1.5, SC.4.N.1.2, SC.4.N.1.5, and SC.5.N.1.3.</p> <p>CCSS Connections: LACC.5.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS Connections: MACC.K12.MP.6: Attend to precision.</p>
<p><u>SC.5.P.10.1:</u></p>	<p>Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.</p> <p>Remarks/Examples</p> <hr/> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.10.1, SC.3.P.10.3, SC.3.P.10.4, SC.3.P.11.1, SC.3.P.11.2, SC.4.P.10.1, and SC.4.P.10.3.</p>
<p><u>SC.5.P.10.2:</u></p>	<p>Investigate and explain that energy has the ability to cause motion or create change.</p> <p>Remarks/Examples</p> <hr/> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.10.2, SC.4.P.10.2, and SC.4.P.10.4.</p>
<p><u>SC.5.P.10.3:</u></p>	<p>Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.</p>
<p><u>SC.5.P.10.4:</u></p>	<p>Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.</p> <p>Remarks/Examples</p> <hr/> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.6.1, SC.4.P.11.1, SC.4.P.11.2, SC.5.P.10.3, SC.5.P.11.1, and SC.5.P.11.2.</p>

<u>SC.5.P.11.1:</u>	Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).
<u>SC.5.P.11.2:</u>	Identify and classify materials that conduct electricity and materials that do not.
<u>SC.5.P.13.1:</u>	Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.5.4 and SC.4.P.8.4.
<u>SC.5.P.13.2:</u>	Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.P.12.1, SC.4.P.12.2, SC.5.P.13.3, and SC.5.P.13.4.
<u>SC.5.P.13.3:</u>	Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.
<u>SC.5.P.13.4:</u>	Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.
<u>SC.5.P.8.1:</u>	Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature. Remarks/Examples Investigate the concept of weight versus mass of an object. Discuss why mass (not weight) is used to compare properties of solids, liquids and gases. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.8.1, SC.3.P.8.2, SC.3.P.8.3, and SC.4.P.8.1. MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
<u>SC.5.P.8.2:</u>	Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.
<u>SC.5.P.8.3:</u>	Demonstrate and explain that mixtures of solids can be separated

	<p>based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.</p> <p>Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.P.8.2.</p>
<u>SC.5.P.8.4:</u>	<p>Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.</p> <p>Remarks/Examples</p> <p>Recognize that matter is composed of atoms.</p>
<u>SC.5.P.9.1:</u>	<p>Investigate and describe that many physical and chemical changes are affected by temperature.</p> <p>Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.9.1 and SC.4.P.9.1.</p>

RELATED GLOSSARY TERM DEFINITIONS (49)

Adaptation:	A characteristic of an organism that increases its chance of survival and reproduction in its environment.
Asteroid:	A rocky or metallic object that orbits the Sun and is much smaller than a planet.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Barometric pressure:	The pressure of the atmosphere usually expressed in terms of the height of a column of mercury.

Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.
Circuit:	An interconnection of electrical elements forming a complete path for the flow of current.
Comet:	A celestial body that appears as a fuzzy head usually surrounding a bright nucleus, that has a usually highly eccentric orbit, that consists primarily of ice and dust, and that often develops one or more long tails when near the sun.
Conduction:	To transmit heat, sound, or electricity through a medium.
Dissolve:	To cause to pass into solution.
Electricity:	The physical phenomena arising from the behavior of electrons and protons that is caused by the attraction of particles with opposite charges and the repulsion of particles with the same charge.
Endocrine:	Of or relating to endocrine glands or the hormones secreted by them.
Energy:	The capacity to do work.
Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Evaporation:	The process by which a liquid is converted to its vapor phase by heating the liquid.
Exoskeleton:	A hard outer structure, such as the shell of an insect or crustacean, that provides protection and/or support for an organism.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Galaxy:	A large collection of stars, gases, and dust that are part of the universe (e.g., the Milky Way galaxy) bound together by gravitational forces.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Gravity:	The force of attraction between any two objects.

Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Humidity:	The amount of water vapor in the atmosphere, usually expressed as either absolute humidity or relative humidity.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Latitude:	A measure of relative position north or south on the Earth's surface, measured in degrees from the equator, which has a latitude of 0°, with the poles having a latitude of 90° north and south.
Life cycle:	The entire sequence of events in an organism's growth, development, and reproduction.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Moon:	A natural satellite that revolves around a planet.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Organ:	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
Planet:	A large body in space that orbits a star and does not produce light of its own.
Precipitation:	In meteorology, a form of water, such as rain, snow, or sleet that condenses from the atmosphere, becomes too heavy to remain suspended, and falls to the Earth's surface.

Scientific method:	A process that uses science process skills as tools to gather, organize, analyze, and communicate information.
Skeleton:	The internal structure of vertebrate animals, composed of bone or cartilage, that supports the body, serves as a framework for the attachment of muscles, and protects the vital organs and associated structures.
Solar system:	A star and all the planets and other bodies that orbit it; the region in space where these bodies move.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Theory :	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Water cycle:	The path water takes as it is being cycled through the environment, including condensation, evaporation, and precipitation.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



Course: Science - Grade 4- 5020050

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4240.aspx>

BASIC INFORMATION

Course Title:	Science - Grade 4
Course Number:	5020050
Course Abbreviated Title:	SCIENCE GRADE 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Science SubSubject: General Sciences
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
General Notes:	Special Notes: Instructional Practices Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis: <ol style="list-style-type: none">1. Ensuring wide reading from complex text that varies in length.2. Making close reading and rereading of texts central to lessons.3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.4. Emphasizing students supporting answers based upon evidence from the text.5. Providing extensive research and writing opportunities (claims and evidence).

Additional content addressed on the Grade 4 NAEP Science assessment includes:

- Earth materials have properties that make them useful in solving human problems and enhancing the quality of life. ([SC.6.E.6.2](#))
- The Sun warms the land, air, and water and helps plants grow. ([SC.3.E.6.1](#); [SC.3.L.17.2](#))
- Weather changes from day to day and during the seasons. ([SC.2.E.7.1](#))
- Scientists use tools for observing, recording, and predicting weather changes. ([SC.5.E.7.3](#); [SC.5.E.7.4](#))
- Plants and animals have life cycles. ([SC.2.L.16.1](#))
- Environment changes impact organism survival and reproduction. ([SC.5.L.15.1](#))
- Organisms need food, water, air, and shelter. ([SC.1.L.17.1](#))
- Some objects are composed of a single substance; others are composed of more than one substance. ([SC.5.P.8.3](#))
- Heat (thermal energy) results when substances burn, materials rub against each other, and electricity flows through wires. ([SC.3.P.11.2](#))
- Metals are conductors of heat and electricity. ([SC.3.P.11.2](#))
- Increasing the temperature of any substance requires the addition of energy.
- Electricity flowing through an electrical circuit produces magnetic effects in the wires. Energy is transferred to the surroundings as light, sound, and heat (thermal energy). ([SC.5.P.11.1](#); [SC.5.P.11.2](#))

The NAEP frameworks for Science may be accessed at <http://www.nagb.org/publications/frameworks/science-09.pdf>

STANDARDS (51)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

- MACC.K12.MP.2.1 Reason abstractly and quantitatively.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.4.1 Model with mathematics.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.
- MACC.K12.MP.7.1 Look for and make use of structure.
- MACC.K12.MP.8.1 Look for and express regularity in repeated reasoning.

<p><u>HE.4.C.1.6:</u></p>	<p>Identify the human body parts and organs that work together to form healthy body systems.</p> <p>Remarks/Examples</p> <p>Some examples may include muscular and skeletal systems, circulatory and respiratory systems, endocrine and reproductive systems.</p>
<p><u>LACC.4.RI.1.3:</u></p>	<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
<p><u>LACC.4.RI.2.4:</u></p>	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>
<p><u>LACC.4.RI.4.10:</u></p>	<p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><u>LACC.4.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas

	and understanding in light of the discussion.
<u>LACC.4.W.3.8:</u>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<u>LACC.4.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<u>MACC.4.MD.1.1:</u>	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a twocolumn table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>
<u>MACC.4.MD.2.4:</u>	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>
<u>SC.4.E.5.1:</u>	<p>Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.</p> <p>Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively.</p>

<u>SC.4.E.5.2:</u>	Describe the changes in the observable shape of the moon over the course of about a month.
<u>SC.4.E.5.3:</u>	Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day. Remarks/Examples ** CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively.
<u>SC.4.E.5.4:</u>	Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.5.1, SC.4.E.5.2, and SC.4.E.5.3. CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively.
<u>SC.4.E.5.5:</u>	Investigate and report the effects of space research and exploration on the economy and culture of Florida.
<u>SC.4.E.6.1:</u>	Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).
<u>SC.4.E.6.2:</u>	Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.
<u>SC.4.E.6.3:</u>	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.
<u>SC.4.E.6.4:</u>	Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and

	<p>plants) and erosion (movement of rock by gravity, wind, water, and ice).</p> <p>Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0.</p>
<u>SC.4.E.6.5:</u>	<p>Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.</p> <p>Remarks/Examples</p> <p>MACC.K12.MP.5: Use appropriate tools strategically.</p>
<u>SC.4.E.6.6:</u>	<p>Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).</p>
<u>SC.4.L.16.1:</u>	<p>Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.</p>
<u>SC.4.L.16.2:</u>	<p>Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.</p> <p>Remarks/Examples</p> <p>Integrate HE.4.C.1.6. Identify the human body parts and organs that work together to form healthy body systems.</p>
<u>SC.4.L.16.3:</u>	<p>Recognize that animal behaviors may be shaped by heredity and learning.</p>
<u>SC.4.L.16.4:</u>	<p>Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.</p> <p>Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0.</p>
<u>SC.4.L.17.1:</u>	<p>Compare the seasonal changes in Florida plants and animals to those in other regions of the country.</p>
<u>SC.4.L.17.2:</u>	<p>Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.</p>
<u>SC.4.L.17.3:</u>	<p>Trace the flow of energy from the Sun as it is transferred along the</p>

	<p>food chain through the producers to the consumers.</p> <p>Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.17.2 and SC.4.L.17.2.</p>
<p><u>SC.4.L.17.4:</u></p>	<p>Recognize ways plants and animals, including humans, can impact the environment.</p> <p>Remarks/Examples</p> <p>Introduce the impacts of invasive species, such as Brazilian pepper, Cuban anole, Kudzu, Australian pine, non-native pets released into wild (Burmese python). Ocean pollution resulting from discharge of sewage, toxic chemicals, manufacturing wastes, fertilizers, soaps, detergents, runoff and insecticides; population growth causes consumption of limited resources and land use expansion to accommodate for more people; animal extinction (endangered and threatened species).</p>
<p><u>SC.4.N.1.1:</u></p>	<p>Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p> <p>Remarks/Examples</p> <p>* CCSS Connections: LACC.4.RI.1.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>** CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p><u>SC.4.N.1.2:</u></p>	<p>Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.</p> <p>Remarks/Examples</p> <p>* CCSS Connections: LACC.4.SL.1.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>

	<p>** CCSS Connections: MACC.K12.MP.4: Model with mathematics; and, MACC.K12.MP.5: Use appropriate tools strategically.</p>
<u>SC.4.N.1.3:</u>	<p>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.</p>
<u>SC.4.N.1.4:</u>	<p>Attempt reasonable answers to scientific questions and cite evidence in support. Remarks/Examples</p> <p>* CCSS Connections: LACC.4.W.3.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. LACC.4.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>** CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<u>SC.4.N.1.5:</u>	<p>Compare the methods and results of investigations done by other classmates. Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.6: Attend to precision.</p>
<u>SC.4.N.1.6:</u>	<p>Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations. Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>
<u>SC.4.N.1.7:</u>	<p>Recognize and explain that scientists base their explanations on evidence. Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<u>SC.4.N.1.8:</u>	<p>Recognize that science involves creativity in designing experiments.</p>

	<p>Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically.</p>
<u>SC.4.N.2.1:</u>	Explain that science focuses solely on the natural world.
<u>SC.4.N.3.1:</u>	<p>Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.</p> <p>Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively; and, MACC.K12.MP.4: Model with mathematics.</p>
<u>SC.4.P.10.1:</u>	Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.
<u>SC.4.P.10.2:</u>	Investigate and describe that energy has the ability to cause motion or create change.
<u>SC.4.P.10.3:</u>	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.
<u>SC.4.P.10.4:</u>	Describe how moving water and air are sources of energy and can be used to move things.
<u>SC.4.P.11.1:</u>	Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.
<u>SC.4.P.11.2:</u>	Identify common materials that conduct heat well or poorly.
<u>SC.4.P.12.1:</u>	Recognize that an object in motion always changes its position and may change its direction.
<u>SC.4.P.12.2:</u>	Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.
<u>SC.4.P.8.1:</u>	<p>Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.</p> <p>Remarks/Examples</p> <p>Investigate the concept of weight versus mass of objects.</p> <p>CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>

<u>SC.4.P.8.2:</u>	Identify properties and common uses of water in each of its states.
<u>SC.4.P.8.3:</u>	Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts. Remarks/Examples
	Investigate the concept of weight versus mass of objects.
	CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
<u>SC.4.P.8.4:</u>	Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.
<u>SC.4.P.9.1:</u>	Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

RELATED GLOSSARY TERM DEFINITIONS (51)

Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Axis:	The imaginary line on which an object rotates (e.g., Earth’s axis runs through Earth between the North Pole and the South Pole); an imaginary straight line that runs through a body; a reference to the line in a coordinate system or graph.
Base:	A substance that increases the OH ⁻ concentration of a solution; a proton acceptor.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conservation of Mass:	The principle that mass cannot be created or destroyed; also conservation of matter.

Consumer:	An organism that feeds on other organisms for food.
Energy:	The capacity to do work.
Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Erosion:	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Fertilization:	The process by which the female reproductive cell (egg) is united with the male reproductive cell (sperm).
Food chain:	Transfer of energy through various stages as a result of feeding patterns of organisms.
Germination:	The process by which plants begin to grow from a seed or a spore.
Gravity:	The force of attraction between any two objects.
Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Heredity:	The passage of biological traits or characteristics from parents to offspring through the inheritance of genes.
Igneous :	A type of rock that forms from molten or partly molten material that cools and hardens.
Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Life cycle:	The entire sequence of events in an organism's growth, development, and reproduction.
Light:	Electromagnetic radiation that lies within the visible range.
Magnet:	An object that produces a magnetic field and that has the property, either natural or induced, of attracting iron or steel.
Magnetic:	Having the property of attracting iron and certain other materials by

	virtue of a field of force.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Metamorphic :	A type of rock that forms from existing rock because of extreme changes caused by heat, pressure, or chemical environments.
Metamorphosis:	Change in the form and often the habits of an animal during its development after birth or hatching. The transformation of a maggot into an adult fly and of a tadpole into an adult frog are examples of metamorphosis.
Mineral:	A naturally occurring inorganic solid with a distinct chemical composition and crystalline structure.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Moon:	A natural satellite that revolves around a planet.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Organ:	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Pollination:	The process by which plant pollen is transferred from the male reproductive organs to the female reproductive organs to form seeds. In flowering plants, pollen is transferred from the anther to the stigma by vectors such as the wind or insects.
Pollution:	Any alteration of the natural environment producing a condition harmful to living organisms; may occur naturally or as a result of human activities.
Producer :	An organism, usually a plant or bacterium, that produces organic compounds from simple inorganic molecules and energy (typically light energy) from the environment.
Reflection :	The bouncing off or turning back of light, sound, or heat from a

	surface.
Scientific method:	A process that uses science process skills as tools to gather, organize, analyze, and communicate information.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Sedimentary :	Rock formed from layers of sediment that overlay and squeeze together or are chemically combined.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Sexual reproduction:	Reproduction involving the union of male and female gametes producing an offspring with traits from both parents.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Vibration:	A periodic and repetitive movement around an equilibrium point.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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Course: Science - Grade 3- 5020040

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BASIC INFORMATION

Course Title:	Science - Grade 3
Course Number:	5020040
Course Abbreviated Title:	SCIENCE GRADE 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Science SubSubject: General Sciences
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
General Notes:	Special Notes: Instructional Practices Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis: <ol style="list-style-type: none">1. Ensuring wide reading from complex text that varies in length.2. Making close reading and rereading of texts central to lessons.3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.4. Emphasizing students supporting answers based upon evidence from the text.5. Providing extensive research and writing opportunities

(claims and evidence).

STANDARDS (41)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.2.1 Reason abstractly and quantitatively.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.4.1 Model with mathematics.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.
- MACC.K12.MP.7.1 Look for and make use of structure.
- MACC.K12.MP.8.1 Look for and express regularity in repeated reasoning.

[HE.3.C.1 Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

[HE.3.C.1.4 :](#)

Describe common childhood health conditions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Some examples may include asthma, diabetes, food allergies, dental caries, and colds.

[HE.3.C.1.6 :](#)

Recognize that body parts and organs work together to form human body systems.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Some examples may include circulatory system, digestive system, nervous system, reproductive system.

[LACC.3.RI.1 Key Ideas and Details](#)

[LACC.3.RI.1.3 :](#)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.3.RI.2 Craft and Structure](#)

[LACC.3.RI.2.4 :](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.3.RI.4 Range of Reading and Level of Text Complexity](#)

[LACC.3.RI.4.10 :](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Range of Reading and Level of Text Complexity](#)

[LACC.3.SL.1 Comprehension and Collaboration](#)

[LACC.3.SL.1.1 :](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

speaking one at a time about the topics and texts under discussion).

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.3.W.3 Research to Build and Present Knowledge](#)

[LACC.3.W.3.8 :](#)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[MACC.3.MD.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.](#)

[MACC.3.MD.1.2 :](#)

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.](#)

Remarks/Examples

Examples of Opportunities for In-Depth Focus

Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a feel for continuous measurement quantities and solve whole-number problems involving such quantities.

[MACC.3.MD.2 Represent and interpret data.](#)

[MACC.3.MD.2.4 :](#)

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Represent and interpret data.](#)

[SC.3.E.5 Earth in Space and Time](#)

[SC.3.E.5.1 :](#)

Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

[SC.3.E.5.2 :](#)

Identify the Sun as a star that emits energy; some of it in the form of light.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

[SC.3.E.5.3 :](#)

Recognize that the Sun appears large and bright because it is the closest star to Earth.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

[SC.3.E.5.4 :](#)

Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

[SC.3.E.5.5 :](#)

Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

[SC.3.E.6 Earth Structures](#)

SC.3.E.6.1 :

Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Earth Structures](#)

SC.3.L.14 Organization and Development of Living Organisms

SC.3.L.14.1 :

Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Organization and Development of Living Organisms](#)

Remarks/Examples

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.14.2 and SC.4.L.16.1. Integrate for compare/contrast HE.3.C.1.5. Recognize that body parts and organs work together to form human body systems. n>

SC.3.L.14.2 :

Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Organization and Development of Living Organisms](#)

SC.3.L.15 Diversity and Evolution of Living Organisms

SC.3.L.15.1 :

Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Diversity and Evolution of Living Organisms](#)

SC.3.L.15.2 :

Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Diversity and Evolution of Living Organisms](#)

SC.3.L.17 Interdependence

SC.3.L.17.1 :

Describe how animals and plants respond to changing seasons.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: [Interdependence](#)

SC.3.L.17.2 :

Recognize that plants use energy from the Sun, air, and water to make their own food.
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: [Interdependence](#)

SC.3.N.1 The Practice of Science

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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08
Belongs to: [The Practice of Science](#)
Remarks/Examples

* CCSS Connections: LACC.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

** CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.

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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08
Belongs to: [The Practice of Science](#)
Remarks/Examples

* CCSS Connections: LACC.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on

	<p>others' ideas and expressing their own clearly.</p> <p>** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.8: Look for and express regularity in repeated reasoning.</p>
<p><u>SC.3.N.1.3 :</u></p>	<p>Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>
<p><u>SC.3.N.1.4 :</u></p>	<p>Recognize the importance of communication among scientists. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science Remarks/Examples</p> <p>* CCSS Connections: LACC.3.RI.1.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
<p><u>SC.3.N.1.5 :</u></p>	<p>Recognize that scientists question, discuss, and check each others' evidence and explanations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p><u>SC.3.N.1.6 :</u></p>	<p>Infer based on observation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science Remarks/Examples</p>

	<p>** CCSS Connections: MACC.K12.MP.6: Attend to precision.</p>
<p><u>SC.3.N.1.7 :</u></p>	<p>Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science Remarks/Examples</p> <hr/> <p>** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically.</p>
<p><u>SC.3.N.3 The Role of Theories, Laws, Hypotheses, and Models</u></p>	
<p><u>SC.3.N.3.1 :</u></p>	<p>Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models Remarks/Examples</p> <hr/> <p>* CCSS Connections: LACC.3.RI.2.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
<p><u>SC.3.N.3.2 :</u></p>	<p>Recognize that scientists use models to help understand and explain how things work. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models Remarks/Examples</p> <hr/> <p>** CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p><u>SC.3.N.3.3 :</u></p>	<p>Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p>

	Belongs to: The Role of Theories, Laws, Hypotheses, and Models
	Remarks/Examples
	** CCSS Connections: MACC.K12.MP.4: Model with mathematics.

[SC.3.P.10 Forms of Energy](#)

<u>SC.3.P.10.1 :</u>	Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Forms of Energy
<u>SC.3.P.10.2 :</u>	Recognize that energy has the ability to cause motion or create change. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Forms of Energy
<u>SC.3.P.10.3 :</u>	Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Forms of Energy
<u>SC.3.P.10.4 :</u>	Demonstrate that light can be reflected, refracted, and absorbed. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Forms of Energy

[SC.3.P.11 Energy Transfer and Transformations](#)

<u>SC.3.P.11.1 :</u>	Investigate, observe, and explain that things that give off light often also give off heat. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Energy Transfer and Transformations
<u>SC.3.P.11.2 :</u>	Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Energy Transfer and Transformations

[SC.3.P.8 Properties of Matter](#)

SC.3.P.8.1 :

Measure and compare temperatures of various samples of solids and liquids.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Properties of Matter](#)

Remarks/Examples

** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.

SC.3.P.8.2 :

Measure and compare the mass and volume of solids and liquids.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Properties of Matter](#)

Remarks/Examples

Introduce the term mass as compared to the term weight.

** CCSS Connections: MACC.3.MD.1.2; MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.

SC.3.P.8.3 :

Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Properties of Matter](#)

Remarks/Examples

** CCSS Connections: MACC.3.MD.2.4; MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.

SC.3.P.9 Changes in Matter

SC.3.P.9.1 :

Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Changes in Matter](#)

RELATED GLOSSARY TERM DEFINITIONS (34)

Amphibian:	A cold-blooded vertebrate of the class Amphibia, such as a frog or salamander, that characteristically hatches as an aquatic larva with gills. The larva then transforms into an adult, having moist skin, through which it can breathe, and air-breathing lungs.
Arthropod:	Any of numerous invertebrate animals of the phylum Arthropoda, including the insects, crustaceans, arachnids, and myriapods, that are characterized by a chitinous exoskeleton and a segmented body to which jointed appendages are articulated in pairs.
Boil:	To change from a liquid to a vapor by the application of heat.
Cell:	The smallest structural unit of an organism that is capable of independent functioning, consisting of cytoplasm and various organelles, all surrounded by a semipermeable cell membrane, which in some cells, is surrounded by a cell wall
Condensation:	The process of changing from a gas (i.e., water vapor) to a liquid (i.e., dew); the act of making more dense or compact.
Energy:	The capacity to do work.
Evaporation:	The process by which a liquid is converted to its vapor phase by heating the liquid.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Freeze:	To pass from the liquid to the solid state by loss of heat from the substance/system.
Gravity:	The force of attraction between any two objects.
Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Invertebrate:	An animal that has no backbone or spinal column and therefore does not belong to the subphylum Vertebrata of the phylum Chordata. Most animals are invertebrates. Corals, insects, worms, jellyfish,

	starfish, and snails are examples of invertebrates.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Mammal:	Any of various warm-blooded vertebrate animals of the class Mammalia, including humans, characterized by a covering of hair on the skin and, in the female, milk-producing mammary glands for nourishing the young.
Mass:	The amount of matter an object contains.
Melt:	To be changed from a solid to a liquid state especially by the application of heat.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Organ:	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
Radiant energy:	Energy in the form of waves, especially electromagnetic waves. Radio waves, x-rays, and visible light are all forms of radiant energy.
Reproduction:	The sexual or asexual process by which organisms generate new individuals of the same kind and perpetuate the species.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth

	orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Sun:	The closest star to Earth and the center of our solar system.
Telescope:	A usually tubular optical instrument for viewing distant objects by means of the refraction of light rays through a lens or the reflection of light rays by a concave mirror.
Vertebrate:	Any of a large group of chordates of the subphylum Vertebrata (or Craniata), characterized by having a backbone. Vertebrates include fish, amphibians, reptiles, birds, and mammals.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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Course: Science - Grade 2- 5020030

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BASIC INFORMATION

Course Title:	Science - Grade 2
Course Number:	5020030
Course Abbreviated Title:	SCIENCE GRADE 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Science SubSubject: General Sciences
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

STANDARDS (40)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.2.1 Reason abstractly and quantitatively.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.4.1 Model with mathematics.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.
- MACC.K12.MP.7.1 Look for and make use of structure.
- MACC.K12.MP.8.1 Look for and express regularity in repeated reasoning.

<p><u>HE.2.B.3.2:</u></p>	<p>Name healthy options to health-related issues or problems. Remarks/Examples</p> <p>Some examples may include use of safety equipment, personal safety, peer cooperation, communication, food choices.</p>
<p><u>HE.2.C.1.6:</u></p>	<p>Recognize the locations and functions of major human organs. Remarks/Examples</p> <p>Some examples may include heart to pump blood, lungs to breathe air, muscles to move the body.</p>
<p><u>LACC.2.RI.1.3:</u></p>	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
<p><u>LACC.2.RI.2.4:</u></p>	<p>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>
<p><u>LACC.2.RI.4.10:</u></p>	<p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><u>LACC.2.SL.1.1:</u></p>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<p><u>LACC.2.W.3.7:</u></p>	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
<p><u>LACC.2.W.3.8:</u></p>	<p>Recall information from experiences or gather information from</p>

	provided sources to answer a question.
<u>MACC.2.MD.4.10:</u>	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
<u>MACC.2.MD.4.9:</u>	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
<u>SC.2.E.6.1:</u>	Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes. Remarks/Examples
	Sizes - boulder, stone, pebble, sand, granular.
<u>SC.2.E.6.2:</u>	Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.
<u>SC.2.E.6.3:</u>	Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
<u>SC.2.E.7.1:</u>	Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.
<u>SC.2.E.7.2:</u>	Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air. Remarks/Examples
	** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
<u>SC.2.E.7.3:</u>	Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).
<u>SC.2.E.7.4:</u>	Investigate that air is all around us and that moving air is wind.

<u>SC.2.E.7.5:</u>	State the importance of preparing for severe weather, lightning, and other weather related events.
<u>SC.2.L.14.1:</u>	<p>Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions. Remarks/Examples</p> <hr/> <p>Integrate HE.2.C.1.6. Recognize the locations and functions of major human organs. HE.2.B.3.2. Name healthy options to health-related issues and problems.</p>
<u>SC.2.L.16.1:</u>	<p>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. Remarks/Examples</p> <hr/> <p>Other examples for life cycles: peanuts, frogs and meal worms.</p>
<u>SC.2.L.17.1:</u>	Compare and contrast the basic needs that all living things, including humans, have for survival.
<u>SC.2.L.17.2:</u>	<p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. Remarks/Examples</p> <hr/> <p>Build on knowledge from grade 1 (food, air, water, space). Animals need air, food, water, shelter, and plants need air, water, nutrients, light.</p>
<u>SC.2.N.1.1:</u>	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
<u>SC.2.N.1.2:</u>	<p>Compare the observations made by different groups using the same tools. Remarks/Examples</p> <hr/> <p>Compare the observations made by different groups using the same tools.</p> <p>* CCSS Connections: LACC.2.SL.1.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts</p>

	<p>with peers and adults in groups.</p> <p>** MACC.K12.MP.5: Use appropriate tools strategically.</p>
<u>SC.2.N.1.3:</u>	<p>Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.</p> <p>Remarks/Examples</p> <p>* CCSS Connections: LACC.2.W.3.8. Recall information from experiences or gather information from provided sources to answer a question.</p>
<u>SC.2.N.1.4:</u>	<p>Explain how particular scientific investigations should yield similar conclusions when repeated.</p> <p>Remarks/Examples</p> <p>* CCSS Connections: MACC.2.MD.4.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>
<u>SC.2.N.1.5:</u>	<p>Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p> <p>Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically.</p>
<u>SC.2.N.1.6:</u>	<p>Explain how scientists alone or in groups are always investigating new ways to solve problems.</p> <p>Remarks/Examples</p> <p>* CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<u>SC.2.P.10.1:</u>	<p>Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.</p>
<u>SC.2.P.13.1:</u>	<p>Investigate the effect of applying various pushes and pulls on different objects.</p>

<u>SC.2.P.13.2:</u>	Demonstrate that magnets can be used to make some things move without touching them.
<u>SC.2.P.13.3:</u>	Recognize that objects are pulled toward the ground unless something holds them up.
<u>SC.2.P.13.4:</u>	Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.
<u>SC.2.P.8.1:</u>	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. Remarks/Examples
	The use of the more familiar term 'weight' instead of the term "mass" is recommended for grades K-2. ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
<u>SC.2.P.8.2:</u>	Identify objects and materials as solid, liquid, or gas.
<u>SC.2.P.8.3:</u>	Recognize that solids have a definite shape and that liquids and gases take the shape of their container.
<u>SC.2.P.8.4:</u>	Observe and describe water in its solid, liquid, and gaseous states.
<u>SC.2.P.8.5:</u>	Measure and compare temperatures taken every day at the same time. Remarks/Examples
	** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
<u>SC.2.P.8.6:</u>	Measure and compare the volume of liquids using containers of various shapes and sizes. Remarks/Examples
	Recognize the volume of a sample of liquid is independent of the size and shape of the container. ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.

<u>SC.2.P.9.1:</u>	Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.
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RELATED GLOSSARY TERM DEFINITIONS (28)

Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Electricity:	The physical phenomena arising from the behavior of electrons and protons that is caused by the attraction of particles with opposite charges and the repulsion of particles with the same charge.
Energy:	The capacity to do work.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Habitat:	A place in an ecosystem where an organism normally lives.
Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Life cycle:	The entire sequence of events in an organism's growth, development, and reproduction.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnet:	An object that produces a magnetic field and that has the property, either natural or induced, of attracting iron or steel.
Mass:	The amount of matter an object contains.

Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Organ:	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
Power:	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
Precipitation:	In meteorology, a form of water, such as rain, snow, or sleet that condenses from the atmosphere, becomes too heavy to remain suspended, and falls to the Earth's surface.
Repulsion:	The tendency of particles or bodies of the same electric charge or magnetic polarity to separate.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Skeleton:	The internal structure of vertebrate animals, composed of bone or cartilage, that supports the body, serves as a framework for the attachment of muscles, and protects the vital organs and associated structures.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Sun:	The closest star to Earth and the center of our solar system.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.

Weight:

The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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immunized, and do not share food or utensils.

[HE.1.P.8 Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.](#)

[HE.1.P.8.1 :](#)

Encourage others to make positive health choices.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.](#)

Remarks/Examples

Use sunscreen, cross the street at marked areas, and select healthy foods.

[LACC.K12.L.3 Vocabulary Acquisition and Use](#)

[LACC.K12.L.3.4 :](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

[MACC.1.OA.3 Add and subtract within 20.](#)

[MACC.1.OA.3.5 :](#)

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10

Belongs to: [Add and subtract within 20.](#)

[PE.1.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

[PE.1.C.2.1 :](#)

Identify the critical elements of locomotor skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples of critical elements of locomotor skills are step-

	hop for skipping and use of one foot for hopping.
<u>PE.1.C.2.2 :</u>	<p>Identify safety rules and procedures for teacher-selected physical activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
<u>PE.1.C.2.3 :</u>	<p>Identify technology that can be utilized to enhance physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of developmentally-appropriate technology for students to identify are stop watches, pedometers and scales.</p>
<u>PE.1.C.2.4 :</u>	<p>Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a rule for safe water activity would be the use of a life jacket.</p>
<u>PE.1.C.2.5 :</u>	<p>Recognize the importance of practicing to improve performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p>

	<p>An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.</p>
<p><u>PE.1.C.2.6 :</u></p>	<p>Use skill cues to improve performance. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>Some examples of skill cues are palm up for an underhand throw and keep ball close to body when dribbling.</p>
<p><u>PE.1.C.2.7 :</u></p>	<p>Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>A dominant hand/foot is the one selected by the student that feels most natural for throwing/dribbling/striking/kicking patterns.</p>
<p><u>PE.1.C.2.8 :</u></p>	<p>Identify movement concepts. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>Some examples of movement concepts are directions, pathways and levels.</p>
<p><u>PE.1.C.2.9 :</u></p>	<p>Name examples of warm-up and cool-down exercises. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>An example of a warm-up exercise is an activity that gets your</p>

	blood flowing. An example of a cool-down exercise is one that slows your heart rate.
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PE.1.L.3 Participate regularly in physical activity.

<u>PE.1.L.3.1 :</u>	Identify a moderate physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.1.L.3.2 :</u>	Identify a vigorous physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.1.L.3.3 :</u>	Identify opportunities for involvement in physical activities during the school day. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.1.L.3.4 :</u>	Identify opportunities for involvement in physical activities after the school day. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.1.L.3.5 :</u>	Set physical-activity goals. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.1.L.3.6 :</u>	Identify the health benefits of physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.1.L.3.7 :</u>	Identify edges, pedestrians, vehicles and traffic. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.

PE.1.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

<u>PE.1.L.4.1 :</u>	Identify a benefit of strengthening muscles. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.1.L.4.2 :</u>	Identify the components of health-related physical fitness. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

<u>PE.1.L.4.3 :</u>	Identify the changes in heart rate before, during and after physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.1.L.4.4 :</u>	Identify the difference in the activity of the heart during rest and while physically active. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.1.L.4.5 :</u>	Discuss the physiological signs of physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.1.L.4.6 :</u>	Identify how to properly flex and extend body parts to promote flexibility. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.1.L.4.7 :</u>	Identify the food groups. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.1.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u>	
<u>PE.1.M.1.1 :</u>	Travel using various locomotor skills while changing directions, pathways and speeds. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.
<u>PE.1.M.1.10 :</u>	Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.
<u>PE.1.M.1.11 :</u>	Demonstrate a sequence of a balance, a roll and a different balance. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

<p><u>PE.1.M.1.12 :</u></p>	<p>Demonstrate the ability to take weight onto hands. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>Some developmentally appropriate examples are donkey kicks and hand stands.</p>
<p><u>PE.1.M.1.13 :</u></p>	<p>Chase, flee and dodge to avoid or catch others. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.1.M.1.14 :</u></p>	<p>Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>Some examples of equipment are hoops, stationary ropes and boxes.</p>
<p><u>PE.1.M.1.2 :</u></p>	<p>Strike an object upward using body parts. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>An example is using different body parts to strike a balloon or beach ball upward.</p>
<p><u>PE.1.M.1.3 :</u></p>	<p>Strike a lightweight object upward continuously using a paddle/racket. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.1.M.1.4 :</u></p>	<p>Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p>

	<p>Some examples of modified, developmentally- appropriate, long-handled implements are bats, hockey sticks and golf clubs.</p>
<p><u>PE.1.M.1.5 :</u></p>	<p>Dribble an object with hands or feet while demonstrating control in general space. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.1.M.1.6 :</u></p>	<p>Demonstrate a variety of basic water skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples Some examples of basic water skills are prone float and recover, back float with assistance and move forward and backward with assistance.</p>
<p><u>PE.1.M.1.7 :</u></p>	<p>Move in different directions to catch a variety of self-tossed objects. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.1.M.1.8 :</u></p>	<p>Demonstrate an underhand-throwing motion for accuracy using correct technique. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.1.M.1.9 :</u></p>	<p>Demonstrate an overhand-throwing motion for distance using correct technique. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.1.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</u></p>	
<p><u>PE.1.R.5.1 :</u></p>	<p>List a benefit resulting from cooperation and sharing during physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>

PE.1.R.5.2 :

Use physical-activity space safely and properly.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

PE.1.R.5.3 :

Demonstrate consideration of others while participating in physical activity.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

PE.1.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.1.R.6.1 :

Identify physical-activity preferences.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

PE.1.R.6.2 :

Identify feelings resulting from participation in physical activity.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

PE.1.R.6.3 :

Identify the benefits of learning new movement skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

Course: Elementary Adaptive Physical Education IEP or 504 Plan- 5015000

BASIC INFORMATION

Course Title:	Elementary Adaptive Physical Education IEP or 504 Plan
Course Number:	5015000
Course Abbreviated Title:	E ADAP PE IEP/504
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Physical Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (27)

LACC.K12.L.3 Vocabulary Acquisition and Use	
LACC.K12.L.3.4 :	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Vocabulary Acquisition and Use
MACC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
MACC.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 <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> . Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

PE.K.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

<p><u>PE.K.C.2.1 :</u></p>	<p>Recognize locomotor skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.</p>
<p><u>PE.K.C.2.2 :</u></p>	<p>Recognize physical activities have safety rules and procedures. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples An example would be to put equipment away when not in use in order to keep the physical activity area safe.</p>
<p><u>PE.K.C.2.4 :</u></p>	<p>Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples An example of a danger is entering the water when there is not an adult present.</p>
<p><u>PE.K.C.2.7 :</u></p>	<p>Identify personal and general space. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>
<p><u>PE.K.C.2.8 :</u></p>	<p>Recognize movement concepts. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>

	<p>Remarks/Examples</p> <p>Some examples of movement concepts are directions, pathways and levels.</p>
<p><u>PE.K.L.3 Participate regularly in physical activity.</u></p>	
<p><u>PE.K.L.3.4 :</u></p>	<p>Identify opportunities for involvement in physical activities after the school day. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.K.L.3.6 :</u></p>	<p>Identify the benefits of participating in physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.K.L.3.7 :</u></p>	<p>Verbally state the search used before crossing a roadway. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.K.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</u></p>	
<p><u>PE.K.L.4.1 :</u></p>	<p>Identify the location of muscles that help the body perform specific physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<p><u>PE.K.L.4.2 :</u></p>	<p>Identify that the heart beats faster during more intense physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<p><u>PE.K.L.4.3 :</u></p>	<p>Identify activities that increase breathing and heart rate. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<p><u>PE.K.L.4.5 :</u></p>	<p>Identify a benefit of flexibility. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<p><u>PE.K.L.4.6 :</u></p>	<p>Differentiate between healthy and unhealthy food choices.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
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[PE.K.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

<u>PE.K.M.1.1 :</u>	<p>Use a variety of locomotor skills to travel in personal and general space. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>Some examples of locomotor skills are running, galloping and skipping.</p>
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<u>PE.K.M.1.11 :</u>	<p>Balance on a variety of body parts. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
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<u>PE.K.M.1.3 :</u>	<p>Balance a lightweight object on a paddle/racket while moving. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
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<u>PE.K.M.1.5 :</u>	<p>Use two hands to bounce and catch a large playground ball. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
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<u>PE.K.M.1.7 :</u>	<p>Catch a variety of self-tossed objects. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
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<u>PE.K.M.1.8 :</u>	<p>Roll and throw a variety of objects using an underhand motion. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
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[PE.K.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

<u>PE.K.R.5.1 :</u>	<p>Identify ways to cooperate with a partner during physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Exhibit responsible personal and social behavior that respects self</p>
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	and others in physical-activity settings.
<u>PE.K.R.5.2 :</u>	<p>Use equipment safely and properly.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
<u>PE.K.R.5.3 :</u>	<p>Identify ways to treat others with respect during physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
<u>PE.K.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</u>	
<u>PE.K.R.6.1 :</u>	<p>Identify physical activities that are enjoyable.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<u>PE.K.R.6.2 :</u>	<p>Identify a benefit of willingly trying new movements and motor skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<u>PE.K.R.6.3 :</u>	<p>Identify the benefits of continuing to participate when not successful on the first try.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>

Course: Physical Education - Grade Kindergarten- 5015020

BASIC INFORMATION

Course Title:	Physical Education - Grade Kindergarten
Course Number:	5015020
Course Abbreviated Title:	PHYSICAL EDUCATION K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Physical Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (45)

[HE.K.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.K.B.5.1 :](#)

Name situations when a health-related decision can be made individually or when assistance is needed.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.

[HE.K.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

[HE.K.C.1.2 :](#)

Recognize the physical dimensions of health.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

	Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.
	Remarks/Examples Hygiene, exercise, eating habits, and cooperation.

[HE.K.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)

<u>HE.K.P.7.1 :</u>	Identify healthy practices and behaviors to maintain or improve personal health. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
	Remarks/Examples Seek a safe environment, seek help, and practice universal precautions.

[LACC.K12.L.3 Vocabulary Acquisition and Use](#)

<u>LACC.K12.L.3.4 :</u>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Vocabulary Acquisition and Use

[MACC.K.G.1 Identify and describe shapes \(squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres\).](#)

<u>MACC.K.G.1.1 :</u>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i> Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

[PE.K.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

<p><u>PE.K.C.2.1 :</u></p>	<p>Recognize locomotor skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.</p>
<p><u>PE.K.C.2.2 :</u></p>	<p>Recognize physical activities have safety rules and procedures. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>An example would be to put equipment away when not in use in order to keep the physical activity area safe.</p>
<p><u>PE.K.C.2.3 :</u></p>	<p>Recognize technology can be utilized during physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>Some examples of developmentally-appropriate technology for students to recognize are stop watches, pedometers and scales.</p>
<p><u>PE.K.C.2.4 :</u></p>	<p>Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>An example of a danger is entering the water when there is not an adult present.</p>
<p><u>PE.K.C.2.5 :</u></p>	<p>Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical</p>

	<p>principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>A dominant hand/foot is the one selected by the student that feels most natural for throwing/striking/kicking.</p>
<p>PE.K.C.2.6 :</p>	<p>Recite cues for a variety of movement patterns and skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of movement patterns and skills are locomotor, non-locomotor, throwing and catching.</p>
<p>PE.K.C.2.7 :</p>	<p>Identify personal and general space. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>
<p>PE.K.C.2.8 :</p>	<p>Recognize movement concepts. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of movement concepts are directions, pathways and levels.</p>
<p>PE.K.L.3 Participate regularly in physical activity.</p>	
<p>PE.K.L.3.1 :</p>	<p>Identify a moderate physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p>PE.K.L.3.2 :</p>	<p>Identify a vigorous physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p>PE.K.L.3.3 :</p>	<p>Identify opportunities for involvement in physical activities during the school day. Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p>

	Belongs to: Participate regularly in physical activity.
<u>PE.K.L.3.4 :</u>	Identify opportunities for involvement in physical activities after the school day. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.K.L.3.5 :</u>	Describe physical-activity goal-setting. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.K.L.3.6 :</u>	Identify the benefits of participating in physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.K.L.3.7 :</u>	Verbally state the search used before crossing a roadway. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.K.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</u>	
<u>PE.K.L.4.1 :</u>	Identify the location of muscles that help the body perform specific physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.K.L.4.2 :</u>	Identify that the heart beats faster during more intense physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.K.L.4.3 :</u>	Identify activities that increase breathing and heart rate. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.K.L.4.4 :</u>	Identify a physiological sign of participating in physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/12 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.K.L.4.5 :</u>	Identify a benefit of flexibility. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

PE.K.L.4.6 :

Differentiate between healthy and unhealthy food choices.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.](#)

PE.K.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.K.M.1.1 :

Use a variety of locomotor skills to travel in personal and general space.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of locomotor skills are running, galloping and skipping.

PE.K.M.1.10 :

Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

PE.K.M.1.11 :

Balance on a variety of body parts.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

PE.K.M.1.12 :

Perform a variety of rolling actions.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of rolling actions are pencil roll and forward roll.

PE.K.M.1.13 :

Move in a variety of ways in relation to others.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of this are chasing, fleeing and dodging.

PE.K.M.1.2 :

Strike objects using body parts forcefully.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>An example is kicking a soccer ball with your foot.</p> <hr/>
PE.K.M.1.3 :	<p>Balance a lightweight object on a paddle/racket while moving. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
PE.K.M.1.4 :	<p>Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>Some examples of modified, developmentally- appropriate long-handled implements are bats, hockey sticks and golf clubs.</p> <hr/>
PE.K.M.1.5 :	<p>Use two hands to bounce and catch a large playground ball. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
PE.K.M.1.6 :	<p>Participate in a variety of introductory water skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>Some examples of introductory water skills are water entry, putting face in water and supported with feet off the bottom.</p> <hr/>
PE.K.M.1.7 :	<p>Catch a variety of self-tossed objects. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
PE.K.M.1.8 :	<p>Roll and throw a variety of objects using an underhand motion. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
PE.K.M.1.9 :	<p>Throw a variety of objects forcefully using an overhand motion.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
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[PE.K.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

<u>PE.K.R.5.1 :</u>	<p>Identify ways to cooperate with a partner during physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
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<u>PE.K.R.5.2 :</u>	<p>Use equipment safely and properly. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
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<u>PE.K.R.5.3 :</u>	<p>Identify ways to treat others with respect during physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
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[PE.K.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

<u>PE.K.R.6.1 :</u>	<p>Identify physical activities that are enjoyable. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
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<u>PE.K.R.6.2 :</u>	<p>Identify a benefit of willingly trying new movements and motor skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
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<u>PE.K.R.6.3 :</u>	<p>Identify the benefits of continuing to participate when not successful on the first try. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
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Course: Physical Education - Grade 5- 5015070

BASIC INFORMATION

Course Title:	Physical Education - Grade 5
Course Number:	5015070
Course Abbreviated Title:	PHYSICAL EDUCATION 5
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Physical Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (47)

[HE.5.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.5.B.5.4 :](#)

Select a healthy option when making decisions for yourself and/or others.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Report bullying, resolve conflicts, and use safety equipment.

[HE.5.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

[HE.5.C.1.3 :](#)

Explain ways a safe, healthy home and school environment promote personal health.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Smoke-free environment, clean/orderly environment, behavior

	rules, and availability of fresh produce.
<u>HE.5.C.1.6 :</u>	<p>Recognize how appropriate health care can promote personal health.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Remarks/Examples</p> <p>Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>

LACC.K12.L.3 Vocabulary Acquisition and Use

<u>LACC.K12.L.3.4 :</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Vocabulary Acquisition and Use</p>
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MACC.5.G.2 Classify two-dimensional figures into categories based on their properties.

<u>MACC.5.G.2.3 :</u>	<p>Understand that attributes belonging to a category of twodimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Classify two-dimensional figures into categories based on their properties.</p>
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PE.5.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

<u>PE.5.C.2.1 :</u>	<p>Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement</p>
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	<p>performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</p>
<u>PE.5.C.2.2 :</u>	<p>Design or modify a game incorporating skills, rules and strategies. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>
<u>PE.5.C.2.3 :</u>	<p>Apply feedback gathered from the use of technology to assess and enhance performance. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</p>
<u>PE.5.C.2.4 :</u>	<p>Identify the different types of basic water- rescue techniques, using various types of items. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a water-rescue technique is to reach out to the victim with a pole and pull him/her to safety.</p>
<u>PE.5.C.2.5 :</u>	<p>Detect, analyze and correct errors in personal movement patterns. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>
<u>PE.5.C.2.6 :</u>	<p>Compare and contrast skills/sports that use similar movement patterns and concepts. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>

	<p>Remarks/Examples</p> <p>Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<p><u>PE.5.C.2.7 :</u></p>	<p>Identify basic practice and conditioning principles that enhance performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a conditioning principle that would enhance performance is running with weight resistance to improve speed.</p>
<p><u>PE.5.C.2.8 :</u></p>	<p>Categorize basic offensive and defensive tactics for modified invasion and net activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of an offensive tactic in basketball is keeping your body between the ball and the defender.</p>
<p><u>PE.5.L.3 Participate regularly in physical activity.</u></p>	
<p><u>PE.5.L.3.1 :</u></p>	<p>Identify a moderate physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.5.L.3.2 :</u></p>	<p>Identify a vigorous physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.5.L.3.3 :</u></p>	<p>Identify opportunities for involvement in physical activities during the school day.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.5.L.3.4 :</u></p>	<p>Identify opportunities for involvement in physical activities after the school day.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<u>PE.5.L.3.5 :</u>	<p>Formulate a plan to increase the amount of time spent in physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<u>PE.5.L.3.6 :</u>	<p>Discuss lifestyle behaviors that can be made to increase physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<u>PE.5.L.3.7 :</u>	<p>Use technology to enhance regular participation in physical activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<u>PE.5.L.3.8 :</u>	<p>Discuss the importance of being visible, being predictable and communicating when cycling.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.5.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</u></p>	
<u>PE.5.L.4.1 :</u>	<p>Differentiate between muscular strength and muscular endurance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.5.L.4.2 :</u>	<p>Identify activities that develop and maintain each component of physical fitness.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.5.L.4.3 :</u>	<p>Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>

<u>PE.5.L.4.4 :</u>	<p>Analyze one's own physical fitness assessment results and develop strategies to enhance performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.5.L.4.5 :</u>	<p>Select proper stretching exercises to increase flexibility and reduce the chance of injury.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.5.L.4.6 :</u>	<p>Plan a menu for a balanced meal.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.5.L.4.7 :</u>	<p>Apply the principles of physical fitness to exercise.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.5.L.4.8 :</u>	<p>Evaluate progress toward short- and long-term fitness goals.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.5.L.4.9 :</u>	<p>Explain how technology can assist in the pursuit of physical fitness.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<p><u>PE.5.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p>	
<u>PE.5.M.1.1 :</u>	<p>Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p> <p>Remarks/Examples</p> <hr/> <p>Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.</p>

<p><u>PE.5.M.1.10 :</u></p>	<p>Perform a variety of dances accurately. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>Some examples of dances are line, square, contra, folk, step and social.</p>
<p><u>PE.5.M.1.11 :</u></p>	<p>Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.</p>
<p><u>PE.5.M.1.2 :</u></p>	<p>Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>Some examples of activities to apply this are volleying, kicking and punting.</p>
<p><u>PE.5.M.1.3 :</u></p>	<p>Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.5.M.1.4 :</u></p>	<p>Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>

	<p>Remarks/Examples</p> <p>Some examples of long-handled implements are golf clubs, bats and hockey sticks.</p>
<p><u>PE.5.M.1.5 :</u></p>	<p>Apply dribbling skills in modified games, focusing on offensive strategies.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p> <p>Remarks/Examples</p> <p>Some examples of offensive strategies are fakes, stopping and starting, changing directions and changing speeds.</p>
<p><u>PE.5.M.1.6 :</u></p>	<p>Demonstrate proficiency in one or more swim strokes.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p> <p>Remarks/Examples</p> <p>Some examples of swim strokes are front crawl, backstroke, breaststroke, sidestroke and butterfly.</p>
<p><u>PE.5.M.1.7 :</u></p>	<p>Catch a variety of objects while traveling and being defended.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p>
<p><u>PE.5.M.1.8 :</u></p>	<p>Throw a leading pass overhand to a moving partner using a variety of objects.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p>
<p><u>PE.5.M.1.9 :</u></p>	<p>Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p> <p>Remarks/Examples</p> <p>Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.</p>

PE.5.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

PE.5.R.5.1 :

Describe a benefit of working productively with a partner to improve performance.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

PE.5.R.5.2 :

Describe ways to utilize equipment safely during physical activities.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

PE.5.R.5.3 :

Describe the influence of individual differences on participation in physical activities.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

PE.5.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.5.R.6.1 :

Describe how participation in physical activity is a source of self-expression and meaning.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

PE.5.R.6.2 :

Explain the benefits of physical activity.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

PE.5.R.6.3 :

Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

Course: Physical Education - Grade 4- 5015060

BASIC INFORMATION

Course Title:	Physical Education - Grade 4
Course Number:	5015060
Course Abbreviated Title:	PHYSICAL EDUCATION 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Physical Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (48)

[HE.4.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.](#)

[HE.4.B.3.3 :](#)

Examine resources from home, school and community that provide valid health information.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.](#)

Remarks/Examples

Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.

[HE.4.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

[HE.4.C.1.2 :](#)

Identify examples of mental/emotional, physical, and social health.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Expressing appropriate feelings, treating others with respect, and

participating in a daily physical activity.

[HE.4.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

HE.4.C.2.6 :

Explain how technology influences personal thoughts, feelings, and health behaviors.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.

[LACC.K12.L.3 Vocabulary Acquisition and Use](#)

LACC.K12.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

[MACC.4.G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.](#)

MACC.4.G.1.3 :

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Draw and identify lines and angles, and classify shapes by properties of their lines and angles.](#)

[PE.4.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

PE.4.C.2.1 :

Understand the importance of purposeful movement in a variety of movement settings.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</p>
<p><u>PE.4.C.2.2 :</u></p>	<p>Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.</p>
<p><u>PE.4.C.2.3 :</u></p>	<p>Use technology to gather information about performance. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</p>
<p><u>PE.4.C.2.4 :</u></p>	<p>Understand the importance of protecting parts of the body from the harmful rays of the sun. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are sunscreen and protective clothing.</p>
<p><u>PE.4.C.2.5 :</u></p>	<p>Detect errors in personal movement patterns. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>

	<p>performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a way to detect errors in personal movement patterns is through the use of videotaping.</p>
<p><u>PE.4.C.2.6 :</u></p>	<p>Compare and discuss skills/sports that use similar movement patterns.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<p><u>PE.4.C.2.7 :</u></p>	<p>Identify proper warm-up and cool-down techniques and the reasons for using them.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a warm-up technique for sprinting is stretching the hamstring muscles in order to prevent injury.</p>
<p><u>PE.4.C.2.8 :</u></p>	<p>Identify the importance of hydration before, during and after physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of the importance of hydration is to prevent heat-related illnesses.</p>
<p><u>PE.4.C.2.9 :</u></p>	<p>Identify basic offensive and defensive tactics for modified invasion and net activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>

	<p>performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of an offensive tactic in tennis is hitting the ball away from the opponent.</p>
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[PE.4.L.3 Participate regularly in physical activity.](#)

<u>PE.4.L.3.1 :</u>	<p>Identify a moderate physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p>
<u>PE.4.L.3.2 :</u>	<p>Identify a vigorous physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p>
<u>PE.4.L.3.3 :</u>	<p>Identify opportunities for involvement in physical activities during the school day.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p>
<u>PE.4.L.3.4 :</u>	<p>Identify opportunities for involvement in physical activities after the school day.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p>
<u>PE.4.L.3.5 :</u>	<p>Implement at least one lifestyle behavior to increase physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p>
<u>PE.4.L.3.6 :</u>	<p>Discuss the importance of wearing a bicycle helmet.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p>

[PE.4.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.](#)

<u>PE.4.L.4.1 :</u>	<p>Identify the muscles being strengthened during the performance of specific activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.4.L.4.10 :</u>	<p>Describe ways that technology can assist in the pursuit of physical fitness.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p>

	Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
PE.4.L.4.2 :	Identify several activities related to each component of physical fitness. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
PE.4.L.4.3 :	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
PE.4.L.4.4 :	Identify ways to participate in selected physical activities for the purpose of improving physical fitness. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
PE.4.L.4.5 :	Identify ways to participate in formal and informal physical fitness assessment. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
PE.4.L.4.6 :	Identify how specific stretches increase flexibility and reduce the chance of injury. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
PE.4.L.4.7 :	Understand appropriate serving size. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
PE.4.L.4.8 :	Explain the principles of physical fitness. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
PE.4.L.4.9 :	Develop short- and long-term fitness goals. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
PE.4.M.1 Demonstrate competency in many, and proficiency in a few, movement forms	

from a variety of categories.

PE.4.M.1.1 :

Apply movement concepts to the performance of locomotor skills in a variety of movement settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.

PE.4.M.1.10 :

Perform two or more dances accurately.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of dances are line, square, contra, folk, step and social.

PE.4.M.1.11 :

Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.

PE.4.M.1.12 :

Run and hurdle a succession of low- to medium-level obstacles.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

PE.4.M.1.2 :

Strike a moving object using body parts so that the object travels in the intended direction at the desired height.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

	<p>Some examples of activities to apply this are volleying, kicking and punting.</p>
<p><u>PE.4.M.1.3 :</u></p>	<p>Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <p>Some examples of ways to strike continuously are against a wall and a partner-fed toss.</p>
<p><u>PE.4.M.1.4 :</u></p>	<p>Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <p>Some examples of long-handled implements are golf clubs, bats and hockey sticks.</p>
<p><u>PE.4.M.1.5 :</u></p>	<p>Dribble and pass to a moving partner. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.4.M.1.6 :</u></p>	<p>Perform a variety of swim strokes. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <p>Some examples of swim strokes are front crawl, backstroke, elementary back stroke and modified breaststroke.</p>
<p><u>PE.4.M.1.7 :</u></p>	<p>Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>

PE.4.M.1.8 :

Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

PE.4.M.1.9 :

Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.

PE.4.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

PE.4.R.5.1 :

Discuss the influence of individual differences on participation in physical activities.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

PE.4.R.5.2 :

List ways to encourage others while refraining from insulting/negative statements.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

PE.4.R.5.3 :

Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

PE.4.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.4.R.6.1 :

Discuss how physical activity can be a positive opportunity for social and group interaction.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-](#)

	expression and/or social interaction.
<u>PE.4.R.6.2 :</u>	<p>Describe the connection between skill competence and enjoyment of physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<u>PE.4.R.6.3 :</u>	<p>Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>

Course: Physical Education - Grade 3- 5015050

BASIC INFORMATION

Course Title:	Physical Education - Grade 3
Course Number:	5015050
Course Abbreviated Title:	PHYSICAL EDUCATION 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Physical Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (48)

[HE.3.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.3.B.5.2 :](#)

List healthy options to health-related issues or problems.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.

[HE.3.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

[HE.3.B.6.1 :](#)

Select a personal health goal and track progress toward achievement.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

Remarks/Examples

Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media

time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.

[HE.3.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

HE.3.C.2.1 :

Explore how family and friend's traditions and customs may influence health behaviors.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.

[LACC.K12.L.3 Vocabulary Acquisition and Use](#)

LACC.K12.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

[MACC.3.MD.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.](#)

MACC.3.MD.1.1 :

Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.](#)

[PE.3.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

<p><u>PE.3.C.2.1 :</u></p>	<p>Identify the importance of purposeful movement and its impact on quality of performance. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</p> <hr/>
<p><u>PE.3.C.2.2 :</u></p>	<p>Understand the importance of safety rules and procedures in all physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>An example of a safety procedure is wearing a helmet when riding a bicycle.</p> <hr/>
<p><u>PE.3.C.2.3 :</u></p>	<p>Understand that technology can be utilized to gather information about performance. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</p> <hr/>
<p><u>PE.3.C.2.4 :</u></p>	<p>Identify and explain different items that can be used for assisting in a water-related emergency. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples</p> <hr/> <p>Some examples of items that can be used in a water related emergency are poles, towels and flotation devices.</p> <hr/>

PE.3.C.2.5 :

Explain how appropriate practice improves performance of movement skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example is initially making two out of five free throws in basketball, then improving to four out of five due to practicing.

PE.3.C.2.6 :

Analyze peer performance and provide feedback.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

PE.3.C.2.7 :

Identify the reasons for warm-up and cool-down activities.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples of reasons for warm-up and cool-down activities are injury prevention and enhancing performance.

PE.3.C.2.8 :

Describe basic offensive and defensive tactics.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example of an offensive tactic is keeping your body between the ball and defender while dribbling.

PE.3.L.3 Participate regularly in physical activity.

PE.3.L.3.1 :

Identify a moderate physical activity.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Participate regularly in physical activity.](#)

PE.3.L.3.2 :

Identify a vigorous physical activity.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Participate regularly in physical activity.](#)

<p><u>PE.3.L.3.3 :</u></p>	<p>Identify opportunities for involvement in physical activities during the school day. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.3.L.3.4 :</u></p>	<p>Identify opportunities for involvement in physical activities after the school day. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.3.L.3.5 :</u></p>	<p>Use an activity log to maintain a personal record of participation in physical activity during a period of time. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.3.L.3.6 :</u></p>	<p>Identify lifestyle changes that can be made to increase the level of physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.3.L.3.7 :</u></p>	<p>Differentiate between the correct and incorrect way to fit a bicycle helmet. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p>
<p><u>PE.3.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</u></p>	
<p><u>PE.3.L.4.1 :</u></p>	<p>Describe how muscular strength and endurance enhances performance in physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<p><u>PE.3.L.4.10 :</u></p>	<p>Identify ways that technology can assist in the pursuit of physical fitness. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<p><u>PE.3.L.4.2 :</u></p>	<p>Describe the relationship between the heart and lungs during physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<p><u>PE.3.L.4.3 :</u></p>	<p>Identify appropriate physical activities that result in the development of cardiorespiratory endurance.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.3.L.4.4 :</u>	<p>Match physical fitness assessment events to the associated fitness component. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.3.L.4.5 :</u>	<p>Identify formal and informal physical fitness assessments. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.3.L.4.6 :</u>	<p>Identify ways to safely stretch major muscle groups. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.3.L.4.7 :</u>	<p>Read food labels for specific nutrition facts. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.3.L.4.8 :</u>	<p>Identify the principles of physical fitness. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<u>PE.3.L.4.9 :</u>	<p>Identify individual strengths and weaknesses based upon results of a formal fitness assessment. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>
<p><u>PE.3.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p>	
<u>PE.3.M.1.1 :</u>	<p>Apply locomotor skills in a variety of movement settings. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p>
	<p>Some examples of movement settings are sequences, dances and games.</p>
<u>PE 3 M 1 10 :</u>	<p>Perform one dance accurately.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <p>Some examples of dances are square, contra, step and social.</p>
<p><u>PE.3.M.1.11</u> :</p>	<p>Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <p>Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.</p>
<p><u>PE.3.M.1.12</u> :</p>	<p>Continuously jump a self-turned rope. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.3.M.1.2</u> :</p>	<p>Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <p>Some examples of striking activities are volleying, kicking and punting.</p>
<p><u>PE.3.M.1.3</u> :</p>	<p>Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.3.M.1.4</u> :</p>	<p>Strike both moving and stationary objects using a long-handled implement. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>

	<p>Remarks/Examples</p> <p>Some examples of developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.</p>
<p><u>PE.3.M.1.5 :</u></p>	<p>Maintain control while dribbling with hands or feet against a defender.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p>
<p><u>PE.3.M.1.6 :</u></p>	<p>Demonstrate a combination of basic swim skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p> <p>Remarks/Examples</p> <p>Some examples of basic swim skills are prone and back float with flutter kick, alternating arm movements and treading water.</p>
<p><u>PE.3.M.1.7 :</u></p>	<p>Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p>
<p><u>PE.3.M.1.8 :</u></p>	<p>Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p>
<p><u>PE.3.M.1.9 :</u></p>	<p>Perform a teacher-designed sequence using manipulatives.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: <u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p> <p>Remarks/Examples</p> <p>Some examples of sequences using manipulatives are tinkling poles, lummi sticks and jump ropes.</p>
<p><u>PE.3.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</u></p>	
<p><u>PE.3.R.5.1 :</u></p>	<p>List ways to work cooperatively with peers of differing skill levels.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
<p><u>PE.3.R.5.2 :</u></p>	<p>List ways to show respect for the views of a peer from a different cultural background. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
<p><u>PE.3.R.5.3 :</u></p>	<p>Identify ways to take responsibility for his/her own behavior. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
<p><u>PE.3.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</u></p>	
<p><u>PE.3.R.6.1 :</u></p>	<p>List personally challenging physical-activity experiences. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p><u>PE.3.R.6.2 :</u></p>	<p>Describe ways to appreciate the good physical performance of others. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p><u>PE.3.R.6.3 :</u></p>	<p>Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>

Course: Physical Education - Grade 2- 5015040

BASIC INFORMATION

Course Title:	Physical Education - Grade 2
Course Number:	5015040
Course Abbreviated Title:	PHYSICAL EDUCATION 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Physical Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (49)

[HE.2.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

[HE.2.C.1.4 :](#)

Describe ways to prevent childhood injuries in the home, school, and community settings.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.

[HE.2.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

[HE.2.C.2.1 :](#)

Describe how family rules and practices influence health behaviors.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

	<p>Consistent/inconsistent home safety rules and modeling of food-sanitation practices at home.</p>
<p><u>HE.2.C.2.3 :</u></p>	<p>Describe how the school and community influence health behaviors of children. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples Health and safety fairs, school and community gardens, and recycling.</p>

LACC.K12.L.3 Vocabulary Acquisition and Use

<p><u>LACC.K12.L.3.4 :</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Vocabulary Acquisition and Use</p>
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MACC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication.

<p><u>MACC.2.OA.3.3 :</u></p>	<p>Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Work with equal groups of objects to gain foundations for multiplication.</p>
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PE.2.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

<p><u>PE.2.C.2.1 :</u></p>	<p>Describe the critical elements of locomotor skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>
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	<p>Remarks/Examples</p> <p>An example of a critical element of jumping is beginning and ending on two feet.</p>
<p><u>PE.2.C.2.2 :</u></p>	<p>Identify safety rules and procedures for selected physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
<p><u>PE.2.C.2.3 :</u></p>	<p>Utilize technology to enhance experiences in physical education. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of developmentally-appropriate technology are stop watches, pedometers and scales.</p>
<p><u>PE.2.C.2.4 :</u></p>	<p>Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>
<p><u>PE.2.C.2.5 :</u></p>	<p>Explain how appropriate practice improves the performance of movement skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.</p>

PE.2.C.2.6 :

Apply teacher feedback to effect change in performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example is a student applying teacher feedback of stepping with the opposite foot when throwing a ball in order to improve performance.

PE.2.C.2.7 :

Describe movement concepts.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples of movement concepts are directions, pathways and levels.

PE.2.C.2.8 :

Explain the importance of warm-up and cool-down activities.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example of the importance for warm-up activities is the prevention of injuries.

PE.2.C.2.9 :

Define offense and defense.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Offense is when a team is attempting to score and defense is when a team is trying to prevent the other team from scoring.

PE.2.L.3 Participate regularly in physical activity.

PE.2.L.3.1 :

Identify a moderate physical activity.

	Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.2.L.3.2 :</u>	Identify a vigorous physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.2.L.3.3 :</u>	Identify opportunities for involvement in physical activities during the school day. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.2.L.3.4 :</u>	Identify opportunities for involvement in physical activities after the school day. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.2.L.3.5 :</u>	Set and meet physical-activity goals. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.2.L.3.6 :</u>	Identify how opportunities for participation in physical activities change during the seasons. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.2.L.3.7 :</u>	Identify healthful benefits that result from regular participation in physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.2.L.3.8 :</u>	Identify the proper crossing sequence. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.
<u>PE.2.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</u>	
<u>PE.2.L.4.1 :</u>	Identify how muscular strength and endurance enhances performance in physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.2.L.4.2 :</u>	Discuss the components of health-related physical fitness. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

<u>PE.2.L.4.3 :</u>	Identify that a stronger heart muscle can pump more blood with each beat. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.2.L.4.4 :</u>	Identify why sustained physical activity causes an increased heart rate and heavy breathing. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.2.L.4.5 :</u>	Identify the physiological signs of moderate to vigorous physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.2.L.4.6 :</u>	Identify benefits of participation in informal physical fitness assessment. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.2.L.4.7 :</u>	Identify appropriate stretching exercises. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.2.L.4.8 :</u>	Categorize food into food groups. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.
<u>PE.2.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u>	
<u>PE.2.M.1.1 :</u>	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.
<u>PE.2.M.1.10 :</u>	Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions. Cognitive Complexity: N/A Date Adopted or Revised: Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

<p><u>PE.2.M.1.11 :</u></p>	<p>Perform at least one skill that requires the transfer of weight to hands. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>Some developmentally appropriate examples are hand stands and cartwheels.</p>
<p><u>PE.2.M.1.12 :</u></p>	<p>Chase, flee and dodge to avoid or catch others while maneuvering around obstacles. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.2.M.1.2 :</u></p>	<p>Strike an object continuously using body parts both upward and downward. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>An example of striking an object downward is dribbling a basketball.</p>
<p><u>PE.2.M.1.3 :</u></p>	<p>Strike an object continuously using a paddle/racket both upward and downward. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<p><u>PE.2.M.1.4 :</u></p>	<p>Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Remarks/Examples</p> <hr/> <p>Some examples of developmentally-appropriate, long-handled implements are bats, hockey sticks and golf clubs.</p>
<p><u>PE.2.M.1.5 :</u></p>	<p>Dribble with hands and feet in various pathways, directions and speeds around stationary objects. Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p>

	Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.
<u>PE.2.M.1.6 :</u>	<p>Perform a variety of fundamental aquatics skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p> <p>Remarks/Examples</p> <p>Some examples of fundamental aquatics skills are prone float with flutter kick and back float recover to a standing position.</p>
<u>PE.2.M.1.7 :</u>	<p>Move in different directions to catch a variety of objects softly tossed by a stationary partner.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<u>PE.2.M.1.8 :</u>	<p>Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p>
<u>PE.2.M.1.9 :</u>	<p>Perform one folk or line dance accurately.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p> <p>Remarks/Examples</p> <p>An example of a line dance is the Electric Slide.</p>
<u>PE.2.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</u>	
<u>PE.2.R.5.1 :</u>	<p>Identify ways to cooperate with others regardless of personal differences during physical activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
<u>PE.2.R.5.2 :</u>	<p>List ways to safely handle physical-activity equipment.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
<u>PE.2.R.5.3 :</u>	Describe the personal feelings resulting from challenges, successes

	<p>and failures in physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
<u>PE.2.R.5.4 :</u>	<p>Identify ways to successfully resolve conflicts with others. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>
<p><u>PE.2.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</u></p>	
<u>PE.2.R.6.1 :</u>	<p>Identify ways to use physical activity to express feeling. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<u>PE.2.R.6.2 :</u>	<p>Discuss the relationship between skill competence and enjoyment. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<u>PE.2.R.6.3 :</u>	<p>Identify ways to contribute as a member of a cooperative group. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>

Course: Elementary Band- 5013020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3994.aspx>

BASIC INFORMATION

Course Title:	Elementary Band
Course Number:	5013020
Course Abbreviated Title:	ELEM BAND
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Students who have varying levels of experience on a band instrument to explore high-quality beginning band music. They develop foundational instrumental techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
General Notes:	The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for

designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:

- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

STANDARDS (61)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LACC.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LACC.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

[LACC.3.RI.2 Craft and Structure](#)

[LACC.3.RI.2.4 :](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.3.SL.1 Comprehension and Collaboration](#)

[LACC.3.SL.1.2 :](#)

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.3.SL.1.3 :](#)

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.4.RI.2 Craft and Structure](#)

[LACC.4.RI.2.4 :](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.4.SL.1 Comprehension and Collaboration](#)

[LACC.4.SL.1.2 :](#)

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.4.SL.1.3 :

Identify the reasons and evidence a speaker provides to support particular points.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.5.RI.2 Craft and Structure

LACC.5.RI.2.4 :

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.5.SL.1 Comprehension and Collaboration

LACC.5.SL.1.2 :

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.5.SL.1.3 :

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

MU.3.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.3.C.1.1 :

Describe listening skills and how they support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists

MU.3.C.1.2 :

Respond to a musical work in a variety of ways and compare individual interpretations.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., move, draw, sing, play, gesture, conduct</p>
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<u>MU.3.C.1.3 :</u>	<p>Identify families of orchestral and band instruments.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., strings, woodwinds, brass, percussion, keyboards</p>
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MU.3.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>MU.3.C.2.1 :</u>	<p>Evaluate performances of familiar music using teacher-established criteria.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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MU.3.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>MU.3.C.3.1 :</u>	<p>Identify musical characteristics and elements within a piece of music when discussing the value of the work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., tempo, rhythm, timbre, form, instrumentation, texture</p>
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MU.3.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

<u>MU.3.F.2.1 :</u>	<p>Identify musicians in the school, community, and media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p> <p>Remarks/Examples</p>
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	<p>e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services</p>
<p><u>MU.3.F.2.2 :</u></p>	<p>Describe opportunities for personal music-making. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music</p>
<p><u>MU.3.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u></p>	
<p><u>MU.3.F.3.1 :</u></p>	<p>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</p>
<p><u>MU.3.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.3.H.1.2 :</u></p>	<p>Identify significant information about specified composers and one or more of their musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.3.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>MU.3.H.3.1 :</u></p>	<p>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.</p>

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10
	Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
	Remarks/Examples
	e.g., in dance, visual art, language arts, pulse, rhythm, fluency

MU.3.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>MU.3.O.1.1 :</u>	Identify, using correct music vocabulary, the elements in a musical work.
	Cognitive Complexity: N/A Date Adopted or Revised: 12/10
	Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., rhythm, pitch, timbre, form

<u>MU.3.O.1.2 :</u>	Identify and describe the musical form of a familiar song.
	Cognitive Complexity: N/A Date Adopted or Revised: 12/10
	Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda

MU.3.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>MU.3.O.3.1 :</u>	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
	Cognitive Complexity: N/A Date Adopted or Revised: 12/10
	Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.3.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>MU.3.S.2.1 :</u>	Identify patterns in songs to aid the development of sequencing and memorization skills.
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	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
	Remarks/Examples
	e.g., parts of a round, parts of a layered work

[MU.3.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

<u>MU.3.S.3.3 :</u>	Sing simple la-sol-mi-re-do patterns at sight. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	Remarks/Examples
	e.g., reading from hand signs; reading from nontraditional or traditional notation

[MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<u>MU.4.C.1.1 :</u>	Develop effective listening strategies and describe how they can support appreciation of musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
	Remarks/Examples
	e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists

<u>MU.4.C.1.2 :</u>	Describe, using correct music vocabulary, what is heard in a specific musical work. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
	Remarks/Examples
	e.g., movement of melodic line, tempo, repeated and contrasting patterns

MU.4.C.1.3 :

Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

MU.4.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.4.C.2.1 :

Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., intonation, balance, blend, timbre, posture, breath support

MU.4.C.2.2 :

Critique specific techniques in one's own and others' performances using teacher-established criteria.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.4.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.4.C.3.1 :

Describe characteristics that make various musical works appealing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation

MU.4.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.4.F.2.1 :

Describe roles and careers of selected musicians.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

	Remarks/Examples e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
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MU.4.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<u>MU.4.F.3.1 :</u>	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely
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<u>MU.4.F.3.2 :</u>	Discuss the safe, legal way to download songs and other media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., sharing personal and financial information, copying and sharing music
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MU.4.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>MU.4.H.1.2 :</u>	Describe the influence of selected composers on the musical works and practices or traditions of their time. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
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MU.4.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>MU.4.H.3.1 :</u>	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with
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	<p>knowledge or skill acquisition in a different academic area. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
	<p>Remarks/Examples</p>
	<p>e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</p>

[MU.4.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>MU.4.O.1.1 :</u>	<p>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
	<p>Remarks/Examples</p>
	<p>e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</p>

[MU.4.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>MU.4.O.3.1 :</u>	<p>Identify how expressive elements and lyrics affect the mood or emotion of a song. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
	<p>Remarks/Examples</p>
	<p>e.g., tempo, dynamics, phrasing, articulation</p>

<u>MU.4.O.3.2 :</u>	<p>Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one’s choices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
	<p>Remarks/Examples</p>
	<p></p>

[MU.4.S.1 The arts are inherently experiential and actively engage learners in the processes](#)

of creating, interpreting, and responding to art.

MU.4.S.1.3 :

Arrange a familiar song for voices or instruments by manipulating form.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., introduction, interlude/bridge, coda, ABA, rondo

MU.4.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.4.S.2.1 :

Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.4.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.4.S.3.3 :

Perform extended pentatonic melodies at sight.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., high do, low sol, low la; vocal and/or instrumental

MU.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.5.C.1.1 :

Discuss and apply listening strategies to support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps,

	active listening, checklists
<u>MU.5.C.1.2 :</u>	<p>Hypothesize and discuss, using correct music vocabulary, the composer’s intent for a specific musical work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., title, historical notes, quality recordings, instrumentation, expressive elements</p>
<u>MU.5.C.1.3 :</u>	<p>Identify, aurally, selected instruments of the band and orchestra.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</p>

MU.5.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>MU.5.C.2.1 :</u>	<p>Define criteria, using correct music vocabulary, to critique one’s own and others’ performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., intonation, balance, blend, timbre</p>
<u>MU.5.C.2.2 :</u>	<p>Describe changes, using correct music vocabulary, in one’s own and/or others’ performance over time.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.5.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.5.C.3.1 :

Develop criteria to evaluate an exemplary musical work from a specific period or genre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.5.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.5.F.2.1 :

Describe jobs associated with various types of concert venues and performing arts centers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant

MU.5.F.2.2 :

Explain why live performances are important to the career of the artist and the success of performance venues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

MU.5.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.5.F.3.1 :

Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented

MU.5.F.3.2 :

Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

	Remarks/Examples
	e.g., downloading music and other digital media, sharing personal and financial information, copying music

[MU.5.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>MU.5.H.1.2 :</u>	<p>Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
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[MU.5.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<u>MU.5.H.3.1 :</u>	<p>Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p>
	e.g., reading, writing, observing, listening, evaluating, embellishing, revising

[MU.5.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>MU.5.O.1.1 :</u>	<p>Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p>
	e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

[MU.5.O.3 Every art form uses its own unique language, verbal and non-verbal, to](#)

document and communicate with the world.

MU.5.O.3.1 :

Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo, dynamics, timbre, texture, phrasing, articulation

MU.5.O.3.2 :

Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.5.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.5.S.1.3 :

Arrange a familiar song by manipulating specified aspects of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

MU.5.S.1.4 :

Sing or play simple melodic patterns by ear with support from the teacher.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

MU.5.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.5.S.2.1 :

Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.5.S.2.2 :

Apply performance techniques to familiar music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.5.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.5.S.3.3 :

Perform simple diatonic melodies at sight.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., vocal and/or instrumental



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Course: Music, Choral-Elementary- 5013010

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3963.aspx>

BASIC INFORMATION

Course Title:	Music, Choral-Elementary
Course Number:	5013010
Course Abbreviated Title:	MUS CHORAL E
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Students who have varying levels of experience in chorus develop beginning vocal technique and skills, notational literacy and fluency, expressive and stylistic interpretation, part-singing, critical and creative thinking skills, and an appreciation of music from around the world and throughout history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	General Note: The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible

for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:

- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

STANDARDS (62)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LACC.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LACC.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

[LACC.3.RI.2 Craft and Structure](#)

[LACC.3.RI.2.4 :](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.3.SL.1 Comprehension and Collaboration](#)

[LACC.3.SL.1.2 :](#)

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.3.SL.1.3 :](#)

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.4.RI.2 Craft and Structure](#)

[LACC.4.RI.2.4 :](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.4.SL.1 Comprehension and Collaboration](#)

[LACC.4.SL.1.2 :](#)

Paraphrase portions of a text read aloud or information presented

	<p>in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
<u>LACC.4.SL.1.3 :</u>	<p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>

LACC.5.RI.2 Craft and Structure

<u>LACC.5.RI.2.4 :</u>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Craft and Structure</p>
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LACC.5.SL.1 Comprehension and Collaboration

<u>LACC.5.SL.1.2 :</u>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
<u>LACC.5.SL.1.3 :</u>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>

MU.3.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<u>MU.3.C.1.1 :</u>	<p>Describe listening skills and how they support appreciation of musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., focus: form, instrumentation, tempo, dynamics; organize:</p>
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	listening maps, active listening, checklists
<u>MU.3.C.1.2 :</u>	<p>Respond to a musical work in a variety of ways and compare individual interpretations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., move, draw, sing, play, gesture, conduct</p>
<u>MU.3.C.1.4 :</u>	<p>Discriminate between unison and two-part singing.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p><u>MU.3.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<u>MU.3.C.2.1 :</u>	<p>Evaluate performances of familiar music using teacher-established criteria.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.3.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<u>MU.3.C.3.1 :</u>	<p>Identify musical characteristics and elements within a piece of music when discussing the value of the work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., tempo, rhythm, timbre, form, instrumentation, texture</p>
<p><u>MU.3.F.2 Careers in and related to the arts significantly and positively impact local and global economies.</u></p>	
<u>MU.3.F.2.1 :</u>	<p>Identify musicians in the school, community, and media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p>

	<p>Remarks/Examples</p> <p>e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services</p>
<p><u>MU.3.F.2.2 :</u></p>	<p>Describe opportunities for personal music-making. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p> <p>Remarks/Examples</p> <p>e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music</p>
<p><u>MU.3.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u></p>	
<p><u>MU.3.F.3.1 :</u></p>	<p>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <p>Remarks/Examples</p> <p>e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</p>
<p><u>MU.3.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></p>	
<p><u>MU.3.H.1.2 :</u></p>	<p>Identify significant information about specified composers and one or more of their musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.3.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>MU.3.H.3.1 :</u></p>	<p>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line,</p>

	<p>and form in music and other teacher-selected contexts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples</p>
	<p>e.g., in dance, visual art, language arts, pulse, rhythm, fluency</p>

[MU.3.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>MU.3.O.1.1 :</u>	<p>Identify, using correct music vocabulary, the elements in a musical work. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples</p>
	<p>e.g., rhythm, pitch, timbre, form</p>

<u>MU.3.O.1.2 :</u>	<p>Identify and describe the musical form of a familiar song. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples</p>
	<p>e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda</p>

[MU.3.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>MU.3.O.3.1 :</u>	<p>Describe how tempo and dynamics can change the mood or emotion of a piece of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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[MU.3.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

<u>MU.3.S.2.1 :</u>	<p>Identify patterns in songs to aid the development of sequencing</p>
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	<p>and memorization skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., parts of a round, parts of a layered work</p>
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MU.3.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<u>MU.3.S.3.1 :</u>	<p>Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.3.S.3.3 :</u>	<p>Sing simple la-sol-mi-re-do patterns at sight.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., reading from hand signs; reading from nontraditional or traditional notation</p>

MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<u>MU.4.C.1.1 :</u>	<p>Develop effective listening strategies and describe how they can support appreciation of musical works.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists</p>
<u>MU.4.C.1.2 :</u>	<p>Describe, using correct music vocabulary, what is heard in a specific musical work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	<p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., movement of melodic line, tempo, repeated and contrasting patterns</p>
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<u>MU.4.C.1.4 :</u>	<p>Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
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MU.4.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>MU.4.C.2.1 :</u>	<p>Identify and describe basic music performance techniques to provide a foundation for critiquing one’s self and others.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., intonation, balance, blend, timbre, posture, breath support</p>
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<u>MU.4.C.2.2 :</u>	<p>Critique specific techniques in one’s own and others’ performances using teacher-established criteria.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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MU.4.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>MU.4.C.3.1 :</u>	<p>Describe characteristics that make various musical works appealing.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation</p>
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MU.4.F.2 Careers in and related to the arts significantly and positively impact local and

[global economies.](#)

[MU.4.F.2.1 :](#)

Describe roles and careers of selected musicians.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer

[MU.4.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[MU.4.F.3.1 :](#)

Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely

[MU.4.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[MU.4.H.1.2 :](#)

Describe the influence of selected composers on the musical works and practices or traditions of their time.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[MU.4.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

[MU.4.H.3.1 :](#)

Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

	Remarks/Examples
	e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves

MU.4.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>MU.4.O.1.1 :</u>	<p>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
	Remarks/Examples
	e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque

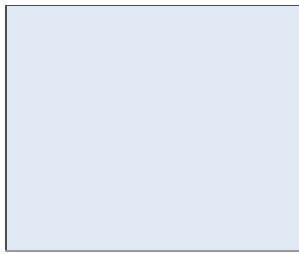
MU.4.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>MU.4.O.3.1 :</u>	<p>Identify how expressive elements and lyrics affect the mood or emotion of a song.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
	Remarks/Examples
	e.g., tempo, dynamics, phrasing, articulation

<u>MU.4.O.3.2 :</u>	<p>Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one’s choices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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MU.4.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.4.S.1.3 :</u>	<p>Arrange a familiar song for voices or instruments by manipulating form.</p>
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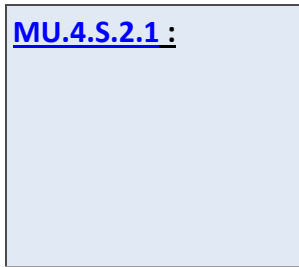


Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., introduction, interlude/bridge, coda, ABA, rondo

[MU.4.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

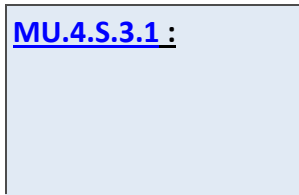


[MU.4.S.2.1 :](#)

Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

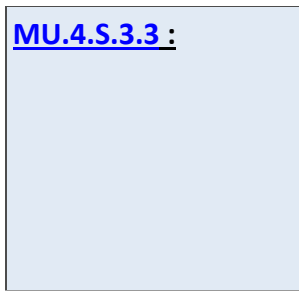
[MU.4.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



[MU.4.S.3.1 :](#)

Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



[MU.4.S.3.3 :](#)

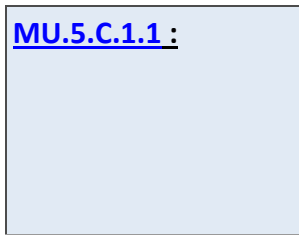
Perform extended pentatonic melodies at sight.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., high do, low sol, low la; vocal and/or instrumental

[MU.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)



[MU.5.C.1.1 :](#)

Discuss and apply listening strategies to support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

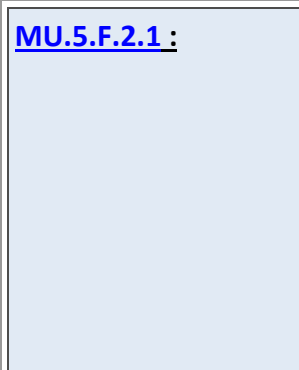
Remarks/Examples

	<p>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists</p>
<p><u>MU.5.C.1.2 :</u></p>	<p>Hypothesize and discuss, using correct music vocabulary, the composer’s intent for a specific musical work. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., title, historical notes, quality recordings, instrumentation, expressive elements</p>
<p><u>MU.5.C.1.4 :</u></p>	<p>Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p><u>MU.5.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<p><u>MU.5.C.2.1 :</u></p>	<p>Define criteria, using correct music vocabulary, to critique one’s own and others’ performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, timbre</p>
<p><u>MU.5.C.2.2 :</u></p>	<p>Describe changes, using correct music vocabulary, in one’s own and/or others’ performance over time. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.5.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<p><u>MU.5.C.3.1 :</u></p>	<p>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</p>



Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.5.F.2 Careers in and related to the arts significantly and positively impact local and global economies.



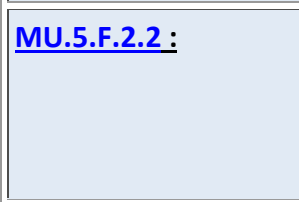
MU.5.F.2.1 :

Describe jobs associated with various types of concert venues and performing arts centers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant

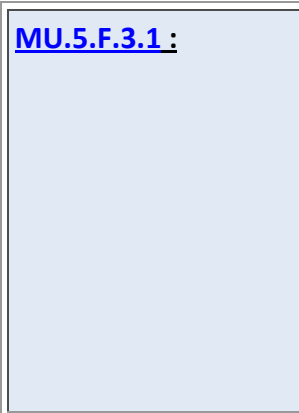


MU.5.F.2.2 :

Explain why live performances are important to the career of the artist and the success of performance venues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

MU.5.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.



MU.5.F.3.1 :

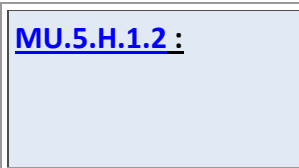
Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented

MU.5.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).



MU.5.H.1.2 :

Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through study in the arts, we learn about and honor others and the](#)

worlds in which they live(d).

MU.5.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.5.H.3.1 :

Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., reading, writing, observing, listening, evaluating, embellishing, revising

MU.5.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.5.O.1.1 :

Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

MU.5.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.5.O.3.1 :

Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo, dynamics, timbre, texture, phrasing, articulation

MU.5.O.3.2 :

Perform expressive elements in a vocal or instrumental piece as

	<p>indicated by the score and/or conductor. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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MU.5.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.5.S.1.3 :</u>	<p>Arrange a familiar song by manipulating specified aspects of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</p>
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<u>MU.5.S.1.4 :</u>	<p>Sing or play simple melodic patterns by ear with support from the teacher. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
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MU.5.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>MU.5.S.2.1 :</u>	<p>Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
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<u>MU.5.S.2.2 :</u>	<p>Apply performance techniques to familiar music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
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MU.5.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<u>MU.5.S.3.1 :</u>	<p>Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and</p>
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	refine simple, then complex, skills and techniques.
<u>MU.5.S.3.3 :</u>	<p>Perform simple diatonic melodies at sight.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., vocal and/or instrumental</p>



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Course: Music - Intermediate 3- 5013110

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4027.aspx>

BASIC INFORMATION

Course Title:	Music - Intermediate 3
Course Number:	5013110
Course Abbreviated Title:	MUSIC-INTERM 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Fifth-grade* students in music class develop and analyze the skills necessary for the critical assessment of artistic works and creative works in other contexts. They demonstrate the proficiency of comprehensive musicianship and interpretive skills in the arts, which allows them to explore manipulation of musical structures to represent a personal and creative form of artistic communication. As students become more musically sophisticated, they establish and document reciprocal relationships among music and other disciplines of study. They learn to transfer their music knowledge and innovative skills as a means of discovering the significant contributions of music and the arts, in general, to positive social development and global economic success in the 21st Century.
General Notes:	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose</p>

education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (36)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LACC.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LACC.5.SL.1 Comprehension and Collaboration

LACC.5.SL.1.2 :

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.5.SL.1.3 :

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

MU.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.5.C.1.1 :

Discuss and apply listening strategies to support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists

MU.5.C.1.2 :

Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., title, historical notes, quality recordings, instrumentation, expressive elements

MU.5.C.1.3 :

Identify, aurally, selected instruments of the band and orchestra.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

	<p>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</p>
<p><u>MU.5.C.1.4 :</u></p>	<p>Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>

MU.5.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.5.C.2.1 :</u></p>	<p>Define criteria, using correct music vocabulary, to critique one’s own and others’ performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., intonation, balance, blend, timbre</p>
<p><u>MU.5.C.2.2 :</u></p>	<p>Describe changes, using correct music vocabulary, in one’s own and/or others’ performance over time.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.5.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.5.C.3.1 :</u></p>	<p>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
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MU.5.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<p><u>MU.5.F.1.1 :</u></p>	<p>Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the</p>
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[imagination and encourage innovation and creative risk-taking.](#)

[MU.5.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)

[MU.5.F.2.1 :](#)

Describe jobs associated with various types of concert venues and performing arts centers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant

[MU.5.F.2.2 :](#)

Explain why live performances are important to the career of the artist and the success of performance venues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

[MU.5.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[MU.5.F.3.1 :](#)

Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented

[MU.5.F.3.2 :](#)

Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., downloading music and other digital media, sharing personal and financial information, copying music

[MU.5.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>MU.5.H.1.1 :</u>	Identify the purposes for which music is used within various cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., communication, celebration, ceremony
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<u>MU.5.H.1.2 :</u>	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
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<u>MU.5.H.1.3 :</u>	Compare stylistic and musical features in works originating from different cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns
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[MU.5.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

<u>MU.5.H.2.1 :</u>	Examine the contributions of musicians and composers for a specific historical period. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
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<u>MU.5.H.2.2 :</u>	Describe how technology has changed the way audiences experience music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
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[MU.5.H.3 Connections among the arts and other disciplines strengthen learning and the](#)

ability to transfer knowledge and skills to and from other fields.

MU.5.H.3.1 :

Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., reading, writing, observing, listening, evaluating, embellishing, revising

MU.5.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.5.O.1.1 :

Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

MU.5.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.5.O.2.1 :

Create a new melody from two or more melodic motifs.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.5.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.5.O.3.1 :

Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

	e.g., tempo, dynamics, timbre, texture, phrasing, articulation
<u>MU.5.O.3.2 :</u>	<p>Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>

MU.5.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>MU.5.S.1.1 :</u>	<p>Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<u>MU.5.S.1.2 :</u>	<p>Compose short vocal or instrumental pieces using a variety of sound sources.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<u>MU.5.S.1.3 :</u>	<p>Arrange a familiar song by manipulating specified aspects of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</p>
<u>MU.5.S.1.4 :</u>	<p>Sing or play simple melodic patterns by ear with support from the teacher.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>

MU.5.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>MU.5.S.2.1 :</u>	<p>Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts</p>
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	<p>strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.5.S.2.2 :</u></p>	<p>Apply performance techniques to familiar music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>MU.5.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>MU.5.S.3.1 :</u></p>	<p>Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.5.S.3.2 :</u></p>	<p>Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.5.S.3.3 :</u></p>	<p>Perform simple diatonic melodies at sight. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., vocal and/or instrumental</p>
<p><u>MU.5.S.3.4 :</u></p>	<p>Play melodies and accompaniments, by ear, using classroom instruments. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>MU.5.S.3.5 :</u></p>	<p>Notate rhythmic phrases and simple diatonic melodies using traditional notation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation</p>

TH.5.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

TH.5.H.1.2 :

Participate in a performance to explore and celebrate a variety of human experiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)



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Course: Music - Intermediate 2- 5013100

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BASIC INFORMATION

Course Title:	Music - Intermediate 2
Course Number:	5013100
Course Abbreviated Title:	MUSIC-INTERM 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Fourth-grade* students in music class explore artistic intent by investigating the inventive development of ideas, applying musicianship skills and techniques while engaging in the creation and interpretation of the arts. They analyze the characteristics of musical structures from simple to complex to build understanding and respect for the creative process. As they examine the significant cultural contributions in the arts throughout history, particularly in Florida, they become increasingly able to identify the connections among music and other fields of study. Music students also develop knowledge of careers in, and related to, the arts as they explore the impact of music on the local and global economies of the 21st century and strengthen personal skills for success throughout school and beyond.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. * Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken

classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (37)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

[DA.4.H.3 Connections among the arts and other disciplines strengthen learning and the](#)

ability to transfer knowledge and skills to and from other fields.

DA.4.H.3.3 :

Describe how dance and music can each be used to interpret and support the other.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

LACC.4.RL.1 Key Ideas and Details

LACC.4.RL.1.3 :

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.4.SL.1 Comprehension and Collaboration

LACC.4.SL.1.2 :

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.4.SL.1.3 :

Identify the reasons and evidence a speaker provides to support particular points.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.4.C.1.1 :

Develop effective listening strategies and describe how they can support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists

MU.4.C.1.2 :

Describe, using correct music vocabulary, what is heard in a specific musical work.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., movement of melodic line, tempo, repeated and contrasting patterns

MU.4.C.1.3 :

Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

MU.4.C.1.4 :

Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

MU.4.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.4.C.2.1 :

Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., intonation, balance, blend, timbre, posture, breath support

MU.4.C.2.2 :

Critique specific techniques in one's own and others' performances using teacher-established criteria.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.4.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.4.C.3.1 :

Describe characteristics that make various musical works appealing.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
	Remarks/Examples
	e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation

[MU.4.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

<u>MU.4.F.1.1 :</u>	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
	Remarks/Examples
	e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry

[MU.4.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)

<u>MU.4.F.2.1 :</u>	Describe roles and careers of selected musicians. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.
	Remarks/Examples
	e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer

[MU.4.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

<u>MU.4.F.3.1 :</u>	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

	<p>Remarks/Examples</p> <p>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</p>
<p><u>MU.4.F.3.2 :</u></p>	<p>Discuss the safe, legal way to download songs and other media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <p>Remarks/Examples</p> <p>e.g., sharing personal and financial information, copying and sharing music</p>

MU.4.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<p><u>MU.4.H.1.1 :</u></p>	<p>Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.4.H.1.2 :</u></p>	<p>Describe the influence of selected composers on the musical works and practices or traditions of their time. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>MU.4.H.1.3 :</u></p>	<p>Identify pieces of music that originated from cultures other than one's own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>

MU.4.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<p><u>MU.4.H.2.1 :</u></p>	<p>Perform, listen to, and discuss music related to Florida's history. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., music of Stephen Foster; Spanish, African American, and</p>
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	Native American influences; folk music; early music used to heal, signal, impress, intimidate, immortalize
<u>MU.4.H.2.2 :</u>	<p>Identify ways in which individuals of varying ages and cultures experience music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., live concert, musical theatre, Internet, recordings</p>
<u>MU.4.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u>	
<u>MU.4.H.3.1 :</u>	<p>Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</p>
<u>MU.4.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u>	
<u>MU.4.O.1.1 :</u>	<p>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</p>

MU.4.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.4.O.2.1 :

Create variations for selected melodies.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.4.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.4.O.3.1 :

Identify how expressive elements and lyrics affect the mood or emotion of a song.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo, dynamics, phrasing, articulation

MU.4.O.3.2 :

Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.4.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.4.S.1.1 :

Improvise phrases, using familiar songs.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., altering text, rhythm, pitch, melody

MU.4.S.1.2 :

Create melodic patterns using a variety of sound sources.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., voice, instrument

MU.4.S.1.3 :

Arrange a familiar song for voices or instruments by manipulating form.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., introduction, interlude/bridge, coda, ABA, rondo

MU.4.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.4.S.2.1 :

Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.4.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.4.S.3.1 :

Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.4.S.3.2 :

Play rounds, canons, or layered ostinati on classroom instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.4.S.3.3 :

Perform extended pentatonic melodies at sight.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., high do, low sol, low la; vocal and/or instrumental

MU.4.S.3.4 :

Play simple ostinati, by ear, using classroom instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.4.S.3.5 :

Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; melodic: la-sol-mi-re-do

PE.4.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

PE.4.C.2.2 :

Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.

PE.4.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.4.M.1.10 :

Perform two or more dances accurately.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of dances are line, square, contra, folk, step and social.

SC.4.P.10 Forms of Energy

SC.4.P.10.3 :

Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

	Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Forms of Energy
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RELATED GLOSSARY TERM DEFINITIONS (1)

Vibration:	A periodic and repetitive movement around an equilibrium point.
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Course: Music - Intermediate 1- 5013090

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4018.aspx>

BASIC INFORMATION

Course Title:	Music - Intermediate 1
Course Number:	5013090
Course Abbreviated Title:	MUSIC-INTERM 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Third-grade* students in music class explore their world by engaging in active learning processes to refine the skills, techniques, and processes of musicianship through such activities as improvisation and arranging. As they continue to develop their working music and cross-content vocabulary and become able to identify fundamental characteristics of musical structures, they demonstrate artistic growth through cognition and reflection and endeavor to use their own artistic voices to communicate ideas and inventions. They recognize the importance of cultural experiences in music throughout history and in emerging art forms. Music students examine the positive impact of the arts in society and practice creative risk-taking in preparation for contributive citizenship in the 21st century.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. * Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken

classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.]

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (34)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

[DA.3.H.1 Through study in the arts, we learn about and honor others and the worlds in](#)

which they live(d).

DA.3.H.1.1 :

Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

LACC.3.RI.1 Key Ideas and Details

LACC.3.RI.1.1 :

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.3.SL.1 Comprehension and Collaboration

LACC.3.SL.1.2 :

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.3.SL.1.3 :

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

MU.3.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.3.C.1.1 :

Describe listening skills and how they support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists

MU.3.C.1.2 :

Respond to a musical work in a variety of ways and compare individual interpretations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., move, draw, sing, play, gesture, conduct

MU.3.C.1.3 :

Identify families of orchestral and band instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., strings, woodwinds, brass, percussion, keyboards

MU.3.C.1.4 :

Discriminate between unison and two-part singing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

MU.3.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.3.C.2.1 :

Evaluate performances of familiar music using teacher-established criteria.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.3.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.3.C.3.1 :

Identify musical characteristics and elements within a piece of music when discussing the value of the work.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

e.g., tempo, rhythm, timbre, form, instrumentation, texture

MU.3.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and

encourage innovation and creative risk-taking.

MU.3.F.1.1 :

Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., sound carpets, original stories and poems, literary works

MU.3.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.3.F.2.1 :

Identify musicians in the school, community, and media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services

MU.3.F.2.2 :

Describe opportunities for personal music-making.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music

MU.3.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.3.F.3.1 :

Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

	<p>Remarks/Examples</p> <p>e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</p>
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MU.3.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>MU.3.H.1.1 :</u>	<p>Compare indigenous instruments of specified cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., congas, dundun drums, maracas, dulcimer, darabukah</p>
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<u>MU.3.H.1.2 :</u>	<p>Identify significant information about specified composers and one or more of their musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
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<u>MU.3.H.1.3 :</u>	<p>Identify timbre(s) in music from a variety of cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., metals, woods, shakers, strings, voice: adult, child</p>
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MU.3.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<u>MU.3.H.2.1 :</u>	<p>Discuss how music in America was influenced by people and events in its history. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., slavery, expansion of railroad, jazz, war, politics</p>
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MU.3.H.3 Connections among the arts and other disciplines strengthen learning and the

ability to transfer knowledge and skills to and from other fields.

MU.3.H.3.1 :

Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., in dance, visual art, language arts, pulse, rhythm, fluency

MU.3.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.3.O.1.1 :

Identify, using correct music vocabulary, the elements in a musical work.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, pitch, timbre, form

MU.3.O.1.2 :

Identify and describe the musical form of a familiar song.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda

MU.3.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.3.O.2.1 :

Rearrange melodic or rhythmic patterns to generate new phrases.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

MU.3.O.3 Every art form uses its own unique language, verbal and non-verbal, to

document and communicate with the world.

MU.3.O.3.1 :

Describe how tempo and dynamics can change the mood or emotion of a piece of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.3.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.3.S.1.1 :

Improvise rhythms or melodies over ostinati.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

MU.3.S.1.2 :

Create an alternate ending to a familiar song.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., dynamics, tempo, lyrics

MU.3.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.3.S.2.1 :

Identify patterns in songs to aid the development of sequencing and memorization skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., parts of a round, parts of a layered work

MU.3.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.3.S.3.1 :

Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.

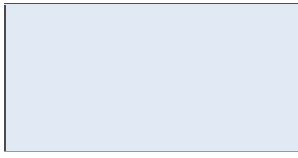
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

<u>MU.3.S.3.2 :</u>	<p>Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>MU.3.S.3.3 :</u>	<p>Sing simple la-sol-mi-re-do patterns at sight.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., reading from hand signs; reading from nontraditional or traditional notation</p>
<u>MU.3.S.3.4 :</u>	<p>Match simple aural rhythm patterns in duple and triple meter with written patterns.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., 2/4, 3/4, 4/4</p>
<u>MU.3.S.3.5 :</u>	<p>Notate simple rhythmic and melodic patterns using traditional notation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., rhythmic: quarter notes, beamed eighth notes, half notes, quarter rests, half rests; melodic: la-sol-mi-do</p>

PE.3.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

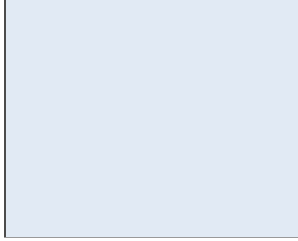
<u>PE.3.C.2.2 :</u>	<p>Understand the importance of safety rules and procedures in all physical activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p>
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An example of a safety procedure is wearing a helmet when riding a bicycle.

[PE.3.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

[PE.3.M.1.10 :](#)



Perform one dance accurately.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of dances are square, contra, step and social.

[VA.3.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[VA.3.H.1.3 :](#)



Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)



Course: Music - Grade 2- 5013080

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4014.aspx>

BASIC INFORMATION

Course Title:	Music - Grade 2
Course Number:	5013080
Course Abbreviated Title:	Music - Grade 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Second-grade students in music class continue exploration of their world as they strengthen their musical skills, techniques, and processes. Student's working vocabulary and musical literacy and understanding deepen with the ability to use unique musical language to communicate their own ideas. Connections with the arts and other disciplines allow students to transfer knowledge and skills to and from other fields of study. As students sing, play, move, and create together, they continue to build such important skills as teamwork, acceptance, respect, and responsibility that will help them be successful in the 21st century.
General Notes:	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (34)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

[DA.2.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[DA.2.O.3.1 :](#)

Use movement to interpret feelings, stories, pictures, and songs.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[HE.2.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.2.B.5.3 :](#)

Compare the consequences of not following rules/practices when making healthy and safe decisions.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Negative emotions, accidents, injuries, and pollution.

[LACC.2.RI.1 Key Ideas and Details](#)

[LACC.2.RI.1.1 :](#)

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.2.SL.1 Comprehension and Collaboration](#)

[LACC.2.SL.1.2 :](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.2.SL.1.3 :](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[MU.2.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[MU.2.C.1.1 :](#)

Identify appropriate listening skills for learning about musical examples selected by the teacher.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listen for form, voices/instruments; organize thoughts using listening maps, active listening, checklists

[MU.2.C.1.2 :](#)

Respond to a piece of music and discuss individual interpretations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., move, write, draw, describe, gesture

[MU.2.C.1.3 :](#)

Classify unpitched instruments into metals, membranes, shakers, and wooden categories.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[MU.2.C.1.4 :](#)

Identify child, adult male, and adult female voices by timbre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

MU.2.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.2.C.2.1 :

Identify strengths and needs in classroom performances of familiar songs.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.2.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.2.C.3.1 :

Discuss why musical characteristics are important when forming and discussing opinions about music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

e.g., tempo, rhythm, dynamics, instrumentation

MU.2.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.2.F.1.1 :

Create a musical performance that brings a story or poem to life.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., sound carpets, original stories and poems, literary works

MU.2.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.2.F.2.1 :

Describe how people participate in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., singing with family or friends, school music classes, live

	concerts, parades, sound recordings, video games, movie soundtracks, television and radio commercials
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[MU.2.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

<u>MU.2.F.3.1 :</u>	<p>Collaborate with others in a music presentation and discuss what was successful and what could be improved.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <p>Remarks/Examples</p> <p>e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups</p>
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[MU.2.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>MU.2.H.1.1 :</u>	<p>Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato</p>
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<u>MU.2.H.1.2 :</u>	<p>Identify the primary differences between composed and folk music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
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[MU.2.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

<u>MU.2.H.2.1 :</u>	<p>Discuss how music is used for celebrations in American and other cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
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	Remarks/Examples
	e.g., birthdays, New Year, national and religious holidays

MU.2.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>MU.2.H.3.1 :</u>	<p>Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
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MU.2.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>MU.2.O.1.1 :</u>	<p>Identify basic elements of music in a song or instrumental excerpt.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., melody, rhythm, pitch, form</p>
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<u>MU.2.O.1.2 :</u>	<p>Identify the form of a simple piece of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., AB, ABA, call-and-response</p>
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MU.2.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>MU.2.O.3.1 :</u>	<p>Describe changes in tempo and dynamics within a musical work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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MU.2.S.1 The arts are inherently experiential and actively engage learners in the processes

of creating, interpreting, and responding to art.

MU.2.S.1.1 :

Improvise short phrases in response to a given musical question.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

MU.2.S.1.2 :

Create simple ostinati to accompany songs or poems.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

MU.2.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.2.S.2.1 :

Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.2.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.2.S.3.1 :

Sing songs in an appropriate range, using head voice and maintaining pitch.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.2.S.3.2 :

Play simple melodies and/or accompaniments on classroom instruments.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.2.S.3.3 :

Sing simple la-sol-mi-do patterns at sight.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., reading from hand signs and/or iconic or traditional representations

MU.2.S.3.4 :

Compare aural melodic patterns with written patterns to

	<p>determine whether they are the same or different. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes</p>
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<u>MU.2.S.3.5 :</u>	<p>Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., draw, body/hand signs, manipulatives, la-sol-mi</p>
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PE.2.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

<u>PE.2.C.2.2 :</u>	<p>Identify safety rules and procedures for selected physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
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PE.2.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

<u>PE.2.M.1.9 :</u>	<p>Perform one folk or line dance accurately. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p> <p>Remarks/Examples</p> <p>An example of a line dance is the Electric Slide.</p>
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PE.2.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or

social interaction.

PE.2.R.6.2 :

Benefits of Physical Activity: Discuss the relationship between skill competence and enjoyment.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

PE.2.R.6.3 :

Benefits of Physical Activity: Identify ways to contribute as a member of a cooperative group.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

TH.2.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

TH.2.C.1.1 :

Describe a character in a story and tell why the character is important to the story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)



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Course: Music - Grade 1- 5013070

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4012.aspx>

BASIC INFORMATION

Course Title:	Music - Grade 1
Course Number:	5013070
Course Abbreviated Title:	Music - Grade 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	First-grade students in music class explore their world through listening, singing, moving, playing instruments, and creating to stimulate the imagination and lead to innovation and creative risk-taking. As they develop basic skills, techniques, and processes in music, they strengthen their music and extra-music vocabulary and music literacy, as well as their ability to remember, focus on, process, and sequence information. As students sing, play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, and responsibility that will help students be successful in the 21st century.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (33)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following math clusters and Speaking and Listening standards are required content:

MACC.1.OA.1: Represent and solve problems involving addition and subtraction.

LACC.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

[DA.1.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[DA.1.O.3.1 :](#)

Create movement phrases to express a feeling, idea, or story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[DA.1.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

[DA.1.S.3.4 :](#)

Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., verbalized rhythm transferred to the feet

[HE.1.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.1.B.5.3 :](#)

Explain the consequences of not following rules/practices when

	<p>making healthy and safe decisions. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Remarks/Examples</p> <hr/> <p>Tooth decay and environmental damage.</p> <hr/>
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LACC.1.RL.2 Craft and Structure

<u>LACC.1.RL.2.4 :</u>	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p>
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LACC.1.SL.1 Comprehension and Collaboration

<u>LACC.1.SL.1.2 :</u>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
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<u>LACC.1.SL.1.3 :</u>	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
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MU.1.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<u>MU.1.C.1.1 :</u>	<p>Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., beat, rhythm, phrasing, dynamics, tempo</p> <hr/>
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<u>MU.1.C.1.2 :</u>	<p>Respond to music from various sound sources to show awareness of differences in musical ideas.</p>
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	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., moods, images</p>
<p><u>MU.1.C.1.3 :</u></p>	<p>Classify instruments into pitched and unpitched percussion families. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., xylophone, glockenspiel, woodblock, tambourine</p>
<p><u>MU.1.C.1.4 :</u></p>	<p>Differentiate between music performed by one singer and music performed by a group of singers. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p><u>MU.1.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<p><u>MU.1.C.2.1 :</u></p>	<p>Identify the similarities and differences between two performances of a familiar song. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., tempo, lyrics/no lyrics, style</p>
<p><u>MU.1.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<p><u>MU.1.C.3.1 :</u></p>	<p>Share different thoughts or feelings people have about selected pieces of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
<p><u>MU.1.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and</u></p>	

encourage innovation and creative risk-taking.

MU.1.F.1.1 :

Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., staccato/legato, phrasing, melodic direction, steady beat, rhythm; props: use scarves, ribbon sticks, fabric shapes

MU.1.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.1.F.2.1 :

Describe how he or she likes to participate in music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., sing with a family member or friend, make up songs, tap rhythms, play a musical instrument

MU.1.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.1.F.3.1 :

Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., take turns, share, be a good listener, be respectful, display good manners

MU.1.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.1.H.1.1 :

Perform simple songs, dances, and musical games from a variety of cultures.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>Remarks/Examples</p> <p>e.g., nursery rhymes, singing games, play parties, folk dances</p>
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<u>MU.1.H.1.2 :</u>	<p>Explain the work of a composer.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
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MU.1.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<u>MU.1.H.2.1 :</u>	<p>Identify and perform folk music used to remember and honor America and its cultural heritage.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., "This Land is Your Land," "Short'nin' Bread," "America"</p>
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MU.1.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>MU.1.H.3.1 :</u>	<p>Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., rhyming words, vowel sounds, characters, setting, mood</p>
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MU.1.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>MU.1.O.1.1 :</u>	<p>Respond to contrasts in music as a foundation for understanding structure.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a</p>
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	<p>foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., high/low, fast/slow, long/short, phrases</p>
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<p><u>MU.1.O.1.2 :</u></p>	<p>Identify patterns of a simple, four-measure song or speech piece. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., AABA, ABCA, ABAC</p>
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MU.1.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<p><u>MU.1.O.3.1 :</u></p>	<p>Respond to changes in tempo and/or dynamics within musical examples. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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MU.1.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<p><u>MU.1.S.1.1 :</u></p>	<p>Improvise a four-beat response to a musical question sung or played by someone else. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., melodic, rhythmic</p>
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<p><u>MU.1.S.1.2 :</u></p>	<p>Create short melodic and rhythmic patterns based on teacher-established guidelines. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
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MU.1.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.1.S.2.1 :

Sing or play songs, which may include changes in verses or repeats, from memory.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.1.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.1.S.3.1 :

Sing simple songs in a group, using head voice and maintaining pitch.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., folk songs, finger-plays, call-and-response, echo songs

MU.1.S.3.2 :

Play three- to five-note melodies and/or accompaniments on classroom instruments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.1.S.3.3 :

Sing simple la-sol-mi patterns at sight.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., reading from hand signs or iconic representations

MU.1.S.3.4 :

Match simple aural rhythm patterns in duple meter with written patterns.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., quarter note/rest, beamed eighth notes

MU.1.S.3.5 :

Show visual representation of simple melodic patterns performed by the teacher or a peer.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

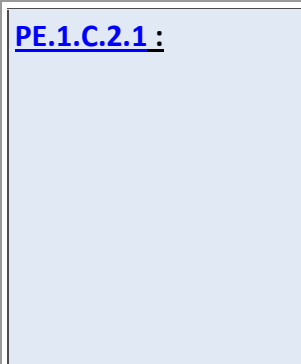


Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., draw, body/hand signs, manipulatives, la-sol-mi

[PE.1.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)



[PE.1.C.2.1 :](#)

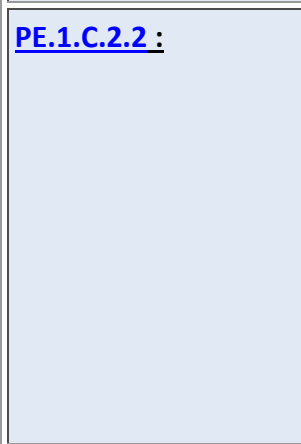
Identify the critical elements of locomotor skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.



[PE.1.C.2.2 :](#)

Identify safety rules and procedures for teacher-selected physical activities.

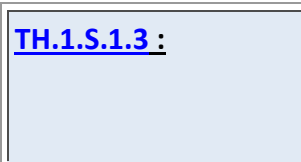
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.

[TH.1.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)



[TH.1.S.1.3 :](#)

Explain personal preferences related to a performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)



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Course: Music - Grade Kindergarten- 5013060

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4007.aspx>

BASIC INFORMATION

Course Title:	Music - Grade Kindergarten
Course Number:	5013060
Course Abbreviated Title:	Music - K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Kindergarten students in music class explore their environment and music world through a variety of experiences. Singing, listening, and movement activities will form the foundation for musical development, along with thinking, self-expression, and communication skills will be developed through singing, movement, creative musical play, creating, listening, and understanding activities. A variety of carefully chosen music will allow students to gain knowledge of one's self and build understanding, acceptance, and enrichment throughout their lives. By fostering creativity throughout the curriculum, the seeds of innovation will begin to bloom even in these novice learners.
General Notes:	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (33)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.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.

DA.K.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

DA.K.O.3.1 :

Use movement to express a feeling, idea, or story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.K.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

DA.K.S.3.3 :

Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

HE.K.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

HE.K.B.5.3 :

Recognize the consequences of not following rules/practices when making healthy and safe decisions.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Injury to self and/or others.

LACC.K.RL.4 Range of Reading and Level of Text Complexity

LACC.K.RL.4.10 :

Actively engage in group reading activities with purpose and understanding.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Range of Reading and Level of Text Complexity](#)

LACC.K.SL.1 Comprehension and Collaboration

LACC.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 | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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 | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1.RL.1 Key Ideas and Details

LACC.1.RL.1.2 :

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

MU.K.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.K.C.1.1 :

Respond to music from various sound sources to show awareness of steady beat.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

	e.g., steady beat, pulse
<u>MU.K.C.1.2 :</u>	<p>Identify various sounds in a piece of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., vocal/instrumental timbres, environmental sounds</p>
<u>MU.K.C.1.3 :</u>	<p>Identify, visually and aurally, pitched and unpitched classroom instruments. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp</p>
<u>MU.K.C.1.4 :</u>	<p>Identify singing, speaking, and whispering voices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p><u>MU.K.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<u>MU.K.C.2.1 :</u>	<p>Identify similarities and/or differences in a performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.K.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<u>MU.K.C.3.1 :</u>	<p>Share opinions about selected pieces of music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
<p><u>MU.K.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</u></p>	

MU.K.F.1.1 :

Respond to and explore music through creative play and found sounds in the music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets

MU.K.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.K.F.3.1 :

Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., take turns, share, be a good listener, be respectful, display good manners

MU.K.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.K.H.1.1 :

Respond to music from diverse cultures through singing and movement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., nursery rhymes, singing games, folk dances

MU.K.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.K.H.2.1 :

Respond to and/or perform folk music of American cultural sub-groups.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

	Remarks/Examples
	e.g., African American, Anglo-American, Latin American, Native American

MU.K.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>MU.K.H.3.1 :</u>	Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
	Remarks/Examples
	e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing

MU.K.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>MU.K.O.1.1 :</u>	Respond to beat, rhythm, and melodic line through imitation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., locomotor and non-locomotor movement, body levels

<u>MU.K.O.1.2 :</u>	Identify similarities and differences in melodic phrases and/or rhythm patterns. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., visually, aurally

MU.K.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.K.O.3.1 :

Respond to music to demonstrate how it makes one feel.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., movement, drawings, responder paddles/clickers

MU.K.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.K.S.1.1 :

Improvise a response to a musical question sung or played by someone else.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., melodic, rhythmic

MU.K.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.K.S.2.1 :

Sing or play songs from memory.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., rhymes, chants, poems

MU.K.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.K.S.3.1 :

Sing songs of limited range appropriate to the young child and use the head voice.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

MU.K.S.3.2 :

Perform simple songs and accompaniments.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and](#)

	<p>refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., singing, using body percussion or classroom instruments</p>
<p><u>MU.K.S.3.3 :</u></p>	<p>Match pitches in a song or musical phrase in one or more keys. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., la, sol, mi</p>
<p><u>MU.K.S.3.4 :</u></p>	<p>Imitate simple rhythm patterns played by the teacher or a peer. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., quarter note, quarter rest, beamed eighth notes</p>

PE.K.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

<p><u>PE.K.C.2.1 :</u></p>	<p>Recognize locomotor skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.</p>
<p><u>PE.K.C.2.2 :</u></p>	<p>Recognize physical activities have safety rules and procedures. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example would be to put equipment away when not in use in order to keep the physical activity area safe.</p>

[PE.K.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

[PE.K.R.6.2 :](#)

Benefits of Physical Activity: Identify a benefit of willingly trying new movements and motor skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

[PE.K.R.6.3 :](#)

Benefits of Physical Activity: Identify the benefits of continuing to participate when not successful on the first try.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

[SC.K.P.10 Forms of Energy](#)

[SC.K.P.10.1 :](#)

Observe that things that make sound vibrate.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08

Belongs to: [Forms of Energy](#)

[TH.K.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[TH.K.S.1.3 :](#)

Describe personal preferences related to a performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

RELATED GLOSSARY TERM DEFINITIONS (1)

Vibration:

A periodic and repetitive movement around an equilibrium point.



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Course: Elementary Special Ensemble-5013035

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4004.aspx>

BASIC INFORMATION

Course Title:	Elementary Special Ensemble
Course Number:	5013035
Course Abbreviated Title:	ELEM SPEC ENS
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Students with varying levels of experience in an elementary ensemble other than chorus, band, or orchestra develop foundational techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for such small-instrument ensembles as recorder or guitar, may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
General Notes:	The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in

the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:

- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

STANDARDS (56)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LACC.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LACC.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

[LACC.3.RI.2 Craft and Structure](#)

[LACC.3.RI.2.4 :](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.3.SL.1 Comprehension and Collaboration](#)

[LACC.3.SL.1.2 :](#)

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.3.SL.1.3 :](#)

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.4.RI.2 Craft and Structure](#)

[LACC.4.RI.2.4 :](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.4.SL.1 Comprehension and Collaboration](#)

[LACC.4.SL.1.2 :](#)

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.4.SL.1.3 :](#)

Identify the reasons and evidence a speaker provides to support particular points.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.5.RI.2 Craft and Structure](#)

[LACC.5.RI.2.4 :](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.5.SL.1 Comprehension and Collaboration](#)

[LACC.5.SL.1.2 :](#)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.5.SL.1.3 :](#)

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[MU.3.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[MU.3.C.1.1 :](#)

Describe listening skills and how they support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and](#)

	<p>create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists</p>
<p><u>MU.3.C.1.2 :</u></p>	<p>Respond to a musical work in a variety of ways and compare individual interpretations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., move, draw, sing, play, gesture, conduct</p>

MU.3.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.3.C.2.1 :</u></p>	<p>Evaluate performances of familiar music using teacher-established criteria.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
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MU.3.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.3.C.3.1 :</u></p>	<p>Identify musical characteristics and elements within a piece of music when discussing the value of the work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., tempo, rhythm, timbre, form, instrumentation, texture</p>
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MU.3.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

<p><u>MU.3.F.2.1 :</u></p>	<p>Identify musicians in the school, community, and media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p> <p>Remarks/Examples</p>
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	e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services
<u>MU.3.F.2.2 :</u>	<p>Describe opportunities for personal music-making. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p> <p>Remarks/Examples</p> <p>e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music</p>

MU.3.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<u>MU.3.F.3.1 :</u>	<p>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <p>Remarks/Examples</p> <p>e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</p>
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MU.3.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>MU.3.H.1.2 :</u>	<p>Identify significant information about specified composers and one or more of their musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
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MU.3.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>MU.3.H.3.1 :</u>	<p>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.</p>
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	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., in dance, visual art, language arts, pulse, rhythm, fluency</p>
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[MU.3.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>MU.3.O.1.1 :</u>	<p>Identify, using correct music vocabulary, the elements in a musical work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, pitch, timbre, form</p>
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<u>MU.3.O.1.2 :</u>	<p>Identify and describe the musical form of a familiar song.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda</p>
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[MU.3.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>MU.3.O.3.1 :</u>	<p>Describe how tempo and dynamics can change the mood or emotion of a piece of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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[MU.3.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

<u>MU.3.S.2.1 :</u>	<p>Identify patterns in songs to aid the development of sequencing and memorization skills.</p>
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	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
	Remarks/Examples
	e.g., parts of a round, parts of a layered work

[MU.3.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

<u>MU.3.S.3.3 :</u>	Sing simple la-sol-mi-re-do patterns at sight. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	Remarks/Examples
	e.g., reading from hand signs; reading from nontraditional or traditional notation

[MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<u>MU.4.C.1.1 :</u>	Develop effective listening strategies and describe how they can support appreciation of musical works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
	Remarks/Examples
	e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists

<u>MU.4.C.1.2 :</u>	Describe, using correct music vocabulary, what is heard in a specific musical work. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
	Remarks/Examples
	e.g., movement of melodic line, tempo, repeated and contrasting patterns

MU.4.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.4.C.2.1 :

Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., intonation, balance, blend, timbre, posture, breath support

MU.4.C.2.2 :

Critique specific techniques in one's own and others' performances using teacher-established criteria.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

MU.4.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.4.C.3.1 :

Describe characteristics that make various musical works appealing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation

MU.4.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.4.F.2.1 :

Describe roles and careers of selected musicians.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer

MU.4.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a

global economy are embedded in the study of the arts.

MU.4.F.3.1 :

Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely

MU.4.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.4.H.1.2 :

Describe the influence of selected composers on the musical works and practices or traditions of their time.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.4.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.4.H.3.1 :

Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

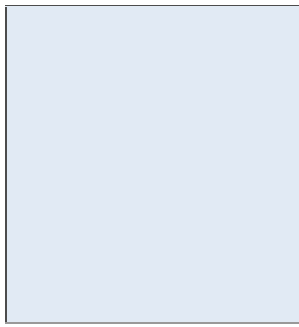
Remarks/Examples

e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves

MU.4.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.4.O.1.1 :

Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.



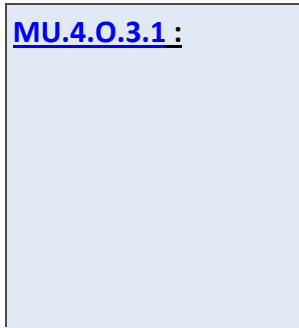
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque

MU.4.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.4.O.3.1 :



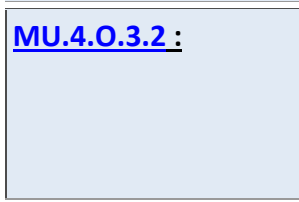
Identify how expressive elements and lyrics affect the mood or emotion of a song.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo, dynamics, phrasing, articulation

MU.4.O.3.2 :

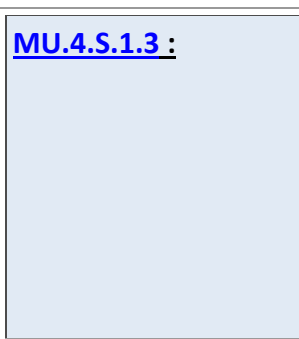


Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.4.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.4.S.1.3 :



Arrange a familiar song for voices or instruments by manipulating form.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

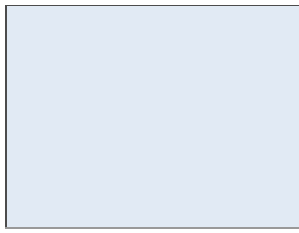
e.g., introduction, interlude/bridge, coda, ABA, rondo

MU.4.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.4.S.2.1 :



Apply knowledge of musical structure to aid in sequencing and

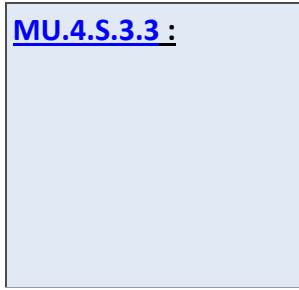


memorization and to internalize details of rehearsal and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[MU.4.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



MU.4.S.3.3 :

Perform extended pentatonic melodies at sight.

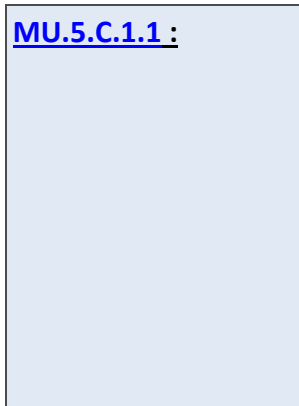
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., high do, low sol, low la; vocal and/or instrumental

[MU.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)



MU.5.C.1.1 :

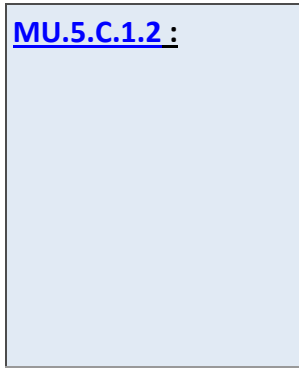
Discuss and apply listening strategies to support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists



MU.5.C.1.2 :

Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., title, historical notes, quality recordings, instrumentation, expressive elements

[MU.5.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-](#)

[solving, and decision-making skills, is central to artistic growth.](#)

[MU.5.C.2.1 :](#)

Define criteria, using correct music vocabulary, to critique one's own and others' performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., intonation, balance, blend, timbre

[MU.5.C.2.2 :](#)

Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[MU.5.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[MU.5.C.3.1 :](#)

Develop criteria to evaluate an exemplary musical work from a specific period or genre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[MU.5.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)

[MU.5.F.2.1 :](#)

Describe jobs associated with various types of concert venues and performing arts centers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant

[MU.5.F.2.2 :](#)

Explain why live performances are important to the career of the artist and the success of performance venues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

[MU.5.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a](#)

global economy are embedded in the study of the arts.

MU.5.F.3.1 :

Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented

MU.5.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.5.H.1.2 :

Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.5.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.5.H.3.1 :

Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., reading, writing, observing, listening, evaluating, embellishing, revising

MU.5.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.5.O.1.1 :

Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative](#)

	<p>process.</p> <p>Remarks/Examples</p> <p>e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz</p>
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[MU.5.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>MU.5.O.3.1 :</u>	<p>Examine and explain how expressive elements, when used in a selected musical work, affect personal response.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p> <p>Remarks/Examples</p> <p>e.g., tempo, dynamics, timbre, texture, phrasing, articulation</p>
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<u>MU.5.O.3.2 :</u>	<p>Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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[MU.5.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

<u>MU.5.S.1.3 :</u>	<p>Arrange a familiar song by manipulating specified aspects of music.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</p>
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<u>MU.5.S.1.4 :</u>	<p>Sing or play simple melodic patterns by ear with support from the teacher.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
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[MU.5.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.5.S.2.1 :

Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.5.S.2.2 :

Apply performance techniques to familiar music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.5.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.5.S.3.3 :

Perform simple diatonic melodies at sight.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., vocal and/or instrumental



Course: Elementary Orchestra- 5013030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4000.aspx>

BASIC INFORMATION

Course Title:	Elementary Orchestra
Course Number:	5013030
Course Abbreviated Title:	ELEM ORCHESTRA
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Students who have varying levels of experience on orchestral string instruments explore high-quality literature written and/or arranged for string orchestra. Rehearsals focus on the development of instrumental techniques and skills, critical listening and aural skills, music literacy, ensemble skills, and aesthetic musical awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
General Notes:	The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the

Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:

- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

STANDARDS (62)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following Speaking and Listening standards are required content:

LACC.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in

groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LACC.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LACC.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

[LACC.3.RI.2 Craft and Structure](#)

[LACC.3.RI.2.4 :](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.3.SL.1 Comprehension and Collaboration](#)

[LACC.3.SL.1.2 :](#)

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.3.SL.1.3 :](#)

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.4.RI.2 Craft and Structure](#)

[LACC.4.RI.2.4 :](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.4.SL.1 Comprehension and Collaboration](#)

LACC.4.SL.1.2 :

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.4.SL.1.3 :

Identify the reasons and evidence a speaker provides to support particular points.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.5.RI.2 Craft and Structure

LACC.5.RI.2.4 :

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.5.SL.1 Comprehension and Collaboration

LACC.5.SL.1.2 :

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.5.SL.1.3 :

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

MU.3.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.3.C.1.1 :

Describe listening skills and how they support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

	<p>e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists</p>
<p><u>MU.3.C.1.2 :</u></p>	<p>Respond to a musical work in a variety of ways and compare individual interpretations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., move, draw, sing, play, gesture, conduct</p>
<p><u>MU.3.C.1.3 :</u></p>	<p>Identify families of orchestral and band instruments. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., strings, woodwinds, brass, percussion, keyboards</p>
<p><u>MU.3.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<p><u>MU.3.C.2.1 :</u></p>	<p>Evaluate performances of familiar music using teacher-established criteria. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>MU.3.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<p><u>MU.3.C.3.1 :</u></p>	<p>Identify musical characteristics and elements within a piece of music when discussing the value of the work. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. Remarks/Examples e.g., tempo, rhythm, timbre, form, instrumentation, texture</p>
<p><u>MU.3.F.2 Careers in and related to the arts significantly and positively impact local and</u></p>	

[global economies.](#)

[MU.3.F.2.1 :](#)

Identify musicians in the school, community, and media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services

[MU.3.F.2.2 :](#)

Describe opportunities for personal music-making.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music

[MU.3.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[MU.3.F.3.1 :](#)

Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups

[MU.3.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[MU.3.H.1.2 :](#)

Identify significant information about specified composers and one or more of their musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.3.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.3.H.3.1 :

Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., in dance, visual art, language arts, pulse, rhythm, fluency

MU.3.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.3.O.1.1 :

Identify, using correct music vocabulary, the elements in a musical work.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rhythm, pitch, timbre, form

MU.3.O.1.2 :

Identify and describe the musical form of a familiar song.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda

MU.3.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.3.O.3.1 :

Describe how tempo and dynamics can change the mood or emotion of a piece of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

MU.3.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.3.S.2.1 :

Identify patterns in songs to aid the development of sequencing and memorization skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., parts of a round, parts of a layered work

MU.3.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.3.S.3.3 :

Sing simple la-sol-mi-re-do patterns at sight.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., reading from hand signs; reading from nontraditional or traditional notation

MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.4.C.1.1 :

Develop effective listening strategies and describe how they can support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists

MU.4.C.1.2 :

Describe, using correct music vocabulary, what is heard in a specific musical work.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

	<p>Remarks/Examples</p> <p>e.g., movement of melodic line, tempo, repeated and contrasting patterns</p>
<p><u>MU.4.C.1.3 :</u></p>	<p>Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>

MU.4.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<p><u>MU.4.C.2.1 :</u></p>	<p>Identify and describe basic music performance techniques to provide a foundation for critiquing one’s self and others.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., intonation, balance, blend, timbre, posture, breath support</p>
<p><u>MU.4.C.2.2 :</u></p>	<p>Critique specific techniques in one’s own and others’ performances using teacher-established criteria.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.4.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<p><u>MU.4.C.3.1 :</u></p>	<p>Describe characteristics that make various musical works appealing.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation</p>
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MU.4.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.4.F.2.1 :

Describe roles and careers of selected musicians.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer

MU.4.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.4.F.3.1 :

Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely

MU.4.F.3.2 :

Discuss the safe, legal way to download songs and other media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., sharing personal and financial information, copying and sharing music

MU.4.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.4.H.1.2 :

Describe the influence of selected composers on the musical works and practices or traditions of their time.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

MU.4.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.4.H.3.1 :

Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves

MU.4.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.4.O.1.1 :

Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque

MU.4.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.4.O.3.1 :

Identify how expressive elements and lyrics affect the mood or emotion of a song.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo, dynamics, phrasing, articulation

MU.4.O.3.2 :

Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal,](#)

to document and communicate with the world.

MU.4.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.4.S.1.3 :

Arrange a familiar song for voices or instruments by manipulating form.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., introduction, interlude/bridge, coda, ABA, rondo

MU.4.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.4.S.2.1 :

Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

MU.4.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.4.S.3.3 :

Perform extended pentatonic melodies at sight.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., high do, low sol, low la; vocal and/or instrumental

MU.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.5.C.1.1 :

Discuss and apply listening strategies to support appreciation of musical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

	<p>Remarks/Examples</p> <p>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists</p>
<p><u>MU.5.C.1.2 :</u></p>	<p>Hypothesize and discuss, using correct music vocabulary, the composer’s intent for a specific musical work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., title, historical notes, quality recordings, instrumentation, expressive elements</p>
<p><u>MU.5.C.1.3 :</u></p>	<p>Identify, aurally, selected instruments of the band and orchestra.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</p>
<p><u>MU.5.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<p><u>MU.5.C.2.1 :</u></p>	<p>Define criteria, using correct music vocabulary, to critique one’s own and others’ performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., intonation, balance, blend, timbre</p>
<p><u>MU.5.C.2.2 :</u></p>	<p>Describe changes, using correct music vocabulary, in one’s own and/or others’ performance over time.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

MU.5.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.5.C.3.1 :

Develop criteria to evaluate an exemplary musical work from a specific period or genre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

MU.5.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.5.F.2.1 :

Describe jobs associated with various types of concert venues and performing arts centers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant

MU.5.F.2.2 :

Explain why live performances are important to the career of the artist and the success of performance venues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

MU.5.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.5.F.3.1 :

Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented

MU.5.F.3.2 :

Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
	Remarks/Examples
	e.g., downloading music and other digital media, sharing personal and financial information, copying music

MU.5.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>MU.5.H.1.2 :</u>	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.5.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>MU.5.H.3.1 :</u>	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
	Remarks/Examples
	e.g., reading, writing, observing, listening, evaluating, embellishing, revising

MU.5.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>MU.5.O.1.1 :</u>	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

[MU.5.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[MU.5.O.3.1 :](#)

Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., tempo, dynamics, timbre, texture, phrasing, articulation

[MU.5.O.3.2 :](#)

Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[MU.5.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[MU.5.S.1.3 :](#)

Arrange a familiar song by manipulating specified aspects of music.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

[MU.5.S.1.4 :](#)

Sing or play simple melodic patterns by ear with support from the teacher.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[MU.5.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[MU.5.S.2.1 :](#)

Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts](#)

	strengthens our ability to remember, focus on, process, and sequence information.
<u>MU.5.S.2.2 :</u>	Apply performance techniques to familiar music. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
<u>MU.5.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u>	
<u>MU.5.S.3.3 :</u>	Perform simple diatonic melodies at sight. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., vocal and/or instrumental
<u>SC.4.P.10 Forms of Energy</u>	
<u>SC.4.P.10.3 :</u>	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Forms of Energy

RELATED GLOSSARY TERM DEFINITIONS (1)

Vibration:	A periodic and repetitive movement around an equilibrium point.
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	<p>representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p><u>MACC.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MACC.K12.MP.4.1:</u></p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze</p>

	<p>a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p>MACC.K12.MP.5.1:</p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p>MACC.K12.MP.6.1:</p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to</p>

	<p>others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MACC.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<p><u>MACC.K12.MP.8.1:</u></p>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the</p>

way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.



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Course: Mathematics - Grade Three- 5012050

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3645.aspx>

BASIC INFORMATION

Course Title:	Mathematics - Grade Three
Course Number:	5012050
Course Abbreviated Title:	MATH GRADE Three
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Mathematics SubSubject: General Mathematics
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Version Description:	<p>This course description defines what students should understand and be able to do in mathematics by the end of Grade 3 for the 2013-2014 Blended Instructional Year. The course description includes the Common Core State Standards for Mathematics (CCSS) for Grade 3 and the Standards for Mathematical Practice. Seven (7) additional benchmarks have been identified from the Florida Next Generation Sunshine State Standards (NGSSS) for inclusion to ensure the mathematics covered by FCAT 2.0 is addressed during this blended instructional year. While much of the NGSSS content is addressed in CCSS (both content and mathematical practice standards), a few key concepts or skills specific to FCAT 2.0 need to be addressed:</p> <ul style="list-style-type: none">• demonstrate an understanding of place value up to the hundred thousand place• use multiple models to represent equivalent fractions• represent, describe, compare and order fractions greater than 1

Course: Mathematics - Grade Four- 5012060

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3646.aspx>

BASIC INFORMATION

Course Title:	Mathematics - Grade Four
Course Number:	5012060
Course Abbreviated Title:	MATH GRADE Four
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Mathematics SubSubject: General Mathematics
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Version Description:	<p>This course description defines what students should understand and be able to do in mathematics by the end of Grade 4 for the 2013-2014 Blended Instructional Year. The course description includes the Common Core State Standards for Mathematics (CCSS) for Grade 4 and the Standards for Mathematical Practice. Seven (7) additional benchmarks have been identified from the Florida Next Generation Sunshine State Standards (NGSSS) for inclusion so that the mathematics FCAT 2.0 is addressed during this blended instructional year. While much of the NGSSS benchmark content is addressed in CCSS (both content and mathematical practice standards), a few key points specific to FCAT 2.0 need to be addressed:</p> <ul style="list-style-type: none">• extend place value of decimals to the thousandths place• relate decimals to fractional equivalents• relate halves, fourths, tenths, and hundredths to decimals and percents• clarify that equivalent fractions includes simplest form

	<ul style="list-style-type: none"> • show various ways to model fractional problems • create algebraic equations based on word problems • clarify benchmark angles: 45°, 90°, 180°, 360° • compose and decompose geometric figures
<p>General Notes:</p>	<p>MACC.4</p> <p>In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.</p> <p>(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.</p> <p>(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and</p>

	<p>the meaning of multiplication to multiply a fraction by a whole number.</p> <p>(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.</p>
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STANDARDS (47)

<u>LACC.4.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<u>LACC.4.SL.1.2:</u>	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<u>LACC.4.SL.1.3:</u>	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>
<u>LACC.4.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

	<ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>MA.4.A.2.1:</u></p>	<p>Use decimals through the thousandths place to name numbers between whole numbers.</p> <p>Remarks/Examples</p> <hr/> <p>Students may use a place value mat to represent decimal numbers through the thousandths with objects, write the symbolic representation with numerals, and name the decimal represented with words.</p> <p>Students can identify decimal numbers on a number line, write the symbolic representation with numerals, and name the decimal value with words.</p> <hr/>
<p><u>MA.4.A.2.3:</u></p>	<p>Relate equivalent fractions and decimals with and without models, including locations on a number line.</p> <p>Remarks/Examples</p> <hr/> <p>Students can explore equivalency of fractions and decimals by using rulers.</p> <p>Models may include rulers, fraction circles, sets of similar objects, and drawings.</p> <hr/>

Course: Mathematics - Grade Five- 5012070

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3647.aspx>

BASIC INFORMATION

Course Title:	Mathematics - Grade Five
Course Number:	5012070
Course Abbreviated Title:	MATH GRADE Five
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Mathematics SubSubject: General Mathematics
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Version Description:	<p>This course description defines what students should understand and be able to do in mathematics by the end of Grade 5 for the 2013-2014 Blended Instructional Year. The course description includes the Common Core State Standards for Mathematics (CCSS) for Grade 5 and the Standards for Mathematical Practice. Ten (10) additional benchmarks have been identified from the Florida Next Generation Sunshine State Standards (NGSSS) for inclusion so that the mathematics FCAT 2.0 is addressed during this blended instructional year. While much of the NGSSS benchmark content is addressed in CCSS (both content and mathematical practice standards), a few key points specific to FCAT 2.0 need to be addressed:</p> <ul style="list-style-type: none">• prime factorization• graphing data (continuous and discrete)• prime and composite numbers (along with factors and multiples)


	<ul style="list-style-type: none"> • order of operations • comparing, ordering and graphing integers • analyzing and comparing geometric shapes (edges, faces and vertices) • surface area • deriving formulas for areas of shapes • construct and analyze line graphs and double bar graphs • properties of equalities • precision of measurement • interpretation of remainders
<p>General Notes:</p>	<p>MACC.5</p> <p>In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.</p> <p>(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)</p> <p>(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well</p>

	<p>as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.</p> <p>(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.</p>
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STANDARDS (48)

<p><u>LACC.5.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
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<u>LACC.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LACC.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LACC.5.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<u>MA.5.A.2.4:</u>	<p>Determine the prime factorization of numbers.</p> <p>Remarks/Examples</p> <p>Finding the least common multiple (LCM) and the greatest common factor (GCF) of two numbers is related to prime factorization.</p> <p>Divisibility rules for numbers such as 2, 3, 4, 5, 6, 9, and 10 may be explored.</p>
<u>MA.5.A.4.2:</u>	<p>Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.</p> <p>Remarks/Examples</p> <p>In the 2007 Sunshine State Standards for mathematics, continuous line graphs are introduced for the first time in fifth grade. Students relate graphic displays to scenarios involving change over time and</p>

	<p>vice versa.</p> <p>Example: A bicycle rider starts riding and steadily increases his speed until he is riding 10 mph after 5 minutes. This means that he was riding 0 mph at 0 minutes, 2 mph after 1 minute, 4 mph after 2 minutes, and so forth. After he reaches 10mph, he rides at that rate for 8 minutes. Then he hits a tree and stops suddenly. Draw a graph of the rider's speed versus time during his ride.</p> <p>Example: The graph below describes a trip to the store.</p>  <p>Write a story that fits the graph. Explain what happens at each highlighted point.</p>
<p><u>MA.5.A.6.1:</u></p>	<p>Identify and relate prime and composite numbers, factors, and multiples within the context of fractions.</p>
<p><u>MA.5.A.6.2:</u></p>	<p>Use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Remarks/Examples</p> <p>Students look for () first, exponents second, multiplication and division from left to right third, and addition and subtraction from left to right fourth to simplify expressions.</p>
<p><u>MA.5.A.6.4:</u></p>	<p>Compare, order, and graph integers, including integers shown on a number line.</p> <p>Remarks/Examples</p> <p>Students may explore negative and positive integers in science class through the following two science benchmarks: SC.5.P.8.1 and SC.5.P.9.1</p>
<p><u>MA.5.G.3.1:</u></p>	<p>Analyze and compare the properties of two-dimensional figures and three-dimensional solids (polyhedra), including the number of edges, faces, vertices, and types of faces.</p> <p>Remarks/Examples</p> <p>Example: Students use a geometric solid to see that a triangular prism is formed by congruent triangles on parallel planes connected by rectangles. Students draw nets, describe faces, count edges and</p>

	<p>count vertices and use this data as clues to name solids.</p> <p>Example: Students build or draw models of 3-dimensional solids, and identify the characteristics and 2-dimensional components of 3-dimensional solids.</p>
<p><u>MA.5.G.3.2:</u></p>	<p>Describe, define, and determine surface area and volume of prisms by using appropriate units and selecting strategies and tools.</p> <p>Remarks/Examples</p> <p>Teachers should develop definitions by interpreting surface area as "covering all surfaces" or "wrapping with no gaps or overlaps" and volume as "filling".</p> <p>Example: Students find the total number of same-sized units of volume needed to fill a prism.</p> <p>Example: Students recognize that the surface area of a cube is the sum of the areas of 6 square regions.</p>
<p><u>MA.5.G.5.4:</u></p>	<p>Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle.</p> <p>Remarks/Examples</p> <p>The formula for the area of a rectangle, "base x height", can be applied to develop formulas for the area of parallelograms, triangles, and trapezoids. Triangles can be constructed from diagonals of parallelograms to explore the formula "base x height divided by 2".</p>
<p><u>MA.5.S.7.1:</u></p>	<p>Construct and analyze line graphs and double bar graphs.</p> <p>Remarks/Examples</p> <p>Example: Students collect, display and analyze data based on their own investigations (for example, the amount of rainfall in a given month at a single or multiple locations).</p>

<u>MA.5.S.7.2:</u>	<p>Differentiate between continuous and discrete data, and determine ways to represent those using graphs and diagrams.</p> <p>Remarks/Examples</p> <p>For instance, if growth of a plant over time is measured, the data is continuous because time is measured continuously and a line graph is appropriate. However, if the number of students present in the classroom per day is recorded, these data are discrete (countable) and a bar graph is appropriate.</p> <p>Students may use a Venn Diagram to represent a data set.</p>
<u>MACC.5.G.1.1:</u>	<p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>
<u>MACC.5.G.1.2:</u>	<p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
<u>MACC.5.G.2.3:</u>	<p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p>
<u>MACC.5.G.2.4:</u>	<p>Classify two-dimensional figures in a hierarchy based on properties.</p>
<u>MACC.5.MD.1.1:</u>	<p>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
<u>MACC.5.MD.2.2:</u>	<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For</i></p>

	<p><i>example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>
<p><u>MACC.5.MD.3.3:</u></p>	<p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <ul style="list-style-type: none"> a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
<p><u>MACC.5.MD.3.4:</u></p>	<p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>
<p><u>MACC.5.MD.3.5:</u></p>	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <ul style="list-style-type: none"> a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>Students work with volume as an attribute of a solid figure and as a measurement quantity. Students also relate volume to multiplication and addition. This work begins a progression leading to valuable skills</p>

	in geometric measurement in middle school.
<u>MACC.5.NBT.1.1:</u>	<p>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>The extension of the place value system from whole numbers to decimals is a major intellectual accomplishment involving understanding and skill with base-ten units and fractions.</p>
<u>MACC.5.NBT.1.2:</u>	<p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>
<u>MACC.5.NBT.1.3:</u>	<p>Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
<u>MACC.5.NBT.1.4:</u>	<p>Use place value understanding to round decimals to any place.</p>
<u>MACC.5.NBT.2.5:</u>	<p>Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>5.NBT.2.5 Students fluently multiply multidigit whole numbers using</p>

	<p>the standard algorithm.</p>
<p><u>MACC.5.NBT.2.6:</u></p>	<p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>The extension from one-digit divisors to two-digit divisors requires care. This is a major milestone along the way to reaching fluency with the standard algorithm in grade 6 (6.NS.2).</p>
<p><u>MACC.5.NBT.2.7:</u></p>	<p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p><u>MACC.5.NF.1.1:</u></p>	<p>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p>
<p><u>MACC.5.NF.1.2:</u></p>	<p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</i></p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students meet this standard, they bring together the threads of fraction equivalence (grades 3–5) and addition and subtraction</p>

	(grades K–4) to fully extend addition and subtraction to fractions.
<p>MACC.5.NF.2.3:</p>	<p>Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>
<p>MACC.5.NF.2.4:</p>	<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <ol style="list-style-type: none"> Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i> Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students meet this standard, they fully extend multiplication to fractions, making division of fractions in grade 6 (6.NS.1) a near target.</p>
<p>MACC.5.NF.2.5:</p>	<p>Interpret multiplication as scaling (resizing), by:</p> <ol style="list-style-type: none"> Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

	<p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>
<p><u>MACC.5.NF.2.6:</u></p>	<p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
<p><u>MACC.5.NF.2.7:</u></p>	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i></p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i></p>
<p><u>MACC.5.OA.1.1:</u></p>	<p>Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>
<p><u>MACC.5.OA.1.2:</u></p>	<p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as</i></p>

	<p>$2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p>
<p><u>MACC.5.OA.2.3:</u></p>	<p>Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p>
<p><u>MACC.K12.MP.1.1:</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MACC.K12.MP.2.1:</u></p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two</p>

	<p>complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p><u>MACC.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MACC.K12.MP.4.1:</u></p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the</p>

	<p>workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p><u>MACC.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>

MACC.K12.MP.6.1:

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MACC.K12.MP.7.1:

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

MACC.K12.MP.8.1:

Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the

	<p>calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>
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RELATED GLOSSARY TERM DEFINITIONS (42)

Area:	The number of square units needed to cover a surface.
Bar graph:	A graph that uses either vertical or horizontal bars to display countable data
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Composite number:	A whole number that has more than two factors.
Congruent:	Figures or objects that are the same shape and size.
Continuous data:	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.
Cube:	Solid figure with six congruent, square faces
Diagonal:	A line segment that joins two non-adjacent vertices in a polygon.
Discrete data:	Distinct values that are not connected by intermediate values and are a finite or countably infinite set of values.
Edge:	A line segment where two faces of a polyhedron meet.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.

Face:	One of the plane surfaces bounding a three-dimensional figure.
Factor:	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Geometric solid:	A closed three-dimensional geometric figure.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Integers:	The numbers in the set {...-4, -3, -2, -1, 0, 1, 2, 3, 4...}.
Line graph:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Net:	A two-dimensional diagram that can be folded or made into a three-dimensional figure.
Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Order of Operations:	The rules for performing operations in expressions; perform the operations in parenthesis first, exponents second, multiplication and division from left to right third, and addition and subtraction from left to right fourth.
Plane:	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.

Point:	A specific location in space that has no discernable length or width.
Prime factorization:	The expression of a number as the product of prime factors.
Prism:	A polyhedron that has two congruent and parallel faces joined by faces that are parallelograms.
Rate:	A ratio that compares two quantities of different units.
Rectangle:	A parallelogram with four right angles.
Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: $y=5t - 3$ Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Simplify:	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Sum:	The result of adding numbers or expressions together.
Triangle:	A polygon with three sides.
Two-dimensional figure:	A figure having length and width.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Exponent	The number of times the base occurs as a factor, for example 2^3 is

(exponential form):	the exponential form of $2 \times 2 \times 2$. The number two (2) is called the base, and the number three (3) is called the exponent.
Fraction:	A rational number expressed in the form $\frac{a}{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.



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MA.4.G.5.2:

Identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry.

Remarks/Examples

Paper folding, mirrors, and computer technology may be helpful in developing student understanding of these concepts. Simple tessellation of plane may provide engaging opportunities for practice.

MA.4.G.5.3:

Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.

Remarks/Examples

Example: A cylinder is composed of 2 bases (circles) & a rectangle. A cube is composed of six squares. A sphere is not easily decomposed into basic two dimensional shapes.

Provide nets for students to construct 3-dimensional objects. Challenge students to create their own nets using grid paper.

MA.4.A.4.3:

Recognize and write algebraic expressions for functions with two operations.

Remarks/Examples

Regina received \$50 from her grandmother as her birthday gift. Her grandfather told her that his Birthday gift will be to give her \$5 each month, starting the month after her birthday. Regina decided to save her birthday gifts to buy her favorite music player. The table below illustrates the total amount of gift money that Regina will have received each month. Write an algebraic expression that can be used to show the total amount of money that Regina will have each month.

Month	0	1	2	...	n
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	Amount of Money	50	$50 + 5$	$50 + 5 + 5$...	?

<u>MA.4.A.6.5:</u>	Relate halves, fourths, tenths, and hundredths to decimals and percents. Remarks/Examples
	Relate common fractions to equivalent decimals and percents such as: $\frac{1}{4} = 0.25 = 25\%$. These representations should be related through both models and symbols.

<u>MA.4.G.3.2:</u>	Justify the formula for the area of the rectangle "area = base x height". Remarks/Examples
	The students should be able to justify the formula for the area of the rectangle by explaining how counting units to find area of a rectangle is related to finding the area by multiplying.
	The idea of the area of a rectangle as "base x height" rather than "length x width" is useful in connecting to other area formulas.

<u>MACC.4.G.1.1:</u>	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
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<u>MACC.4.G.1.2:</u>	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
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<u>MACC.4.G.1.3:</u>	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
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<p><u>MACC.4.MD.1.1:</u></p>	<p>Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a twocolumn table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p>
<p><u>MACC.4.MD.1.2:</u></p>	<p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
<p><u>MACC.4.MD.1.3:</u></p>	<p>Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>
<p><u>MACC.4.MD.2.4:</u></p>	<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p>
<p><u>MACC.4.MD.3.5:</u></p>	<p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ol style="list-style-type: none"> a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

<u>MACC.4.MD.3.6:</u>	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
<u>MACC.4.MD.3.7:</u>	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
<u>MACC.4.NBT.1.1:</u>	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>
<u>MACC.4.NBT.1.2:</u>	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
<u>MACC.4.NBT.1.3:</u>	Use place value understanding to round multi-digit whole numbers to any place.
<u>MACC.4.NBT.2.4:</u>	<p>Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>Students' work with decimals (4.NF.3.5–3.7) depends to some extent on concepts of fraction</p>
<u>MACC.4.NBT.2.5:</u>	<p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students work toward meeting this standard, they combine prior understanding of multiplication with deepening understanding of the base-ten system of units to express the product of two</p>

	<p>multidigit numbers as another multidigit number. This work will continue in grade 5 and culminate in fluency with the standard algorithms in grade 6.</p>
<p><u>MACC.4.NBT.2.6:</u></p>	<p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students work toward meeting this standard, they combine prior understanding of multiplication and division with deepening understanding of the base-ten system of units to find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. This work will develop further in grade 5 and culminate in fluency with the standard algorithms in grade 6.</p>
<p><u>MACC.4.NF.1.1:</u></p>	<p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>Extending fraction equivalence to the general case is necessary to extend arithmetic from whole numbers to fractions and decimals.</p>
<p><u>MACC.4.NF.1.2:</u></p>	<p>Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
<p><u>MACC.4.NF.2.3:</u></p>	<p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p>

	<p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p> <p>c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>This standard represents an important step in the multigrade progression for addition and subtraction of fractions. Students extend their prior understanding of addition and subtraction to add and subtract fractions with like denominators by thinking of adding or subtracting so many unit fractions.</p>
<p><u>MACC.4.NF.2.4:</u></p>	<p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i></p> <p>b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i></p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each</i></p>

	<p><i>person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i></p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>This standard represents an important step in the multigrade progression for multiplication and division of fractions. Students extend their developing understanding of multiplication to multiply a fraction by a whole number.</p>
<p><u>MACC.4.NF.3.5:</u></p>	<p>Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i></p>
<p><u>MACC.4.NF.3.6:</u></p>	<p>Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p>
<p><u>MACC.4.NF.3.7:</u></p>	<p>Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p>
<p><u>MACC.4.OA.1.1:</u></p>	<p>Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>
<p><u>MACC.4.OA.1.2:</u></p>	<p>Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>

<p><u>MACC.4.OA.1.3:</u></p>	<p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
<p><u>MACC.4.OA.2.4:</u></p>	<p>Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>
<p><u>MACC.4.OA.3.5:</u></p>	<p>Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p>
<p><u>MACC.K12.MP.1.1:</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex</p>

	problems and identify correspondences between different approaches.
<u>MACC.K12.MP.2.1:</u>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<u>MACC.K12.MP.3.1:</u>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read</p>

	<p>the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MACC.K12.MP.4.1:</u></p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p><u>MACC.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore</p>

	<p>consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MACC.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MACC.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>

<u>MACC.K12.MP.8.1:</u>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>
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RELATED GLOSSARY TERM DEFINITIONS (35)

Algebraic expression:	An expression that includes at least one variable. Algebraic expressions do not contain equality or inequality symbols (= or \neq).
Area:	The number of square units needed to cover a surface.
Cube:	Solid figure with six congruent, square faces
Cylinder:	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
Decimal number:	A number using base ten. Each of the Arabic numerals 0 to 9 is called a decimal digit, and the period placed to the right of the units place in a decimal number is called the decimal point. A decimal fraction is a fraction whose denominator is a positive integer power of ten.
Equivalent:	Having the same value.

Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Length:	A one-dimensional measure that is the measurable property of line segments.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Net:	A two-dimensional diagram that can be folded or made into a three-dimensional figure.
Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Numeral:	A symbol representing a number. Hindu-Arabic numerals (0-9) are the ones most commonly used today. Other types include Egyptian, Babylonian, Mayan, Greek, and Roman numerals.
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Place value:	The value of a digit in a number, based on the location of the digit.
Plane:	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.
Rectangle:	A parallelogram with four right angles.
Reflection:	A transformation that produces the mirror image of a geometric figure over a line of reflection, also called a flip.

Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Rotation:	A transformation of a figure by turning it about a center point or axis. The amount of rotation is usually expressed in the number of degrees (e.g., a 90° rotation). Also called a turn.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Sphere:	A three-dimensional figure in which all points on the figure are equidistant from a center point.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Symmetry:	An intrinsic property of a mathematical object which causes it to remain invariant under certain classes of transformations (such as rotation, reflection, or translation).
Table:	A data display that organizes information about a topic into categories using rows and columns.
Tessellation:	A covering of a plane with congruent copies of the same pattern with no holes and no overlaps.
Translation:	A transformation in which every point in a figure is moved in the same direction and by the same distance.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Fraction:	A rational number expressed in the form $\frac{a}{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Function:	A relation in which each value of x is paired with a unique value of y. More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Whole Number:	The numbers in the set $\{0, 1, 2, 3, 4, \dots\}$
Width:	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).



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	<ul style="list-style-type: none">• represent, describe, compare and order mixed fractions• use multiple models to represent geometric shapes• compose and decompose geometric shapes so students develop an understanding of geometric concepts as the basis for learning fractions• identify and apply the use of inverse operations• calculate elapsed time in quarter hour, three quarters hour, and half hour intervals• create, analyze, and represent patterns and relationships• construct and analyze frequency tables, bar graphs, pictographs, and line plots from data.
General Notes:	<p>MACC.3</p> <p>In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.</p> <p>(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.</p> <p>(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the</p>

parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

STANDARDS (44)

[LACC.3.SL.1 Comprehension and Collaboration](#)

[LACC.3.SL.1.1 :](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

	<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.3.SL.1.2 :</u></p>	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.3.SL.1.3 :</u></p>	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>

LACC.3.W.1 Text Types and Purposes

<p><u>LACC.3.W.1.2 :</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
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MA.3.A.2 BIG IDEA 2

MA.3.A.2.4 :

Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence.

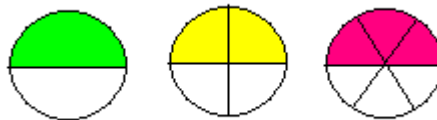
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 09/07

Belongs to: [BIG IDEA 2](#)

Remarks/Examples

Example: Use your fraction circle set to come up with different combination of the same sized pieces that represent $\frac{1}{2}$ of a circle.



$$\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$$

MA.3.A.4 Algebra

MA.3.A.4.1 :

Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.

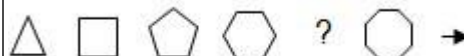
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 09/07


Belongs to: [Algebra](#)

Remarks/Examples

Example: Look at the pattern below. Tell in your own words what shape is missing. Explain.



A possible answer would be a seven sided regular polygon because the number of side is increasing by one from left to right. Another

	<p>possible answer is some polygon with pointy top because the pattern in the top of the shapes is pointy, flat, pointy, flat,...</p> <p>Example: In the sequence of shapes below, the triangle is shape 1 and the square is shape 2. How many sides would the 10th shape have? How do you know?</p> <p>  </p>
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MA.3.A.6 Number and Operations

<p><u>MA.3.A.6.1 :</u></p>	<p>Represent, compute, estimate, and solve problems using numbers through hundred thousands.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07</p> <p>Belongs to: Number and Operations</p> <p>Remarks/Examples</p>
	<p>Instructional focus should be placed on estimation through mental computation prior to written calculations.</p> <p>Students should be able to represent numbers with flexibility. For instance, 947 can be thought of as 9 hundreds 4 tens 7 ones, or as 94 tens 7 ones, or as 8 hundreds 14 tens 7 ones.</p>

MACC.3.NBT.1 Use place value understanding and properties of operations to perform multi-digit arithmetic.

<p><u>MACC.3.NBT.1.1 :</u></p>	<p>Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 12/10</p> <p>Belongs to: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>
<p><u>MACC.3.NBT.1.2 :</u></p>	<p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>

	<p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 12/10 Belongs to: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Remarks/Examples</p> <hr/> <p>Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Although 3.OA.3.7 and 3.NBT.1.2 are both fluency standards, these two standards do not represent equal investments of time in grade 3. Note that students in grade 2 were already adding and subtracting within 1000, just not fluently. That makes 3.NBT.1.2 a relatively small and incremental expectation. By contrast, multiplication and division are new in grade 3, and meeting the multiplication and division fluency standard 3.OA.3.7 with understanding is a major portion of students' work in grade 3.)</p> <hr/>
<p><u>MACC.3.NBT.1.3 :</u></p>	<p>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 12/10 Belongs to: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>
<p><u>MA.3.G.3 BIG IDEA 3</u></p>	
<p><u>MA.3.G.3.1 :</u></p>	<p>Describe, analyze, compare, and classify two-dimensional shapes using sides and angles - including acute, obtuse, and right angles - and connect these ideas to the definition of shapes.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3</p> <p>Remarks/Examples</p> <hr/> <p>Polygonal shapes can be classified by the number of sides. For example, quadrilaterals are polygons with four sides. Quadrilaterals can be further classified by other properties, such as the number of parallel pairs of sides (none, one pair or two pair). In the case of two pair of parallel sides, we call it a parallelogram.</p> <hr/>

	<p>Note: Angles are classified by comparing them to a right angle as a benchmark.</p> <p>Students should be familiar with the geometric term "diagonal."</p>
<p><u>MA.3.G.3.2 :</u></p>	<p>Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07</p> <p>Belongs to: BIG IDEA 3</p> <p>Remarks/Examples</p> <p>Example: With pattern blocks, a trapezoid and a triangle can be combined to form a parallelogram or a large triangle. Also, the hexagon can be decomposed to form two trapezoids, and so forth.</p> <p>Example: One can cut a triangle off of a parallelogram so that, when translated and attached to the other side, the parallelogram becomes a rectangle.</p>
<p><u>MA.3.G.3.3 :</u></p>	<p>Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07</p> <p>Belongs to: BIG IDEA 3</p> <p>Remarks/Examples</p> <p>Example: Draw a line of symmetry for each of the following:</p>



Symmetry mainly includes reflectional symmetry at grade 3. Students should explore that reflectional symmetry produces congruent shapes.

[MA.3.S.7 Data Analysis](#)

[MA.3.S.7.1 :](#)

Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Data Analysis](#)

Remarks/Examples

Use of addition, subtraction, multiplication, and division of whole numbers should be included during this process.

At this grade level, students might analyze graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades.

The collected data and the intent of the data collection should help to determine the choice of data display.

[MACC.3.G.1 Reason with shapes and their attributes.](#)

MACC.3.G.1.1 :

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Reason with shapes and their attributes.](#)

MACC.3.G.1.2 :

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.*
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10
Belongs to: [Reason with shapes and their attributes.](#)

MACC.3.MD.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

MACC.3.MD.1.1 :

Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.](#)

MACC.3.MD.1.2 :

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.](#)

Remarks/Examples

Examples of Opportunities for In-Depth Focus

Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a

	feel for continuous measurement quantities and solve whole-number problems involving such quantities.
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[MACC.3.MD.2 Represent and interpret data.](#)

<u>MACC.3.MD.2.3 :</u>	<p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Represent and interpret data.</p>
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<u>MACC.3.MD.2.4 :</u>	<p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Represent and interpret data.</p>
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[MACC.3.MD.3 Geometric measurement: understand concepts of area and relate area to multiplication and to addition.](#)

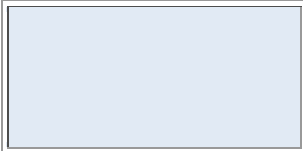
<u>MACC.3.MD.3.5 :</u>	<p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 12/10</p> <p>Belongs to: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p>
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<u>MACC.3.MD.3.6 :</u>	<p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 12/10</p>
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	<p>Belongs to: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p>
<p><u>MACC.3.MD.3.7 :</u></p>	<p>Relate area to the operations of multiplication and addition.</p> <ol style="list-style-type: none"> Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>Area is a major concept within measurement, and area models must function as a support for multiplicative reasoning in grade 3 and beyond.</p>

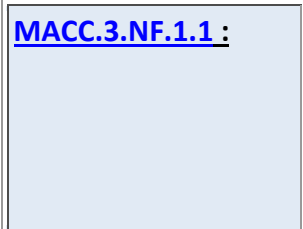
MACC.3.MD.4 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

<p><u>MACC.3.MD.4.8 :</u></p>	<p>Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>
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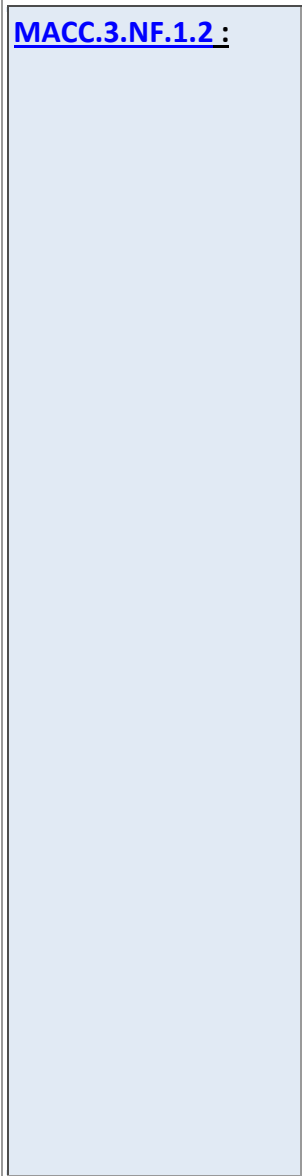
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
 Belongs to: [Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.](#)

MACC.3.NF.1 Develop understanding of fractions as numbers.



MACC.3.NF.1.1 :

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
 Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
 Belongs to: [Develop understanding of fractions as numbers.](#)



MACC.3.NF.1.2 :

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
 Belongs to: [Develop understanding of fractions as numbers.](#)
 Remarks/Examples

Example of Opportunities for In-Depth Focus

Developing an understanding of fractions as numbers is essential for future work with the number system. It is critical that students at this grade are able to place fractions on a number line diagram and understand them as a related component of their ever-expanding number system.

Fluency Expectations or Examples of Culminating Standards

Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations,

	<p>and/or the relationship between addition and subtraction. 3.NBT.1.2 a relatively small and incremental expectation.</p>
<p><u>MACC.3.NF.1.3 :</u></p>	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <ol style="list-style-type: none"> Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i> Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Develop understanding of fractions as numbers.</p>
<p><u>MACC.3.OA.1 Represent and solve problems involving multiplication and division.</u></p>	
<p><u>MACC.3.OA.1.1 :</u></p>	<p>Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p> <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 12/10 Belongs to: Represent and solve problems involving multiplication and division.</p> <p>Remarks/Examples</p> <hr/> <p>Examples of Opportunities for In-Depth Focus</p> <p>Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to</p>

	<p>demonstrate their understanding of and skill with these operations.</p>
<p><u>MACC.3.OA.1.2 :</u></p>	<p>Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p> <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 12/10 Belongs to: Represent and solve problems involving multiplication and division. Remarks/Examples</p> <hr/> <p>Examples of Opportunities for In-Depth Focus</p> <p>Word problems involving equal groups, arrays, and measurement quantities can be used to build students’ understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.</p>
<p><u>MACC.3.OA.1.3 :</u></p>	<p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Represent and solve problems involving multiplication and division. Remarks/Examples</p> <hr/> <p>Examples of Opportunities for In-Depth Focus</p> <p>Word problems involving equal groups, arrays, and measurement quantities can be used to build students’ understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.</p>

MACC.3.OA.1.4 :

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.*

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10

Belongs to: [Represent and solve problems involving multiplication and division.](#)

Remarks/Examples

Examples of Opportunities for In-Depth Focus

Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.

MACC.3.OA.2 Understand properties of multiplication and the relationship between multiplication and division.

MACC.3.OA.2.5 :

Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Understand properties of multiplication and the relationship between multiplication and division.](#)

MACC.3.OA.2.6 :

Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Understand properties of multiplication and the relationship between multiplication and division.](#)

MACC.3.OA.3 Multiply and divide within 100.

[MACC.3.OA.3.7 :](#)

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10

Belongs to: [Multiply and divide within 100.](#)

Remarks/Examples

Fluency Expectations or Examples of Culminating Standards

Students fluently multiply and divide within 100. By the end of grade 3, they know all products of two one-digit numbers from memory. Multiplication and division are new in grade 3, and meeting the multiplication and division fluency standard 3.OA.3.7 with understanding is a major portion of students' work in grade 3.

Examples of Opportunities for In-Depth Focus

Finding single-digit products and related quotients is a required fluency for grade 3. Reaching fluency will take much of the year for many students. These skills and the understandings that support them are crucial; students will rely on them for years to come as they learn to multiply and divide with multidigit whole numbers and to add, subtract, multiply, and divide with fractions. After multiplication and division situations have been established, reasoning about patterns in products (e.g., products involving factors of 5 or 9) can help students remember particular products and quotients. Practice — and if necessary, extra support — should continue all year for those who need it to attain fluency.

[MACC.3.OA.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.](#)

[MACC.3.OA.4.8 :](#)

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Solve problems involving the four operations, and identify and explain patterns in arithmetic.](#)

MACC.3.OA.4.9 :

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Solve problems involving the four operations, and identify and explain patterns in arithmetic.](#)

MACC.K12.MP.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.1.1 :

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Make sense of problems and persevere in solving them.](#)

MACC.K12.MP.2 Reason abstractly and quantitatively.

MACC.K12.MP.2.1 :

Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Reason abstractly and quantitatively.](#)

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.3.1 :

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades.

Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Construct viable arguments and critique the reasoning of others.](#)

MACC.K12.MP.4 Model with mathematics.

MACC.K12.MP.4.1 :

Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Model with mathematics.](#)

MACC.K12.MP.5 Use appropriate tools strategically.

MACC.K12.MP.5.1 :

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Use appropriate tools strategically.](#)

MACC.K12.MP.6 Attend to precision.

MACC.K12.MP.6.1 :

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Attend to precision.](#)

MACC.K12.MP.7 Look for and make use of structure.

MACC.K12.MP.7.1 :

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Look for and make use of structure.](#)

MACC.K12.MP.8 Look for and express regularity in repeated reasoning.

MACC.K12.MP.8.1 :

Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the

	<p>regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Look for and express regularity in repeated reasoning.</p>
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RELATED GLOSSARY TERM DEFINITIONS (39)

Angle:	Two rays or two line segments extending from a common end point called a vertex. Angles are measured in degrees, in radians, or in gradians.
Bar graph:	A graph that uses either vertical or horizontal bars to display countable data
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Compose:	To form by putting together (e.g., a geometric figure or a number).
Concave:	Defines a shape that curves inward; opposite of convex.
Congruent:	Figures or objects that are the same shape and size.
Decompose:	To separate into parts or elements (e.g., geometric figures or numbers).
Diagonal:	A line segment that joins two non-adjacent vertices in a polygon.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by

	rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Estimation:	The use of rounding and/or other strategies to determine a reasonably accurate approximation, without calculating an exact answer.
Focus:	A special point used to construct and define a conic section.
Frequency table:	A table that shows how often each item, number, or range of numbers occurs in a set of data.
Line of symmetry:	A line dividing a figure or an arrangement of objects into two parts that are congruent to each other.
Line plot:	A diagram or graph showing frequency of data on a number line.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Parallelogram:	A quadrilateral in which both pairs of opposite sides are parallel.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Pictograph:	A data display constructed with pictures or symbols to represent data.
Polygon:	A closed plane figure, having at least three side that are line segments and are connected at their endpoints.
Quadrilateral:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Rectangle:	A parallelogram with four right angles.
Regular polygon:	A polygon that is both equilateral (all sides congruent) and equiangular (all angles congruent).
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Right angle:	An angle whose measure is exactly 90° .
Sequence:	A list of numbers set apart by commas, such as -1, 1, -1, 1, -1, ...

Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Symmetry:	An intrinsic property of a mathematical object which causes it to remain invariant under certain classes of transformations (such as rotation, reflection, or translation).
Table:	A data display that organizes information about a topic into categories using rows and columns.
Triangle:	A polygon with three sides.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$, or a variable might be fixed as in $2x+1=5$.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Convex:	Defines a shape that curves outward; opposite of concave. A geometric figure is convex if every line segment connecting interior points is entirely contained within the figure's interior.
Fraction:	A rational number expressed in the form $\frac{a}{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Term:	A number, variable, product, or quotient in an expression (e.g. $5x^2$, $-2y$, 8). A term is not a sum or difference (For example, $5x^2 + 6$ has two terms, $5x^2$ and 6 .)
Whole Number:	The numbers in the set $\{0, 1, 2, 3, 4, \dots\}$



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