

Course: Music - Grade 2- 5013080

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4014>

BASIC INFORMATION

Course Number:	5013080
Grade Levels:	2
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Grade Self Contained, Prekindergarten, Music, General, grade two, 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 Title:	Music - Grade 2
Course Abbreviated Title:	Music - Grade 2
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

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	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:	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 (34)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.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:

- LAFS.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.

<u>DA.2.O.3.1:</u>	Use movement to interpret feelings, stories, pictures, and songs.
<u>HE.2.B.5.3:</u>	Compare the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples
	Negative emotions, accidents, injuries, and pollution.

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<u>LAFS.2.RI.1.1:</u>	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.
<u>LAFS.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LAFS.2.SL.1.3:</u>	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.
<u>MU.2.C.1.1:</u>	Identify appropriate listening skills for learning about musical examples selected by the teacher. Remarks/Examples e.g., listen for form, voices/instruments; organize thoughts using listening maps, active listening, checklists
<u>MU.2.C.1.2:</u>	Respond to a piece of music and discuss individual interpretations. Remarks/Examples e.g., move, write, draw, describe, gesture
<u>MU.2.C.1.3:</u>	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
<u>MU.2.C.1.4:</u>	Identify child, adult male, and adult female voices by timbre.
<u>MU.2.C.2.1:</u>	Identify strengths and needs in classroom performances of familiar songs.
<u>MU.2.C.3.1:</u>	Discuss why musical characteristics are important when forming and discussing opinions about music. Remarks/Examples e.g., tempo, rhythm, dynamics, instrumentation
<u>MU.2.F.1.1:</u>	Create a musical performance that brings a story or poem to life. Remarks/Examples e.g., sound carpets, original stories and poems, literary works
<u>MAFS.2.F.2.1:</u>	Describe how people participate in music.

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	<p>Remarks/Examples</p> <p>e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and radio commercials</p>
<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>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>
<u>MU.2.H.1.1:</u>	<p>Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.</p> <p>Remarks/Examples</p> <p>e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato</p>
<u>MU.2.H.1.2:</u>	<p>Identify the primary differences between composed and folk music.</p>
<u>MU.2.H.2.1:</u>	<p>Discuss how music is used for celebrations in American and other cultures.</p> <p>Remarks/Examples</p> <p>e.g., birthdays, New Year, national and religious holidays</p>
<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>
<u>MU.2.O.1.1:</u>	<p>Identify basic elements of music in a song or instrumental excerpt.</p> <p>Remarks/Examples</p> <p>e.g., melody, rhythm, pitch, form</p>
<u>MU.2.O.1.2:</u>	<p>Identify the form of a simple piece of music.</p> <p>Remarks/Examples</p>

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	e.g., AB, ABA, call-and-response
<u>MU.2.O.3.1:</u>	Describe changes in tempo and dynamics within a musical work.
<u>MU.2.S.1.1:</u>	Improvise short phrases in response to a given musical question.
<u>MU.2.S.1.2:</u>	Create simple ostinati to accompany songs or poems.
<u>MU.2.S.2.1:</u>	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
<u>MU.2.S.3.1:</u>	Sing songs in an appropriate range, using head voice and maintaining pitch.
<u>MU.2.S.3.2:</u>	Play simple melodies and/or accompaniments on classroom instruments.
<u>MU.2.S.3.3:</u>	Sing simple la-sol-mi-do patterns at sight. Remarks/Examples e.g., reading from hand signs and/or iconic or traditional representations
<u>MU.2.S.3.4:</u>	Compare aural melodic patterns with written patterns to determine whether they are the same or different. Remarks/Examples e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes
<u>MU.2.S.3.5:</u>	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else. Remarks/Examples e.g., draw, body/hand signs, manipulatives, la-sol-mi
<u>PE.2.C.2.2:</u>	Identify safety rules and procedures for selected 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.

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Course: Music - Intermediate 1- 5013090

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BASIC INFORMATION

Course Number:	5013090
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Grade Self Contained, Prekindergarten, Music, General, Music - Intermediate 1, 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 Title:	Music - Intermediate 1
Course Abbreviated Title:	MUSIC-INTERM 1
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

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	<p>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.</p>
<p>General Notes:</p>	<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 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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.] <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

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STANDARDS (34)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.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:

LAFS.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.

<u>DA.3.H.1.1:</u>	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
<u>LAFS.3.RI.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LAFS.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>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>MU.3.C.1.1:</u>	Describe listening skills and how they support appreciation of musical works. Remarks/Examples e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
<u>MU.3.C.1.2:</u>	Respond to a musical work in a variety of ways and compare individual interpretations. Remarks/Examples

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	e.g., move, draw, sing, play, gesture, conduct
<u>MU.3.C.1.3:</u>	Identify families of orchestral and band instruments. Remarks/Examples e.g., strings, woodwinds, brass, percussion, keyboards
<u>MU.3.C.1.4:</u>	Discriminate between unison and two-part singing.
<u>MU.3.C.2.1:</u>	Evaluate performances of familiar music using teacher-established criteria.
<u>MU.3.C.3.1:</u>	Identify musical characteristics and elements within a piece of music when discussing the value of the work. Remarks/Examples e.g., tempo, rhythm, timbre, form, instrumentation, texture
<u>MU.3.F.1.1:</u>	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds. Remarks/Examples e.g., sound carpets, original stories and poems, literary works
<u>MU.3.F.2.1:</u>	Identify musicians in the school, community, and media. Remarks/Examples 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>	Describe opportunities for personal music-making. Remarks/Examples e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music
<u>MU.3.F.3.1:</u>	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

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	Remarks/Examples e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups
<u>MU.3.H.1.1:</u>	Compare indigenous instruments of specified cultures. Remarks/Examples e.g., congas, dundun drums, maracas, dulcimer, darabukah
<u>MU.3.H.1.2:</u>	Identify significant information about specified composers and one or more of their musical works.
<u>MU.3.H.1.3:</u>	Identify timbre(s) in music from a variety of cultures. Remarks/Examples e.g., metals, woods, shakers, strings, voice: adult, child
<u>MU.3.H.2.1:</u>	Discuss how music in America was influenced by people and events in its history. Remarks/Examples e.g., slavery, expansion of railroad, jazz, war, politics
<u>MU.3.H.3.1:</u>	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. Remarks/Examples e.g., in dance, visual art, language arts, pulse, rhythm, fluency
<u>MU.3.O.1.1:</u>	Identify, using correct music vocabulary, the elements in a musical work. 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. Remarks/Examples e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda

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<u>MU.3.O.2.1:</u>	Rearrange melodic or rhythmic patterns to generate new phrases.
<u>MU.3.O.3.1:</u>	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
<u>MU.3.S.1.1:</u>	Improvise rhythms or melodies over ostinati.
<u>MU.3.S.1.2:</u>	Create an alternate ending to a familiar song. Remarks/Examples e.g., dynamics, tempo, lyrics
<u>MU.3.S.2.1:</u>	Identify patterns in songs to aid the development of sequencing and memorization skills. Remarks/Examples e.g., parts of a round, parts of a layered work
<u>MU.3.S.3.1:</u>	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
<u>MU.3.S.3.2:</u>	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
<u>MU.3.S.3.3:</u>	Sing simple la-sol-mi-re-do patterns at sight. Remarks/Examples e.g., reading from hand signs; reading from nontraditional or traditional notation
<u>MU.3.S.3.4:</u>	Match simple aural rhythm patterns in duple and triple meter with written patterns. Remarks/Examples e.g., 2/4, 3/4, 4/4
<u>MU.3.S.3.5:</u>	Notate simple rhythmic and melodic patterns using traditional notation. Remarks/Examples e.g., rhythmic: quarter notes, beamed eighth notes, half notes,

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	quarter rests, half rests; melodic: la-sol-mi-do
<u>PE.3.C.2.2:</u>	Understand the importance of safety rules and procedures in all physical activities. Remarks/Examples An example of a safety procedure is wearing a helmet when riding a bicycle.
<u>PE.3.M.1.10:</u>	Perform one dance accurately. Remarks/Examples Some examples of dances are square, contra, step and social.
<u>VA.3.H.1.3:</u>	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.



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<p><u>PE.2.M.1.9:</u></p>	<p>Perform one folk or line dance accurately. Remarks/Examples</p> <p>An example of a line dance is the Electric Slide.</p>
<p><u>PE.2.R.6.2:</u></p>	<p>Discuss the relationship between skill competence and enjoyment.</p>
<p><u>PE.2.R.6.3:</u></p>	<p>Identify ways to contribute as a member of a cooperative group.</p>
<p><u>TH.2.C.1.1:</u></p>	<p>Describe a character in a story and tell why the character is important to the story.</p>



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Course: Music - Intermediate 2- 5013100

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4024>

BASIC INFORMATION

Course Number:	5013100
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Grade Self Contained, Prekindergarten, Music, General, Music - Intermediate 2, MUSIC-INTERM 2, Intermediate 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course Title:	Music - Intermediate 2
Course Abbreviated Title:	MUSIC-INTERM 2
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

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	<p>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.</p>
<p>General Notes:</p>	<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 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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. <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

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STANDARDS (37)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.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:

LAFS.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.

<u>DA.4.H.3.3:</u>	Describe how dance and music can each be used to interpret and support the other.
<u>LAFS.4.RL.1.3:</u>	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).
<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>MU.4.C.1.1:</u>	Develop effective listening strategies and describe how they can support appreciation of musical works. 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.

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	Remarks/Examples e.g., movement of melodic line, tempo, repeated and contrasting patterns
<u>MU.4.C.1.3:</u>	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
<u>MU.4.C.1.4:</u>	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
<u>MU.4.C.2.1:</u>	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. Remarks/Examples e.g., intonation, balance, blend, timbre, posture, breath support
<u>MU.4.C.2.2:</u>	Critique specific techniques in one's own and others' performances using teacher-established criteria.
<u>MU.4.C.3.1:</u>	Describe characteristics that make various musical works appealing. Remarks/Examples e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
<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. Remarks/Examples e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry
<u>MU.4.F.2.1:</u>	Describe roles and careers of selected musicians. Remarks/Examples e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
<u>MU.4.F.3.1:</u>	Identify the characteristics and behaviors displayed by successful

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	<p>student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</p> <p>Remarks/Examples</p> <p>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</p>
<u>MU.4.F.3.2:</u>	<p>Discuss the safe, legal way to download songs and other media.</p> <p>Remarks/Examples</p> <p>e.g., sharing personal and financial information, copying and sharing music</p>
<u>MU.4.H.1.1:</u>	<p>Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.</p>
<u>MU.4.H.1.2:</u>	<p>Describe the influence of selected composers on the musical works and practices or traditions of their time.</p>
<u>MU.4.H.1.3:</u>	<p>Identify pieces of music that originated from cultures other than one's own.</p>
<u>MU.4.H.2.1:</u>	<p>Perform, listen to, and discuss music related to Florida's history.</p> <p>Remarks/Examples</p> <p>e.g., music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress, intimidate, immortalize</p>
<u>MU.4.H.2.2:</u>	<p>Identify ways in which individuals of varying ages and cultures experience music.</p> <p>Remarks/Examples</p> <p>e.g., live concert, musical theatre, Internet, recordings</p>
<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>Remarks/Examples</p> <p>e.g., movement, form, repetition, rhythmic patterns/numeric</p>

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	patterns, fractions, vibrations/sound waves
<u>MU.4.O.1.1:</u>	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles. Remarks/Examples e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque
<u>MU.4.O.2.1:</u>	Create variations for selected melodies.
<u>MU.4.O.3.1:</u>	Identify how expressive elements and lyrics affect the mood or emotion of a song. Remarks/Examples e.g., tempo, dynamics, phrasing, articulation
<u>MU.4.O.3.2:</u>	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
<u>MU.4.S.1.1:</u>	Improvise phrases, using familiar songs. Remarks/Examples e.g., altering text, rhythm, pitch, melody
<u>MU.4.S.1.2:</u>	Create melodic patterns using a variety of sound sources. Remarks/Examples e.g., voice, instrument
<u>MU.4.S.1.3:</u>	Arrange a familiar song for voices or instruments by manipulating form. Remarks/Examples e.g., introduction, interlude/bridge, coda, ABA, rondo
<u>MU.4.S.2.1:</u>	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

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<u>MU.4.S.3.1:</u>	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
<u>MU.4.S.3.2:</u>	Play rounds, canons, or layered ostinati on classroom instruments.
<u>MU.4.S.3.3:</u>	Perform extended pentatonic melodies at sight. Remarks/Examples e.g., high do, low sol, low la; vocal and/or instrumental
<u>MU.4.S.3.4:</u>	Play simple ostinati, by ear, using classroom instruments.
<u>MU.4.S.3.5:</u>	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation. 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
<u>PE.4.C.2.2:</u>	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. 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.
<u>PE.4.M.1.10:</u>	Perform two or more dances accurately. Remarks/Examples Some examples of dances are line, square, contra, folk, step and social.
<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.

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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 3- 5013110

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4027>

BASIC INFORMATION

Course Number:	5013110
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Grade Self Contained, Prekindergarten, Music, General, intermediate, 3, Music - Intermediate 3, 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 Title:	Music - Intermediate 3
Course Abbreviated Title:	MUSIC-INTERM 3
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

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	<p>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.</p>
<p>General Notes:</p>	<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 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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. <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

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STANDARDS (36)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.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:

LAFS.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.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<u>LAFS.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>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>MU.5.C.1.1:</u>	Discuss and apply listening strategies to support appreciation of musical works. 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>	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. Remarks/Examples

The alphanumeric coding scheme has changed –
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Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: Portuguese-Elementary- 5007080

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/2397>

BASIC INFORMATION

Course Number:	5007080
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: World Languages SubSubject: General
Course Title:	Portuguese-Elementary
Course Abbreviated Title:	PORTUGUESE E
Status:	State Board Approved
Version Description:	<p>Portuguese-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>

STANDARDS (78)

<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.

<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WI.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target

	culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.

<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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Course: Haitian Creole-Elementary- 5007070

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/2395>

BASIC INFORMATION

Course Number:	5007070
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, World Languages, General, Haitian Creole-Elementary, HAITIAN CREOLE E, Haitian
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: World Languages SubSubject: General
Course Title:	Haitian Creole-Elementary
Course Abbreviated Title:	HAITIAN CREOLE E
Status:	State Board Approved
Version Description:	<p>Haitian Creole-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation</p>

	<p>Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (78)

<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar

	vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WI K12 NH 6 2	Identify examples of common beliefs and attitudes and their

	relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.

<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.

<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events

in local, global, and/or online communities.



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Course: Greek-Elementary- 5007060

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/2391>

BASIC INFORMATION

Course Number:	5007060
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, World Languages, General, Greek-Elementary, GREEK E, Greek
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: World Languages SubSubject: General
Course Title:	Greek-Elementary
Course Abbreviated Title:	GREEK E
Status:	State Board Approved
Version Description:	<p>Greek-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for</p>

	<p>English language arts and mathematics.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (78)

<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.

<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.

<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.

<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events

in local, global, and/or online communities.



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Course: Chinese-Elementary- 5007050

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/2367>

BASIC INFORMATION

Course Number:	5007050
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, World Languages, General, Chinese-Elementary, CHINESE E, Chinese
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: World Languages SubSubject: General
Course Title:	Chinese-Elementary
Course Abbreviated Title:	CHINESE E
Status:	State Board Approved
Version Description:	<p>Chinese-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation</p>

	<p>Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (78)

<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar

	vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WI K12 NH 6 2	Identify examples of common beliefs and attitudes and their

	relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.

<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.

<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events

in local, global, and/or online communities.



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Course: Italian-Elementary- 5007040

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/2364>

BASIC INFORMATION

Course Number:	5007040
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, World Languages, General, Italian, ITALIAN E, Italian-Elementary
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: World Languages SubSubject: General
Course Title:	Italian-Elementary
Course Abbreviated Title:	ITALIAN E
Status:	State Board Approved
Version Description:	<p>Italian-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for</p>

	<p>English language arts and mathematics.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (78)

<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.

<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.

<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.

<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events

in local, global, and/or online communities.



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Course: Spanish-Elementary- 5007020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/2361>

BASIC INFORMATION

Course Number:	5007020
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, World Languages, General, Spanish-Elementary, Spanish, SPANISH E
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: World Languages SubSubject: General
Course Title:	Spanish-Elementary
Course Abbreviated Title:	SPANISH E
Status:	State Board Approved
Version Description:	<p>Spanish-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation</p>

	<p>Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (78)

<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar

	vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WI .K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their

	relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.

<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.

<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events

in local, global, and/or online communities.



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Course: German-Elementary- 5007010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/2358>

BASIC INFORMATION

Course Number:	5007010
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, World Languages, General, German-Elementary, German, GERMAN E
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: World Languages SubSubject: General
Course Title:	German-Elementary
Course Abbreviated Title:	GERMAN E
Status:	State Board Approved
Version Description:	<p>German-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation</p>

	<p>Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (78)

<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar

	vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WI .K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their

	relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.

<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.

<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events

in local, global, and/or online communities.



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Course: French-Elementary- 5007000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/2348>

BASIC INFORMATION

Course Number:	5007000
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, World Languages, General, French-Elementary, French, FRENCH E
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: World Languages SubSubject: General
Course Title:	French-Elementary
Course Abbreviated Title:	FRENCH E
Status:	State Board Approved
Version Description:	<p>French-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this <u>one-year</u> course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>The standards and benchmarks listed for this course are aligned</p>

	with the expected levels of language proficiency, rather than grade levels.
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STANDARDS (78)

<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.

<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation,

	famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.

<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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	e.g., title, historical notes, quality recordings, instrumentation, expressive elements
<u>MU.5.C.1.3:</u>	Identify, aurally, selected instruments of the band and orchestra. Remarks/Examples e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord
<u>MU.5.C.1.4:</u>	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
<u>MU.5.C.2.1:</u>	Define criteria, using correct music vocabulary, to critique one's own and others' performance. Remarks/Examples e.g., intonation, balance, blend, timbre
<u>MU.5.C.2.2:</u>	Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
<u>MU.5.C.3.1:</u>	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
<u>MU.5.F.1.1:</u>	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
<u>MU.5.F.2.1:</u>	Describe jobs associated with various types of concert venues and performing arts centers. Remarks/Examples e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant
<u>MU.5.F.2.2:</u>	Explain why live performances are important to the career of the artist and the success of performance venues.
<u>MU.5.F.3.1:</u>	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom. Remarks/Examples

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	e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented
<u>MU.5.F.3.2:</u>	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so. Remarks/Examples e.g., downloading music and other digital media, sharing personal and financial information, copying music
<u>MU.5.H.1.1:</u>	Identify the purposes for which music is used within various cultures. Remarks/Examples e.g., communication, celebration, ceremony
<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.
<u>MU.5.H.1.3:</u>	Compare stylistic and musical features in works originating from different cultures. Remarks/Examples e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns
<u>MU.5.H.2.1:</u>	Examine the contributions of musicians and composers for a specific historical period.
<u>MU.5.H.2.2:</u>	Describe how technology has changed the way audiences experience music.
<u>MU.5.H.3.1:</u>	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines. Remarks/Examples e.g., reading, writing, observing, listening, evaluating, embellishing, revising
<u>MU.5.O.1.1:</u>	Analyze, using correct music vocabulary, the use of musical

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	<p>elements in various styles of music as a foundation for understanding the creative 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>
<u>MU.5.O.2.1:</u>	Create a new melody from two or more melodic motifs.
<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>Remarks/Examples</p> <p>e.g., tempo, dynamics, timbre, texture, phrasing, articulation</p>
<u>MU.5.O.3.2:</u>	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
<u>MU.5.S.1.1:</u>	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
<u>MU.5.S.1.2:</u>	Compose short vocal or instrumental pieces using a variety of sound sources.
<u>MU.5.S.1.3:</u>	<p>Arrange a familiar song by manipulating specified aspects of music.</p> <p>Remarks/Examples</p> <p>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</p>
<u>MU.5.S.1.4:</u>	Sing or play simple melodic patterns by ear with support from the teacher.
<u>MU.5.S.2.1:</u>	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
<u>MU.5.S.2.2:</u>	Apply performance techniques to familiar music.
<u>MU.5.S.3.1:</u>	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
<u>MU.5.S.3.2:</u>	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.

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<u>MU.5.S.3.3:</u>	Perform simple diatonic melodies at sight. Remarks/Examples e.g., vocal and/or instrumental
<u>MU.5.S.3.4:</u>	Play melodies and accompaniments, by ear, using classroom instruments.
<u>MU.5.S.3.5:</u>	Notate rhythmic phrases and simple diatonic melodies using traditional notation. Remarks/Examples e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation
<u>TH.5.H.1.2:</u>	Participate in a performance to explore and celebrate a variety of human experiences.



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Course: Physical Education - Grade Kindergarten- 5015020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3993>

BASIC INFORMATION

Course Number:	5015020
Grade Levels:	K
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Physical Education, General, Physical, Adaptive, Physical Education - Grade Kindergarten, PHYSICAL EDUCATION K
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: General</p>
Course Title:	Physical Education - Grade Kindergarten
Course Abbreviated Title:	PHYSICAL EDUCATION K
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (45)

<u>HE.K.B.5.1:</u>	<p>Name situations when a health-related decision can be made individually or when assistance is needed.</p> <p>Remarks/Examples</p>
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	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.
<u>HE.K.C.1.2:</u>	Recognize the physical dimensions of health. Remarks/Examples Hygiene, exercise, eating habits, and cooperation.
<u>HE.K.P.7.1:</u>	Identify healthy practices and behaviors to maintain or improve personal health. Remarks/Examples Seek a safe environment, seek help, and practice universal precautions.
<u>LAFS.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.
<u>MAFS.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> .
<u>PE.K.C.2.1:</u>	Recognize locomotor skills. Remarks/Examples Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
<u>PE.K.C.2.2:</u>	Recognize physical activities have safety rules and procedures. Remarks/Examples An example would be to put equipment away when not in use in order to keep the physical activity area safe.
<u>PE.K.C.2.3:</u>	Recognize technology can be utilized during physical activity. Remarks/Examples

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Course: Physical Education - Grade 1-5015030

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3996>

BASIC INFORMATION

Course Number:	5015030
Grade Levels:	1
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Physical Education, General, Physical, Adaptive, Physical Education - Grade 1, PHYSICAL EDUCATION 1
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: General</p>
Course Title:	Physical Education - Grade 1
Course Abbreviated Title:	PHYSICAL EDUCATION 1
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (48)

<u>HE.1.B.5.2:</u>	Identify healthy options to health-related issues or problems. Remarks/Examples
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	Wearing bike helmet, using age- appropriate restraints, and reporting danger.
<u>HE.1.C.1.3:</u>	Describe ways to prevent common communicable diseases. Remarks/Examples Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.
<u>HE.1.P.8.1:</u>	Encourage others to make positive health choices. Remarks/Examples Use sunscreen, cross the street at marked areas, and select healthy foods.
<u>LAFS.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.
<u>MAFS.1.OA.3.5:</u>	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
<u>PE.1.C.2.1:</u>	Identify the critical elements of locomotor skills. 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>	Identify safety rules and procedures for teacher-selected 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.
<u>PE.1.C.2.3:</u>	Identify technology that can be utilized to enhance physical activity. Remarks/Examples

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	Some examples of developmentally-appropriate technology for students to identify are stop watches, pedometers and scales.
<u>PE.1.C.2.4:</u>	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility. Remarks/Examples An example of a rule for safe water activity would be the use of a life jacket.
<u>PE.1.C.2.5:</u>	Recognize the importance of practicing to improve performance. Remarks/Examples 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.
<u>PE.1.C.2.6:</u>	Use skill cues to improve performance. Remarks/Examples Some examples of skill cues are palm up for an underhand throw and keep ball close to body when dribbling.
<u>PE.1.C.2.7:</u>	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills. Remarks/Examples A dominant hand/foot is the one selected by the student that feels most natural for throwing/dribbling/striking/kicking patterns.
<u>PE.1.C.2.8:</u>	Identify movement concepts. Remarks/Examples Some examples of movement concepts are directions, pathways and levels.
<u>PE.1.C.2.9:</u>	Name examples of warm-up and cool-down exercises. Remarks/Examples

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	An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.
<u>PE.1.L.3.1:</u>	Identify a moderate physical activity.
<u>PE.1.L.3.2:</u>	Identify a vigorous physical activity.
<u>PE.1.L.3.3:</u>	Identify opportunities for involvement in physical activities during the school day.
<u>PE.1.L.3.4:</u>	Identify opportunities for involvement in physical activities after the school day.
<u>PE.1.L.3.5:</u>	Set physical-activity goals.
<u>PE.1.L.3.6:</u>	Identify the health benefits of physical activity.
<u>PE.1.L.3.7:</u>	Identify edges, pedestrians, vehicles and traffic.
<u>PE.1.L.4.1:</u>	Identify a benefit of strengthening muscles.
<u>PE.1.L.4.2:</u>	Identify the components of health-related physical fitness.
<u>PE.1.L.4.3:</u>	Identify the changes in heart rate before, during and after physical activity.
<u>PE.1.L.4.4:</u>	Identify the difference in the activity of the heart during rest and while physically active.
<u>PE.1.L.4.5:</u>	Discuss the physiological signs of physical activity.
<u>PE.1.L.4.6:</u>	Identify how to properly flex and extend body parts to promote flexibility.
<u>PE.1.L.4.7:</u>	Identify the food groups.
<u>PE.1.M.1.1:</u>	Travel using various locomotor skills while changing directions, pathways and speeds.
<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.
<u>PE.1.M.1.11:</u>	Demonstrate a sequence of a balance, a roll and a different balance.

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<p><u>PE.1.M.1.12:</u></p>	<p>Demonstrate the ability to take weight onto hands. Remarks/Examples</p> <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.</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. Remarks/Examples</p> <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. Remarks/Examples</p> <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.</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. 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.</p>
<p><u>PE.1.M.1.6:</u></p>	<p>Demonstrate a variety of basic water skills. Remarks/Examples</p> <p>Some examples of basic water skills are prone float and recover, back float with assistance and move forward and backward with assistance.</p>

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<u>PE.1.M.1.7:</u>	Move in different directions to catch a variety of self-tossed objects.
<u>PE.1.M.1.8:</u>	Demonstrate an underhand-throwing motion for accuracy using correct technique.
<u>PE.1.M.1.9:</u>	Demonstrate an overhand-throwing motion for distance using correct technique.
<u>PE.1.R.5.1:</u>	List a benefit resulting from cooperation and sharing during physical activity.
<u>PE.1.R.5.2:</u>	Use physical-activity space safely and properly.
<u>PE.1.R.5.3:</u>	Demonstrate consideration of others while participating in physical activity.
<u>PE.1.R.6.1:</u>	Identify physical-activity preferences.
<u>PE.1.R.6.2:</u>	Identify feelings resulting from participation in physical activity.
<u>PE.1.R.6.3:</u>	Identify the benefits of learning new movement skills.

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Course: Physical Education - Grade 2-5015040

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3998>

BASIC INFORMATION

Course Number:	5015040
Grade Levels:	2
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Physical Education, General, Physical, Adaptive, Physical Education - Grade 2, 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 Title:	Physical Education - Grade 2
Course Abbreviated Title:	PHYSICAL EDUCATION 2
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (49)

HE.2.C.1.4:	Describe ways to prevent childhood injuries in the home, school,
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	<p>and community settings.</p> <p>Remarks/Examples</p> <p>Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.</p>
<u>HE.2.C.2.1:</u>	<p>Describe how family rules and practices influence health behaviors.</p> <p>Remarks/Examples</p> <p>Consistent/inconsistent home safety rules and modeling of food- sanitation practices at home.</p>
<u>HE.2.C.2.3:</u>	<p>Describe how the school and community influence health behaviors of children.</p> <p>Remarks/Examples</p> <p>Health and safety fairs, school and community gardens, and recycling.</p>
<u>LAFS.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>
<u>MAFS.2.OA.3.3:</u>	<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.</p>
<u>PE.2.C.2.1:</u>	<p>Describe the critical elements of locomotor skills.</p> <p>Remarks/Examples</p> <p>An example of a critical element of jumping is beginning and ending on two feet.</p>
<u>PE.2.C.2.2:</u>	<p>Identify safety rules and procedures for selected 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</p>

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	activities.
<u>PE.2.C.2.3:</u>	Utilize technology to enhance experiences in physical education. Remarks/Examples Some examples of developmentally-appropriate technology are stop watches, pedometers and scales.
<u>PE.2.C.2.4:</u>	Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
<u>PE.2.C.2.5:</u>	Explain how appropriate practice improves the performance of movement skills. Remarks/Examples 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.
<u>PE.2.C.2.6:</u>	Apply teacher feedback to effect change in performance. 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.
<u>PE.2.C.2.7:</u>	Describe movement concepts. Remarks/Examples Some examples of movement concepts are directions, pathways and levels.
<u>PE.2.C.2.8:</u>	Explain the importance of warm-up and cool-down activities. Remarks/Examples An example of the importance for warm-up activities is the prevention of injuries.
<u>PE.2.C.2.9:</u>	Define offense and defense. Remarks/Examples

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	Offense is when a team is attempting to score and defense is when a team is trying to prevent the other team from scoring.
<u>PE.2.L.3.1:</u>	Identify a moderate physical activity.
<u>PE.2.L.3.2:</u>	Identify a vigorous physical activity.
<u>PE.2.L.3.3:</u>	Identify opportunities for involvement in physical activities during the school day.
<u>PE.2.L.3.4:</u>	Identify opportunities for involvement in physical activities after the school day.
<u>PE.2.L.3.5:</u>	Set and meet physical-activity goals.
<u>PE.2.L.3.6:</u>	Identify how opportunities for participation in physical activities change during the seasons.
<u>PE.2.L.3.7:</u>	Identify healthful benefits that result from regular participation in physical activity.
<u>PE.2.L.3.8:</u>	Identify the proper crossing sequence.
<u>PE.2.L.4.1:</u>	Identify how muscular strength and endurance enhances performance in physical activities.
<u>PE.2.L.4.2:</u>	Discuss the components of health-related physical fitness.
<u>PE.2.L.4.3:</u>	Identify that a stronger heart muscle can pump more blood with each beat.
<u>PE.2.L.4.4:</u>	Identify why sustained physical activity causes an increased heart rate and heavy breathing.
<u>PE.2.L.4.5:</u>	Identify the physiological signs of moderate to vigorous physical activity.
<u>PE.2.L.4.6:</u>	Identify benefits of participation in informal physical fitness assessment.
<u>PE.2.L.4.7:</u>	Identify appropriate stretching exercises.
<u>PE.2.L.4.8:</u>	Categorize food into food groups.
<u>PE.2.M.1.1:</u>	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.

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<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.
<u>PE.2.M.1.11:</u>	Perform at least one skill that requires the transfer of weight to hands. Remarks/Examples Some developmentally appropriate examples are hand stands and cartwheels.
<u>PE.2.M.1.12:</u>	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.
<u>PE.2.M.1.2:</u>	Strike an object continuously using body parts both upward and downward. Remarks/Examples An example of striking an object downward is dribbling a basketball.
<u>PE.2.M.1.3:</u>	Strike an object continuously using a paddle/racket both upward and downward.
<u>PE.2.M.1.4:</u>	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction. Remarks/Examples Some examples of developmentally-appropriate, long-handled implements are bats, hockey sticks and golf clubs.
<u>PE.2.M.1.5:</u>	Dribble with hands and feet in various pathways, directions and speeds around stationary objects.
<u>PE.2.M.1.6:</u>	Perform a variety of fundamental aquatics skills. Remarks/Examples Some examples of fundamental aquatics skills are prone float with flutter kick and back float recover to a standing position.
<u>PE.2.M.1.7:</u>	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
<u>PE.2.M.1.8:</u>	Demonstrate an overhand-throwing motion for distance

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	demonstrating correct technique and accuracy.
<u>PE.2.M.1.9:</u>	Perform one folk or line dance accurately. Remarks/Examples
	An example of a line dance is the Electric Slide.
<u>PE.2.R.5.1:</u>	Identify ways to cooperate with others regardless of personal differences during physical activity.
<u>PE.2.R.5.2:</u>	List ways to safely handle physical-activity equipment.
<u>PE.2.R.5.3:</u>	Describe the personal feelings resulting from challenges, successes and failures in physical activity.
<u>PE.2.R.5.4:</u>	Identify ways to successfully resolve conflicts with others.
<u>PE.2.R.6.1:</u>	Identify ways to use physical activity to express feeling.
<u>PE.2.R.6.2:</u>	Discuss the relationship between skill competence and enjoyment.
<u>PE.2.R.6.3:</u>	Identify ways to contribute as a member of a cooperative group.

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Course: Physical Education - Grade 3-5015050

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4003>

BASIC INFORMATION

Course Number:	5015050
Grade Levels:	3
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Physical Education, General, Physical, Adaptive, Physical Education - Grade 3, PHYSICAL EDUCATION 3
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: General</p>
Course Title:	Physical Education - Grade 3
Course Abbreviated Title:	PHYSICAL EDUCATION 3
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (48)

<u>HE.3.B.5.2:</u>	List healthy options to health-related issues or problems. Remarks/Examples
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	<p>Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.</p>
<u>HE.3.B.6.1:</u>	<p>Select a personal health goal and track progress toward achievement.</p> <p>Remarks/Examples</p> <p>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.</p>
<u>HE.3.C.2.1:</u>	<p>Explore how family and friend's traditions and customs may influence health behaviors.</p> <p>Remarks/Examples</p> <p>Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.</p>
<u>LAFS.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>
<u>MAFS.3.MD.1.1:</u>	<p>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.</p>
<u>PE.3.C.2.1:</u>	<p>Identify the importance of purposeful movement and its impact on quality of performance.</p> <p>Remarks/Examples</p> <p>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</p>
<u>PE.3.C.2.2:</u>	<p>Understand the importance of safety rules and procedures in all 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.
<u>PE.3.C.2.3:</u>	Understand that technology can be utilized to gather information about performance. Remarks/Examples Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
<u>PE.3.C.2.4:</u>	Identify and explain different items that can be used for assisting in a water-related emergency. Remarks/Examples Some examples of items that can be used in a water related emergency are poles, towels and flotation devices.
<u>PE.3.C.2.5:</u>	Explain how appropriate practice improves performance of movement skills. 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.
<u>PE.3.C.2.6:</u>	Analyze peer performance and provide feedback.
<u>PE.3.C.2.7:</u>	Identify the reasons for warm-up and cool-down activities. Remarks/Examples Some examples of reasons for warm-up and cool-down activities are injury prevention and enhancing performance.
<u>PE.3.C.2.8:</u>	Describe basic offensive and defensive tactics. Remarks/Examples An example of an offensive tactic is keeping your body between the ball and defender while dribbling.
<u>PE.3.L.3.1:</u>	Identify a moderate physical activity.
<u>PE.3.L.3.2:</u>	Identify a vigorous physical activity.

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<u>PE.3.L.3.3:</u>	Identify opportunities for involvement in physical activities during the school day.
<u>PE.3.L.3.4:</u>	Identify opportunities for involvement in physical activities after the school day.
<u>PE.3.L.3.5:</u>	Use an activity log to maintain a personal record of participation in physical activity during a period of time.
<u>PE.3.L.3.6:</u>	Identify lifestyle changes that can be made to increase the level of physical activity.
<u>PE.3.L.3.7:</u>	Differentiate between the correct and incorrect way to fit a bicycle helmet.
<u>PE.3.L.4.1:</u>	Describe how muscular strength and endurance enhances performance in physical activities.
<u>PE.3.L.4.10:</u>	Identify ways that technology can assist in the pursuit of physical fitness.
<u>PE.3.L.4.2:</u>	Describe the relationship between the heart and lungs during physical activity.
<u>PE.3.L.4.3:</u>	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
<u>PE.3.L.4.4:</u>	Match physical fitness assessment events to the associated fitness component.
<u>PE.3.L.4.5:</u>	Identify formal and informal physical fitness assessments.
<u>PE.3.L.4.6:</u>	Identify ways to safely stretch major muscle groups.
<u>PE.3.L.4.7:</u>	Read food labels for specific nutrition facts.
<u>PE.3.L.4.8:</u>	Identify the principles of physical fitness.
<u>PE.3.L.4.9:</u>	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
<u>PE.3.M.1.1:</u>	Apply locomotor skills in a variety of movement settings. Remarks/Examples
	Some examples of movement settings are sequences, dances and games.

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<u>PE.3.M.1.10:</u>	<p>Perform one dance accurately.</p> <p>Remarks/Examples</p> <p>Some examples of dances are square, contra, step and social.</p>
<u>PE.3.M.1.11:</u>	<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.</p> <p>Remarks/Examples</p> <p>Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.</p>
<u>PE.3.M.1.12:</u>	<p>Continuously jump a self-turned rope.</p>
<u>PE.3.M.1.2:</u>	<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.</p> <p>Remarks/Examples</p> <p>Some examples of striking activities are volleying, kicking and punting.</p>
<u>PE.3.M.1.3:</u>	<p>Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.</p>
<u>PE.3.M.1.4:</u>	<p>Strike both moving and stationary objects using a long-handled implement.</p> <p>Remarks/Examples</p> <p>Some examples of developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.</p>
<u>PE.3.M.1.5:</u>	<p>Maintain control while dribbling with hands or feet against a defender.</p>
<u>PE.3.M.1.6:</u>	<p>Demonstrate a combination of basic swim skills.</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</p>

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	water.
<u>PE.3.M.1.7:</u>	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
<u>PE.3.M.1.8:</u>	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
<u>PE.3.M.1.9:</u>	Perform a teacher-designed sequence using manipulatives. Remarks/Examples Some examples of sequences using manipulatives are tinkling poles, lummi sticks and jump ropes.
<u>PE.3.R.5.1:</u>	List ways to work cooperatively with peers of differing skill levels.
<u>PE.3.R.5.2:</u>	List ways to show respect for the views of a peer from a different cultural background.
<u>PE.3.R.5.3:</u>	Identify ways to take responsibility for his/her own behavior.
<u>PE.3.R.6.1:</u>	List personally challenging physical-activity experiences.
<u>PE.3.R.6.2:</u>	Describe ways to appreciate the good physical performance of others.
<u>PE.3.R.6.3:</u>	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.

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Course: Physical Education - Grade 4-5015060

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4005>

BASIC INFORMATION

Course Number:	5015060
Grade Levels:	4
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Physical Education, General, Physical, Adaptive, Physical Education - Grade 4, 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 Title:	Physical Education - Grade 4
Course Abbreviated Title:	PHYSICAL EDUCATION 4
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (48)

<u>HE.4.B.3.3:</u>	Examine resources from home, school and community that provide valid health information.
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	<p>Remarks/Examples</p> <p>Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.</p>
<u>HE.4.C.1.2:</u>	<p>Identify examples of mental/emotional, physical, and social health.</p> <p>Remarks/Examples</p> <p>Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.</p>
<u>HE.4.C.2.6:</u>	<p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <p>Remarks/Examples</p> <p>Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>
<u>LAFS.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>
<u>MAFS.4.G.1.3:</u>	<p>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.</p>
<u>PE.4.C.2.1:</u>	<p>Understand the importance of purposeful movement in a variety of movement settings.</p> <p>Remarks/Examples</p> <p>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</p>
<u>PE.4.C.2.2:</u>	<p>Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.</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</p>

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	striking activities.
<u>PE.4.C.2.3:</u>	Use technology to gather information about performance. Remarks/Examples Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
<u>PE.4.C.2.4:</u>	Understand the importance of protecting parts of the body from the harmful rays of the sun. Remarks/Examples Some examples are sunscreen and protective clothing.
<u>PE.4.C.2.5:</u>	Detect errors in personal movement patterns. Remarks/Examples An example of a way to detect errors in personal movement patterns is through the use of videotaping.
<u>PE.4.C.2.6:</u>	Compare and discuss skills/sports that use similar movement patterns. Remarks/Examples Some examples are volleyball and tennis serve, surfing and skate boarding.
<u>PE.4.C.2.7:</u>	Identify proper warm-up and cool-down techniques and the reasons for using them. Remarks/Examples An example of a warm-up technique for sprinting is stretching the hamstring muscles in order to prevent injury.
<u>PE.4.C.2.8:</u>	Identify the importance of hydration before, during and after physical activity. Remarks/Examples An example of the importance of hydration is to prevent heat-related illnesses.

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<u>PE.4.C.2.9:</u>	Identify basic offensive and defensive tactics for modified invasion and net activities. Remarks/Examples An example of an offensive tactic in tennis is hitting the ball away from the opponent.
<u>PE.4.L.3.1:</u>	Identify a moderate physical activity.
<u>PE.4.L.3.2:</u>	Identify a vigorous physical activity.
<u>PE.4.L.3.3:</u>	Identify opportunities for involvement in physical activities during the school day.
<u>PE.4.L.3.4:</u>	Identify opportunities for involvement in physical activities after the school day.
<u>PE.4.L.3.5:</u>	Implement at least one lifestyle behavior to increase physical activity.
<u>PE.4.L.3.6:</u>	Discuss the importance of wearing a bicycle helmet.
<u>PE.4.L.4.1:</u>	Identify the muscles being strengthened during the performance of specific activities.
<u>PE.4.L.4.10:</u>	Describe ways that technology can assist in the pursuit of physical fitness.
<u>PE.4.L.4.2:</u>	Identify several activities related to each component of physical fitness.
<u>PE.4.L.4.3:</u>	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
<u>PE.4.L.4.4:</u>	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.
<u>PE.4.L.4.5:</u>	Identify ways to participate in formal and informal physical fitness assessment.
<u>PE.4.L.4.6:</u>	Identify how specific stretches increase flexibility and reduce the chance of injury.
<u>PE.4.L.4.7:</u>	Understand appropriate serving size.
<u>PE.4.L.4.8:</u>	Explain the principles of physical fitness.

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<u>PE.4.L.4.9:</u>	Develop short- and long-term fitness goals.
<u>PE.4.M.1.1:</u>	Apply movement concepts to the performance of locomotor skills in a variety of movement settings. Remarks/Examples Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.
<u>PE.4.M.1.10:</u>	Perform two or more dances accurately. Remarks/Examples Some examples of dances are line, square, contra, folk, step and social.
<u>PE.4.M.1.11:</u>	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions. Remarks/Examples Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.
<u>PE.4.M.1.12:</u>	Run and hurdle a succession of low- to medium-level obstacles.
<u>PE.4.M.1.2:</u>	Strike a moving object using body parts so that the object travels in the intended direction at the desired height. Remarks/Examples Some examples of activities to apply this are volleying, kicking and punting.
<u>PE.4.M.1.3:</u>	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern. Remarks/Examples Some examples of ways to strike continuously are against a wall and a partner-fed toss.
<u>PE.4.M.1.4:</u>	Strike moving and/or stationary objects with long-handled

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	<p>implements using correct technique so the objects travel in the intended direction.</p> <p>Remarks/Examples</p> <p>Some examples of long-handled implements are golf clubs, bats and hockey sticks.</p>
<u>PE.4.M.1.5:</u>	Dribble and pass to a moving partner.
<u>PE.4.M.1.6:</u>	<p>Perform a variety of swim strokes.</p> <p>Remarks/Examples</p> <p>Some examples of swim strokes are front crawl, backstroke, elementary back stroke and modified breaststroke.</p>
<u>PE.4.M.1.7:</u>	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
<u>PE.4.M.1.8:</u>	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
<u>PE.4.M.1.9:</u>	<p>Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.</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>
<u>PE.4.R.5.1:</u>	Discuss the influence of individual differences on participation in physical activities.
<u>PE.4.R.5.2:</u>	List ways to encourage others while refraining from insulting/negative statements.
<u>PE.4.R.5.3:</u>	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
<u>PE.4.R.6.1:</u>	Discuss how physical activity can be a positive opportunity for social and group interaction.
<u>PE.4.R.6.2:</u>	Describe the connection between skill competence and enjoyment of physical activity.

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Course: Physical Education - Grade 5-5015070

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4008>

BASIC INFORMATION

Course Number:	5015070
Grade Levels:	5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Physical Education, General, Physical, Adaptive, Physical Education - Grade 5, 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 Title:	Physical Education - Grade 5
Course Abbreviated Title:	PHYSICAL EDUCATION 5
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (47)

<u>HE.5.B.5.4:</u>	Select a healthy option when making decisions for yourself and/or others.
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	<p>Remarks/Examples</p> <p>Report bullying, resolve conflicts, and use safety equipment.</p>
<u>HE.5.C.1.3:</u>	<p>Explain ways a safe, healthy home and school environment promote personal health.</p> <p>Remarks/Examples</p> <p>Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>
<u>HE.5.C.1.6:</u>	<p>Recognize how appropriate health care can promote personal health.</p> <p>Remarks/Examples</p> <p>Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>
<u>LAFS.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>
<u>MAFS.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>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>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.</p>
<u>PE.5.C.2.3:</u>	<p>Apply feedback gathered from the use of technology to assess and enhance performance.</p> <p>Remarks/Examples</p> <p>Some examples of technology are pedometers, accelerometers,</p>

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	heart-rate monitors, videos, websites and spreadsheets.
<u>PE.5.C.2.4:</u>	Identify the different types of basic water- rescue techniques, using various types of items. Remarks/Examples An example of a water-rescue technique is to reach out to the victim with a pole and pull him/her to safety.
<u>PE.5.C.2.5:</u>	Detect, analyze and correct errors in personal movement patterns.
<u>PE.5.C.2.6:</u>	Compare and contrast skills/sports that use similar movement patterns and concepts. Remarks/Examples Some examples are volleyball and tennis serve, surfing and skate boarding.
<u>PE.5.C.2.7:</u>	Identify basic practice and conditioning principles that enhance performance. Remarks/Examples An example of a conditioning principle that would enhance performance is running with weight resistance to improve speed.
<u>PE.5.C.2.8:</u>	Categorize basic offensive and defensive tactics for modified invasion and net activities. Remarks/Examples An example of an offensive tactic in basketball is keeping your body between the ball and the defender.
<u>PE.5.L.3.1:</u>	Identify a moderate physical activity.
<u>PE.5.L.3.2:</u>	Identify a vigorous physical activity.
<u>PE.5.L.3.3:</u>	Identify opportunities for involvement in physical activities during the school day.
<u>PE.5.L.3.4:</u>	Identify opportunities for involvement in physical activities after

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	the school day.
<u>PE.5.L.3.5:</u>	Formulate a plan to increase the amount of time spent in physical activity.
<u>PE.5.L.3.6:</u>	Discuss lifestyle behaviors that can be made to increase physical activity.
<u>PE.5.L.3.7:</u>	Use technology to enhance regular participation in physical activities.
<u>PE.5.L.3.8:</u>	Discuss the importance of being visible, being predictable and communicating when cycling.
<u>PE.5.L.4.1:</u>	Differentiate between muscular strength and muscular endurance.
<u>PE.5.L.4.2:</u>	Identify activities that develop and maintain each component of physical fitness.
<u>PE.5.L.4.3:</u>	Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
<u>PE.5.L.4.4:</u>	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
<u>PE.5.L.4.5:</u>	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
<u>PE.5.L.4.6:</u>	Plan a menu for a balanced meal.
<u>PE.5.L.4.7:</u>	Apply the principles of physical fitness to exercise.
<u>PE.5.L.4.8:</u>	Evaluate progress toward short- and long-term fitness goals.
<u>PE.5.L.4.9:</u>	Explain how technology can assist in the pursuit of physical fitness.
<u>PE.5.M.1.1:</u>	Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands. Remarks/Examples Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are

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	directions, effort and relationships.
<u>PE.5.M.1.10:</u>	Perform a variety of dances accurately. Remarks/Examples Some examples of dances are line, square, contra, folk, step and social.
<u>PE.5.M.1.11:</u>	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions. Remarks/Examples Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.
<u>PE.5.M.1.2:</u>	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. Remarks/Examples Some examples of activities to apply this are volleying, kicking and punting.
<u>PE.5.M.1.3:</u>	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
<u>PE.5.M.1.4:</u>	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. Remarks/Examples Some examples of long-handled implements are golf clubs, bats and hockey sticks.
<u>PE.5.M.1.5:</u>	Apply dribbling skills in modified games, focusing on offensive strategies. Remarks/Examples

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	Some examples of offensive strategies are fakes, stopping and starting, changing directions and changing speeds.
<u>PE.5.M.1.6:</u>	Demonstrate proficiency in one or more swim strokes. Remarks/Examples Some examples of swim strokes are front crawl, backstroke, breaststroke, sidestroke and butterfly.
<u>PE.5.M.1.7:</u>	Catch a variety of objects while traveling and being defended.
<u>PE.5.M.1.8:</u>	Throw a leading pass overhand to a moving partner using a variety of objects.
<u>PE.5.M.1.9:</u>	Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions. Remarks/Examples Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.
<u>PE.5.R.5.1:</u>	Describe a benefit of working productively with a partner to improve performance.
<u>PE.5.R.5.2:</u>	Describe ways to utilize equipment safely during physical activities.
<u>PE.5.R.5.3:</u>	Describe the influence of individual differences on participation in physical activities.
<u>PE.5.R.6.1:</u>	Describe how participation in physical activity is a source of self-expression and meaning.
<u>PE.5.R.6.2:</u>	Explain the benefits of physical activity.
<u>PE.5.R.6.3:</u>	Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.

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PE.4.R.6.3:

Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.

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	Some examples of developmentally-appropriate technology for students to recognize are stop watches, pedometers and scales.
<u>PE.K.C.2.4:</u>	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. Remarks/Examples An example of a danger is entering the water when there is not an adult present.
<u>PE.K.C.2.5:</u>	Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns. Remarks/Examples A dominant hand/foot is the one selected by the student that feels most natural for throwing/striking/kicking.
<u>PE.K.C.2.6:</u>	Recite cues for a variety of movement patterns and skills. Remarks/Examples Some examples of movement patterns and skills are locomotor, non-locomotor, throwing and catching.
<u>PE.K.C.2.7:</u>	Identify personal and general space.
<u>PE.K.C.2.8:</u>	Recognize movement concepts. Remarks/Examples Some examples of movement concepts are directions, pathways and levels.
<u>PE.K.L.3.1:</u>	Identify a moderate physical activity.
<u>PE.K.L.3.2:</u>	Identify a vigorous physical activity.
<u>PE.K.L.3.3:</u>	Identify opportunities for involvement in physical activities during the school day.
<u>PE.K.L.3.4:</u>	Identify opportunities for involvement in physical activities after the school day.

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<u>PE.K.L.3.5:</u>	Describe physical-activity goal-setting.
<u>PE.K.L.3.6:</u>	Identify the benefits of participating in physical activity.
<u>PE.K.L.3.7:</u>	Verbally state the search used before crossing a roadway.
<u>PE.K.L.4.1:</u>	Identify the location of muscles that help the body perform specific physical activities.
<u>PE.K.L.4.2:</u>	Identify that the heart beats faster during more intense physical activity.
<u>PE.K.L.4.3:</u>	Identify activities that increase breathing and heart rate.
<u>PE.K.L.4.4:</u>	Identify a physiological sign of participating in physical activity.
<u>PE.K.L.4.5:</u>	Identify a benefit of flexibility.
<u>PE.K.L.4.6:</u>	Differentiate between healthy and unhealthy food choices.
<u>PE.K.M.1.1:</u>	Use a variety of locomotor skills to travel in personal and general space. Remarks/Examples Some examples of locomotor skills are running, galloping and skipping.
<u>PE.K.M.1.10:</u>	Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.
<u>PE.K.M.1.11:</u>	Balance on a variety of body parts.
<u>PE.K.M.1.12:</u>	Perform a variety of rolling actions. Remarks/Examples Some examples of rolling actions are pencil roll and forward roll.
<u>PE.K.M.1.13:</u>	Move in a variety of ways in relation to others. Remarks/Examples Some examples of this are chasing, fleeing and dodging.
<u>PE.K.M.1.2:</u>	Strike objects using body parts forcefully. Remarks/Examples

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	An example is kicking a soccer ball with your foot.
<u>PE.K.M.1.3:</u>	Balance a lightweight object on a paddle/racket while moving.
<u>PE.K.M.1.4:</u>	Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions. Remarks/Examples Some examples of modified, developmentally- appropriate long-handled implements are bats, hockey sticks and golf clubs.
<u>PE.K.M.1.5:</u>	Use two hands to bounce and catch a large playground ball.
<u>PE.K.M.1.6:</u>	Participate in a variety of introductory water skills. Remarks/Examples Some examples of introductory water skills are water entry, putting face in water and supported with feet off the bottom.
<u>PE.K.M.1.7:</u>	Catch a variety of self-tossed objects.
<u>PE.K.M.1.8:</u>	Roll and throw a variety of objects using an underhand motion.
<u>PE.K.M.1.9:</u>	Throw a variety of objects forcefully using an overhand motion.
<u>PE.K.R.5.1:</u>	Identify ways to cooperate with a partner during physical activity.
<u>PE.K.R.5.2:</u>	Use equipment safely and properly.
<u>PE.K.R.5.3:</u>	Identify ways to treat others with respect during physical activity.
<u>PE.K.R.6.1:</u>	Identify physical activities that are enjoyable.
<u>PE.K.R.6.2:</u>	Identify a benefit of willingly trying new movements and motor skills.
<u>PE.K.R.6.3:</u>	Identify the benefits of continuing to participate when not successful on the first try.

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Course: Science - Grade 5- 5020060

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4236>

BASIC INFORMATION

Course Number:	5020060
Grade Levels:	5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Science, General Science, Science - Grade 5, 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 Title:	Science - Grade 5
Course Abbreviated Title:	SCIENCE GRADE 5
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:

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	<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.

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

<u>HE.5.C.1.5:</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>Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the</p>
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	reproductive system and respiratory system providing oxygen to other body systems.
<u>LAFS.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>LAFS.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>LAFS.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>LAFS.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 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.
<u>LAFS.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>LAFS.5.W.3.9:</u>	Draw evidence from literary or informational texts to support

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	<p>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>MAFS.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 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>
<p><u>MAFS.5.MD.2.2:</u></p>	<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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></p>
<p><u>SC.5.E.5.1:</u></p>	<p>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.</p> <p>Remarks/Examples</p> <hr/> <p>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.</p>
<p><u>SC.5.E.5.2:</u></p>	<p>Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.</p>

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<p><u>SC.5.E.5.3:</u></p>	<p>Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it. Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.5.2.</p>
<p><u>SC.5.E.7.1:</u></p>	<p>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</p> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.7.2.</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<p><u>SC.5.E.7.2:</u></p>	<p>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.</p>
<p><u>SC.5.E.7.3:</u></p>	<p>Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time. 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>

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<u>SC.5.E.7.7:</u>	Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.
<u>SC.5.L.14.1:</u>	<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>
<u>SC.5.L.14.2:</u>	<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>

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<p><u>SC.5.N.1.1:</u></p>	<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>LAFS Connections: LAFS.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. LAFS.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. MAFS.5.MD.2.2. Represent and interpret data. MAFS.5.G.1. Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>MAFS Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively.</p>
<p><u>SC.5.N.1.2:</u></p>	<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.</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.5: Use appropriate tools</p>

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	strategically; and, MAFS.K12.MP.6: Attend to precision.
<u>SC.5.N.1.4:</u>	Identify a control group and explain its importance in an experiment. Remarks/Examples MAFS Connections: MAFS.K12.MP.6: Attend to precision.
<u>SC.5.N.1.5:</u>	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." Remarks/Examples MAFS Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively.
<u>SC.5.N.1.6:</u>	Recognize and explain the difference between personal opinion/interpretation and verified observation.
<u>SC.5.N.2.1:</u>	Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. Remarks/Examples 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. LAFS Connections: LAFS.5.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. MAFS Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively; and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.
<u>SC.5.N.2.2:</u>	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others. Remarks/Examples Remarks/Examples: Annually assessed on Grade 5 Science FCAT

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	<p>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>LAFS Connections: LAFS.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>MAFS Connections: MAFS.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> <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> <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> <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>
<p><u>SC.5.P.11.1:</u></p>	<p>Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).</p>

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<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. MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.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.

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<p><u>SC.5.P.8.3:</u></p>	<p>Demonstrate and explain that mixtures of solids can be separated 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>
<p><u>SC.5.P.8.4:</u></p>	<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>
<p><u>SC.5.P.9.1:</u></p>	<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)

<p>Adaptation:</p>	<p>A characteristic of an organism that increases its chance of survival and reproduction in its environment.</p>
<p>Asteroid:</p>	<p>A rocky or metallic object that orbits the Sun and is much smaller than a planet.</p>
<p>Atom:</p>	<p>The smallest unit of a chemical element that can still retain the properties of that element.</p>

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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.

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GENERAL INFORMATION

Course Number: 5021050
Course Path: **Section:** Grades PreK to 12 Education Courses» **Grade Group:**Grades PreK to 5 Education Courses
» **Subject:** Social Studies » **SubSubject:**General »
Course Title: Social Studies - Grade Three
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: SOC STUDIES 3
Course Length: Year
Course Status: SBE Approval Pending
General Notes: **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.

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.

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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.3.RI.1:	Key Ideas and Details
LAFS.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.
LAFS.3.RI.1.2:	Determine the main idea of a text; recount the key details and explain how they support the main idea.

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- LAFS.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.
- LAFS.3.RI.2: Craft and Structure**
- LAFS.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.
- LAFS.3.RI.2.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- LAFS.3.RI.2.6: Distinguish their own point of view from that of the author of a text.
- LAFS.3.RI.3: Integration of Knowledge and Ideas**
- LAFS.3.RI.3.7: 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).
- LAFS.3.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- LAFS.3.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
- LAFS.3.RI.4: Range of Reading and Level of Text Complexity**
- LAFS.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.
- LAFS.3.W.1: Text Types and Purposes**
- LAFS.3.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
- LAFS.3.W.1.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- LAFS.3.W.1.1b: Provide reasons that support the opinion.
- LAFS.3.W.1.1c: Use linking words and phrases (e.g., *because*, *therefore*, *for example*) to connect opinion and reasons.
- LAFS.3.W.1.1d: Provide a concluding statement or section.
- LAFS.3.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LAFS.3.W.1.2a : Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- LAFS.3.W.1.2b: Develop the topic with facts, definitions, and details.
- LAFS.3.W.1.2c: Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- LAFS.3.W.1.2d: Provide a concluding statement or section.
- LAFS.3.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.3.W.2 Production and Distribution of Writing**
- LAFS.3.W.2.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- LAFS.3.W.2.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- LAFS.3.W.2.6: 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.
- LAFS.3.W.3: Research to Build and Present Knowledge**
- LAFS.3.W.3.7: Conduct short research projects that build knowledge about a topic.
- LAFS.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.

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LAFS3.W.4:	Range of Writing
LAFS.3.W.4.10:	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.
LAFS.3.SL.1	Comprehension and Collaboration
LAFS.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.
LAFS.3.SL.1.1a	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.
LAFS.3.SL.1.1b	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).
LAFS.3.SL.1.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LAFS.3.SL.1.1d	Explain their own ideas and understanding in light of the discussion.
LAFS.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.
LAFS.3.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.3.SL.2	Presentation of Knowledge and Ideas
LAFS.3.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.3.MD	Measurement and Data
MAFS.3.MD.2:	Represent and interpret data.
SS.3.A.1.1:	Analyze primary and secondary sources.
SS.3.A.1.2:	Utilize technology resources to gather information from primary and secondary sources.
SS.3.A.1.3:	Define terms related to the social sciences.
SS.3.C.1.1:	Explain the purpose and need for government.
SS.3.C.1.2:	Describe how government gains its power from the people.
SS.3.C.1.3:	Explain how government was established through a written Constitution.
SS.3.C.2.1:	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
SS.3.C.3.1:	Identify the levels of government (local, state, federal).
SS.3.C.3.2:	Describe how government is organized at the local level.
SS.3.C.3.3:	Recognize that every state has a state constitution.
SS.3.C.3.4:	Recognize that the Constitution of the United States is the supreme law of the land.
SS.3.E.1.1:	Give examples of how scarcity results in trade.
SS.3.E.1.2:	List the characteristics of money.
SS.3.E.1.3:	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
SS.3.E.1.4:	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.1.1:	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

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- SS.3.G.1.2: Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
- SS.3.G.1.3: Label the continents and oceans on a world map.
- SS.3.G.1.4: Name and identify the purpose of maps (physical, political, elevation, population).
- SS.3.G.1.5: Compare maps and globes to develop an understanding of the concept of distortion.
- SS.3.G.1.6: Use maps to identify different types of scale to measure distances between two places.
- SS.3.G.2.1: Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
- SS.3.G.2.2: Identify the five regions of the United States.
- SS.3.G.2.3: Label the states in each of the five regions of the United States.
- SS.3.G.2.4: Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.2.5: Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.2.6: 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.
- SS.3.G.3.1: Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.3.2: Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.1: Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.2: Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.3: Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
- SS.3.G.4.4: Identify contributions from various ethnic groups to the United States.
- HE.3.C.2.4: Identify classroom and school rules that promote health and disease prevention.

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.

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	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.

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GENERAL INFORMATION

Course Number: 5021070
Course Path: **Section:** Grades PreK to 12 Education Courses» **Grade Group:**Grades PreK to 5 Education Courses
» **Subject:** Social Studies » **SubSubject:**General »
Course Title: Social Studies - Grade Five
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: SOC STUDIES 5
Course Length: Year
Course Status: SBE Approval Pending
General Notes: **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.

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.

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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.5.RI.1:	Key Ideas and Details
LAFS.5.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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- LAFS.5.RI.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- LAFS.5.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.
- LAFS.5.RI.2: Craft and Structure**
- LAFS.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.
- LAFS.5.RI.2.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- LAFS.5.RI.2.6: Distinguish their own point of view from that of the author of a text.
- LAFS.5.RI.3: Integration of Knowledge and Ideas**
- LAFS.5.RI.3.7: 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).
- LAFS.5.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- LAFS.5.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
- LAFS.5.RI.4: Range of Reading and Level of Text Complexity**
- LAFS.5.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 4-5 text complexity band independently and proficiently.
- LAFS.5.W.1 Text Types and Purposes**
- LAFS.5.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- LAFS.5.W.1.1a: 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.
- LAFS.5.W.1.1b: Provide logically ordered reasons that are supported by facts and details.
- LAFS.5.W.1.1c: Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- LAFS.5.W.1.1d: Provide a concluding statement or section related to the opinion presented.
- LAFS.5.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LAFS.5.W.1.2a: 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.
- LAFS.5.W.1.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- LAFS.5.W.1.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- LAFS.5.W.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LAFS.5.W.1.2e: Provide a concluding statement or section related to the information or explanation presented.
- LAFS.5.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.5.W.2: Production and Distribution of Writing**
- LAFS.5.W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- LAFS.5.W.2.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- LAFS.5.W.2.6: 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.

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LAFS.5.W.3:	Research to Build and Present Knowledge
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.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.
LAFS.5.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.5.W.3.9b:	Apply <i>grade 5 Reading standards</i> 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]”).
LAFS.5.W.4:	Range of Writing
LAFS.5.W.4.10:	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.
LAFS.5.SL.1	Comprehension and Collaboration
LAFS.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.
LAFS.5.SL.1.1a	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.
LAFS.5.SL.1.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
LAFS.5.SL.1.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LAFS.5.SL.1.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2	Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.SL.2	Presentation of Knowledge and Ideas
LAFS.5.SL.2.4:	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.5.MD	Measurement and Data
MAFS.5.MD.2:	Represent and interpret data.
SS.5.A.1.1:	Use primary and secondary sources to understand history.
SS.5.A.1.2:	Utilize timelines to identify and discuss American History time periods.
SS.5.A.2.1:	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
SS.5.A.2.2:	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).

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- SS.5.A.2.3: 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.
- SS.5.A.3.1: Describe technological developments that shaped European exploration.
- SS.5.A.3.2: Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
- SS.5.A.3.3: Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
- SS.5.A.4.1: Identify the economic, political and socio-cultural motivation for colonial settlement.
- SS.5.A.4.2: Compare characteristics of New England, Middle, and Southern colonies.
- SS.5.A.4.3: Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
- SS.5.A.4.4: Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
- SS.5.A.4.5: Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
- SS.5.A.4.6: Describe the introduction, impact, and role of slavery in the colonies.
- SS.5.A.5.1: Identify and explain significant events leading up to the American Revolution.
- SS.5.A.5.2: Identify significant individuals and groups who played a role in the American Revolution.
- SS.5.A.5.3: Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
- SS.5.A.5.4: Examine and explain the changing roles and impact of significant women during the American Revolution.
- SS.5.A.5.5: Examine and compare major battles and military campaigns of the American Revolution.
- SS.5.A.5.6: Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
- SS.5.A.5.7: Explain economic, military, and political factors which led to the end of the Revolutionary War.
- SS.5.A.5.8: Evaluate the personal and political hardships resulting from the American Revolution.
- SS.5.A.5.9: Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
- SS.5.A.5.10: Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
- SS.5.A.6.1: Describe the causes and effects of the Louisiana Purchase.
- SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
- SS.5.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
- SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.
- SS.5.A.6.5: Identify the causes and effects of the War of 1812.
- SS.5.A.6.6: Explain how westward expansion affected Native Americans.
- SS.5.A.6.7: Discuss the concept of Manifest Destiny.
- SS.5.A.6.8: Describe the causes and effects of the Missouri Compromise.
- SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.
- SS.5.C.1.1: Explain how and why the United States government was created.
- SS.5.C.1.2: Define a constitution, and discuss its purposes.
- SS.5.C.1.3: Explain the definition and origin of rights.
- SS.5.C.1.4: Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
- SS.5.C.1.5: Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
- SS.5.C.1.6: Compare Federalist and Anti-Federalist views of government.

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- SS.5.C.2.1: Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.
- SS.5.C.2.2: Compare forms of political participation in the colonial period to today.
- SS.5.C.2.3: Analyze how the Constitution has expanded voting rights from our nation's early history to today.
- SS.5.C.2.4: Evaluate the importance of civic responsibilities in American democracy.
- SS.5.C.2.5: Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
- SS.5.C.3.1: 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.
- SS.5.C.3.2: 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.
- SS.5.C.3.3: Give examples of powers granted to the federal government and those reserved for the states.
- SS.5.C.3.4: Describe the amendment process as defined in Article V of the Constitution and give examples.
- SS.5.C.3.5: Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
- SS.5.C.3.6: Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
- SS.5.E.1.1: Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
- SS.5.E.1.2: Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
- SS.5.E.1.3: Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
- SS.5.E.2.1: Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
- SS.5.G.1.1: Interpret current and historical information using a variety of geographic tools.
- SS.5.G.1.2: Use latitude and longitude to locate places.
- SS.5.G.1.3: Identify major United States physical features on a map of North America.
- SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.
- SS.5.G.1.5: Identify and locate the original thirteen colonies on a map of North America.
- SS.5.G.1.6: Locate and identify states, capitals, and United States Territories on a map.
- SS.5.G.2.1: Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
- SS.5.G.3.1: Describe the impact that past natural events have had on human and physical environments in the United States through 1850.
- SS.5.G.4.1: Use geographic knowledge and skills when discussing current events.
- SS.5.G.4.2: Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.
- HE.5.C.2.4: Give examples of school and public health policies that influence health promotion and disease prevention.

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GENERAL INFORMATION

Course Number: 5021060
Course Path: **Section:** Grades PreK to 12 Education Courses» **Grade Group:**Grades PreK to 5 Education Courses » **Subject:** Social Studies » **SubSubject:**General »
Course Title: Social Studies - Grade Four
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: SOC STUDIES 4
Course Length: Year
Course Status: SBE Approval Pending
General Notes: **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.
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.

Special Notes: Additional content that may be contained in the NAEP Grade 4 Civics assessment includes:

- 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>

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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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.4.RI.1:	Key Ideas and Details
LAFS.4.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.4.RI.1.2:	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LAFS.4.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.
LAFS.4.RI.2:	Craft and Structure
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

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- LAFS.4.RI.2.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- LAFS.4.RI.2.6: Distinguish their own point of view from that of the author of a text.
- LAFS.4.RI.3:** **Integration of Knowledge and Ideas**
- LAFS.4.RI.3.7: 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).
- LAFS.4.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- LAFS.4.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
- LAFS.4.RI.4:** **Range of Reading and Level of Text Complexity**
- LAFS.4.RI.4.10: By the end of the 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.
- LAFS.4.W.1:** **Text Types and Purposes**
- LAFS.4.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- LAFS.4.W.1.1a: 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.
- LAFS.4.W.1.1b: Provide reasons that are supported by facts and details.
- LAFS.4.W.1.1c: Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- LAFS.4.W.1.1d: Provide a concluding statement or section related to the opinion presented.
- LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LAFS.4.W.1.2a: 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.
- LAFS.4.W.1.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- LAFS.4.W.1.2c: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- LAFS.4.W.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LAFS.4.W.1.2e: Provide a concluding statement or section related to the information or explanation presented.
- LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.4.W.2:** **Production and Distribution of Writing**
- LAFS.4.W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- LAFS.4.W.2.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- LAFS.4.W.2.6: 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.
- LAFS.4.W.3:** **Research to Build and Present Knowledge**
- LAFS.4.W.3.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- LAFS.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.
- LAFS.4.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LAFS.4.W.3.9b: 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”).

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LAFS.4.W.4:

LAFS.4.W.4.10:

Range of Writing

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.

LAFS.4.SL.1

LAFS.4.SL.1.1

Comprehension and Collaboration

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.

LAFS.4.SL.1.1a

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.

LAFS.4.SL.1.1b

Follow agreed-upon rules for discussions and carry out assigned roles.

LAFS.4.SL.1.1c

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.

LAFS.4.SL.1.1d

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LAFS.4.SL.1.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.SL.1.3

Identify the reasons and evidence a speaker provides to support particular points.

LAFS.4.SL.2

LAFS.4.SL.2.4

Presentation of Knowledge and Ideas

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.

MAFS.K12.MP

MAFS.K12.MP.1

Mathematical Practices

Make sense of problems and persevere in solving them.

MAFS.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.5

Use appropriate tools strategically.

MAFS.K12.MP.6

Attend to precision.

MAFS.4.MD

MAFS.4.MD.2:

Measurement and Data

Represent and interpret data.

SS.4.A.1.1:

Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

SS.4.A.1.2:

Synthesize information related to Florida history through print and electronic media.

SS.4.A.2.1:

Compare Native American tribes in Florida.

SS.4.A.3.1:

Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.A.3.2:

Describe causes and effects of European colonization on the Native American tribes of Florida.

SS.4.A.3.3:

Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

SS.4.A.3.4:

Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

SS.4.A.3.5:

Identify the significance of Fort Mose as the first free African community in the United States.

SS.4.A.3.6:

Identify the effects of Spanish rule in Florida.

SS.4.A.3.7:

Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

SS.4.A.3.8:

Explain how the Seminole tribe formed and the purpose for their migration.

SS.4.A.3.9:

Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

SS.4.A.3.10:

Identify the causes and effects of the Seminole Wars.

SS.4.A.4.1:

Explain the effects of technological advances on Florida.

SS.4.A.4.2:

Describe pioneer life in Florida.

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- SS.4.A.5.1: Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
- SS.4.A.5.2: Summarize challenges Floridians faced during Reconstruction.
- SS.4.A.6.1: Describe the economic development of Florida's major industries.
- SS.4.A.6.2: Summarize contributions immigrant groups made to Florida.
- SS.4.A.6.3: Describe the contributions of significant individuals to Florida.
- SS.4.A.6.4: Describe effects of the Spanish American War on Florida.
- SS.4.A.7.1: Describe the causes and effects of the 1920's Florida land boom and bust.
- SS.4.A.7.2: Summarize challenges Floridians faced during the Great Depression.
- SS.4.A.7.3: Identify Florida's role in World War II.
- SS.4.A.8.1: Identify Florida's role in the Civil Rights Movement.
- SS.4.A.8.2: Describe how and why immigration impacts Florida today.
- SS.4.A.8.3: Describe the effect of the United States space program on Florida's economy and growth.
- SS.4.A.8.4: Explain how tourism affects Florida's economy and growth.
- SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
- SS.4.C.1.1: Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
- SS.4.C.2.1: Discuss public issues in Florida that impact the daily lives of its citizens.
- SS.4.C.2.2: Identify ways citizens work together to influence government and help solve community and state problems.
- SS.4.C.2.3: Explain the importance of public service, voting, and volunteerism.
- SS.4.C.3.1: Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
- SS.4.C.3.2: Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
- SS.4.E.1.1: Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
- SS.4.E.1.2: Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
- SS.4.G.1.1: Identify physical features of Florida.
- SS.4.G.1.2: Locate and label cultural features on a Florida map.
- SS.4.G.1.3: Explain how weather impacts Florida.
- SS.4.G.1.4: Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
- HE.4.C.2.4: Recognize types of school rules and community laws that promote health and disease prevention

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.



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Course: Science - Grade 4- 5020050

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4240>

BASIC INFORMATION

Course Number:	5020050
Grade Levels:	4
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Science, General Science, Science - Grade 4, 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 Title:	Science - Grade 4
Course Abbreviated Title:	SCIENCE GRADE 4
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

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on a routine basis:

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

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	<p>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)</p> <p>The NAEP frameworks for Science may be accessed at http://www.nagb.org/publications/frameworks/science-09.pdf</p>
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STANDARDS (51)

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

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

HE.4.C.1.5:	<p>Identify the human body parts and organs that work together to form healthy body systems.</p> <p>Remarks/Examples</p> <p>Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.</p>
LAFS.4.RI.1.3:	<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>
LAFS.4.RI.2.4:	<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>
LAFS.4.RI.4.10:	<p>By the end of year, read and comprehend informational texts,</p>


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Course: Social Studies - Grade 2- 5021040

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4458>

BASIC INFORMATION

Course Number:	5021040
Grade Levels:	2
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Social Studies, General, Social Studies - Grade 2, 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 Title:	Social Studies - Grade 2
Course Abbreviated Title:	SOC STUDIES 2
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 <u>mathematical tables, charts, and graphs.</u></p>

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	<p>Instructional Practices</p> <p>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 (47)

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

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

Aligned Clusters


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

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

<u>HE.2.C.2.4:</u>	<p>Explain the ways that rules make the classroom, school, and community safer.</p> <p>Remarks/Examples</p>
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	Walking not running, waiting your turn, and following traffic laws.
<u>LAFS.2.RI.1.1:</u>	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.
<u>LAFS.2.RI.1.2:</u>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<u>LAFS.2.RI.1.3:</u>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<u>LAFS.2.RI.2.4:</u>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<u>LAFS.2.RI.2.5:</u>	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.
<u>LAFS.2.RI.2.6:</u>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<u>LAFS.2.RI.3.7:</u>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<u>LAFS.2.RI.3.8:</u>	LACC.2.RI.3.8 (2013-2014): Describe how reasons support specific points the author makes in a text. LAFS.2.RI.3.8 (2014-2015): Describe how an author uses reasons to support specific points in a text.
<u>LAFS.2.RI.3.9:</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>LAFS.2.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 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.2.SL.1.1:</u>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the

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	<p>floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<u>LAFS.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LAFS.2.SL.1.3:</u>	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.
<u>LAFS.2.SL.2.4:</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<u>LAFS.2.W.1.2:</u>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<u>LAFS.2.W.1.3:</u>	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.
<u>LAFS.2.W.2.5:</u>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<u>LAFS.2.W.3.7:</u>	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).
<u>SS.2.A.1.1:</u>	<p>Examine primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.</p>
<u>SS.2.A.1.2:</u>	Utilize the media center, technology, or other informational

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	sources to locate information that provides answers to questions about a historical topic.
<u>SS.2.A.2.1:</u>	Recognize that Native Americans were the first inhabitants in North America.
<u>SS.2.A.2.2:</u>	Compare the cultures of Native American tribes from various geographic regions of the United States. Remarks/Examples 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>	Describe the impact of immigrants on the Native Americans. Remarks/Examples Examples are location, clothing, housing, food, major beliefs and practices, art, and music.
<u>SS.2.A.2.4:</u>	Explore ways the daily life of people living in Colonial America changed over time. Remarks/Examples Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.
<u>SS.2.A.2.5:</u>	Identify reasons people came to the United States throughout history. Remarks/Examples Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.
<u>SS.2.A.2.6:</u>	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
<u>SS.2.A.2.7:</u>	Discuss why immigration continues today. Remarks/Examples Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.
<u>SS.2.A.2.8:</u>	Explain the cultural influences and contributions of immigrants today.

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	<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>
<u>SS.2.A.3.1:</u>	<p>Identify terms and designations of time sequence.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, years, decades, centuries.</p>
<u>SS.2.C.1.1:</u>	<p>Explain why people form governments.</p> <p>Remarks/Examples</p> <p>Examples are create laws, provide services and structure, safety.</p>
<u>SS.2.C.1.2:</u>	<p>Explain the consequences of an absence of rules and laws.</p> <p>Remarks/Examples</p> <p>Examples are lack of order and people get hurt.</p>
<u>SS.2.C.2.1:</u>	<p>Identify what it means to be a United States citizen either by birth or by naturalization.</p>
<u>SS.2.C.2.2:</u>	<p>Define and apply the characteristics of responsible citizenship.</p> <p>Remarks/Examples</p> <p>Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.</p>
<u>SS.2.C.2.3:</u>	<p>Explain why United States citizens have guaranteed rights and identify rights.</p> <p>Remarks/Examples</p> <p>Examples are right to vote, freedom of speech, and freedom of religion.</p>
<u>SS.2.C.2.4:</u>	<p>Identify ways citizens can make a positive contribution in their community.</p> <p>Remarks/Examples</p> <p>Examples are volunteering and recycling.</p>
<u>SS.2.C.2.5:</u>	<p>Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p>

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<u>SS.2.C.3.1:</u>	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.
<u>SS.2.C.3.2:</u>	Recognize symbols, individuals, events, and documents that represent the United States. Remarks/Examples Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.
<u>SS.2.E.1.1:</u>	Recognize that people make choices because of limited resources.
<u>SS.2.E.1.2:</u>	Recognize that people supply goods and services based on consumer demands. Remarks/Examples Examples are housing and jobs.
<u>SS.2.E.1.3:</u>	Recognize that the United States trades with other nations to exchange goods and services. Remarks/Examples Examples are clothing, food, toys, cars.
<u>SS.2.E.1.4:</u>	Explain the personal benefits and costs involved in saving and spending.
<u>SS.2.G.1.1:</u>	Use different types of maps (political, physical, and thematic) to identify map elements. Remarks/Examples Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.
<u>SS.2.G.1.2:</u>	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
<u>SS.2.G.1.3:</u>	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
<u>SS.2.G.1.4:</u>	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

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	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>LAFS.4.SL.1.1:</u>	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. <ul 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>LAFS.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>LAFS.4.W.3.9:</u>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul 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>MAFS.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

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	larger unit in terms of a smaller unit. Record measurement equivalents in a two column 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>
MAFS.4.MD.2.4:	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>
SC.4.E.5.1:	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. Remarks/Examples ** MAFS Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.
SC.4.E.5.2:	Describe the changes in the observable shape of the moon over the course of about a month.
SC.4.E.5.3:	Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day. Remarks/Examples ** MAFS Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.
SC.4.E.5.4:	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. MAFS Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.
SC.4.E.5.5:	Investigate and report the effects of space research and

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	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 plants) and erosion (movement of rock by gravity, wind, water, and ice). Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0.
<u>SC.4.E.6.5:</u>	Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things. Remarks/Examples MAFS.K12.MP.5: Use appropriate tools strategically.
<u>SC.4.E.6.6:</u>	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).
<u>SC.4.L.16.1:</u>	Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

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<p><u>SC.4.L.16.2:</u></p>	<p>Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. 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>
<p><u>SC.4.L.16.3:</u></p>	<p>Recognize that animal behaviors may be shaped by heredity and learning.</p>
<p><u>SC.4.L.16.4:</u></p>	<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. Remarks/Examples</p> <p>Annually assessed on Grade 5 Science FCAT 2.0.</p>
<p><u>SC.4.L.17.1:</u></p>	<p>Compare the seasonal changes in Florida plants and animals to those in other regions of the country.</p>
<p><u>SC.4.L.17.2:</u></p>	<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>
<p><u>SC.4.L.17.3:</u></p>	<p>Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers. 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. 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</p>

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	land use expansion to accommodate for more people; animal extinction (endangered and threatened species).
<u>SC.4.N.1.1:</u>	<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>* LAFS Connections: LAFS.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>** MAFS Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<u>SC.4.N.1.2:</u>	<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>* LAFS Connections: LAFS.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>** MAFS Connections: MAFS.K12.MP.4: Model with mathematics; and, MAFS.K12.MP.5: Use appropriate tools strategically.</p>
<u>SC.4.N.1.3:</u>	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.
<u>SC.4.N.1.4:</u>	Attempt reasonable answers to scientific questions and cite

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	<p>evidence in support. Remarks/Examples</p> <p>* LAFS Connections: LAFS.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. LAFS.4.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>** MAFS Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively.</p>
<p><u>SC.4.N.1.5:</u></p>	<p>Compare the methods and results of investigations done by other classmates. Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.6: Attend to precision.</p>
<p><u>SC.4.N.1.6:</u></p>	<p>Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations. Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<p><u>SC.4.N.1.7:</u></p>	<p>Recognize and explain that scientists base their explanations on evidence. Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<p><u>SC.4.N.1.8:</u></p>	<p>Recognize that science involves creativity in designing experiments. Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically.</p>

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<u>SC.4.N.2.1:</u>	Explain that science focuses solely on the natural world.
<u>SC.4.N.3.1:</u>	Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model. Remarks/Examples ** MAFS Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively; and, MAFS.K12.MP.4: Model with mathematics.
<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>	Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets. Remarks/Examples Investigate the concept of weight versus mass of objects. MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

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<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. MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.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.

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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

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	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.

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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.

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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

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4242>

BASIC INFORMATION

Course Number:	5020040
Grade Levels:	3
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Science, General Science, Science - Grade 3, 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 Title:	Science - Grade 3
Course Abbreviated Title:	SCIENCE GRADE 3
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
General Notes:	Special Notes: Instructional Practices

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 Amended Standard

	<p>Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:</p> <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 (41)

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

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


<u>HE.3.C.1.4:</u>	Recognize common childhood health conditions.
	Remarks/Examples
	Asthma, diabetes, food allergies, dental cavities, and colds.

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<u>HE.3.C.1.5:</u>	<p>Recognize that body parts and organs work together to form human body systems.</p> <p>Remarks/Examples</p> <p>Circulatory system, digestive system, nervous system, reproductive system, and other body systems.</p>
<u>LAFS.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>LAFS.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>LAFS.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>LAFS.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.

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<u>LAFS.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>MAFS.3.MD.1.2:</u>	<p>MACC.3.MD.1.2 (2013-2014): Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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.</p> <p>MAFS.3.MD.1.2 (2014-2015): Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.</p>
	Remarks/Examples
	<p>Examples of Opportunities for In-Depth Focus</p> <p>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.</p>
<u>MAFS.3.MD.2.4:</u>	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.
<u>SC.3.E.5.1:</u>	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.
<u>SC.3.E.5.2:</u>	Identify the Sun as a star that emits energy; some of it in the form of light.

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<u>SC.3.E.5.3:</u>	Recognize that the Sun appears large and bright because it is the closest star to Earth.
<u>SC.3.E.5.4:</u>	Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.
<u>SC.3.E.5.5:</u>	Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.
<u>SC.3.E.6.1:</u>	Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.
<u>SC.3.L.14.1:</u>	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction. 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>
<u>SC.3.L.14.2:</u>	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.
<u>SC.3.L.15.1:</u>	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.
<u>SC.3.L.15.2:</u>	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.
<u>SC.3.L.17.1:</u>	Describe how animals and plants respond to changing seasons.
<u>SC.3.L.17.2:</u>	Recognize that plants use energy from the Sun, air, and water to make their own food.
<u>SC.3.N.1.1:</u>	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.

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	<p>Remarks/Examples</p> <hr/> <p>* LAFS Connections: LAFS.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.</p> <p>** MAFS Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p> <hr/>
<p><u>SC.3.N.1.2:</u></p>	<p>Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.</p> <p>Remarks/Examples</p> <hr/> <p>* LAFS Connections: LAFS.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.</p> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.</p> <hr/>
<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.</p> <p>Remarks/Examples</p> <hr/> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p> <hr/>
<p><u>SC.3.N.1.4:</u></p>	<p>Recognize the importance of communication among scientists.</p> <p>Remarks/Examples</p> <hr/> <p>* LAFS Connections: LAFS.3.RI.1.3. Describe the relationship</p>

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	<p>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>
<u>SC.3.N.1.5:</u>	<p>Recognize that scientists question, discuss, and check each others' evidence and explanations. Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<u>SC.3.N.1.6:</u>	<p>Infer based on observation. Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.6: Attend to precision.</p>
<u>SC.3.N.1.7:</u>	<p>Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena. Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically.</p>
<u>SC.3.N.3.1:</u>	<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. Remarks/Examples</p> <p>* MAFS Connections: LAFS.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>
<u>SC.3.N.3.2:</u>	<p>Recognize that scientists use models to help understand and explain how things work. Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>

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<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. Remarks/Examples</p> <hr/> <p>** MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<p><u>SC.3.P.10.1:</u></p>	<p>Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.</p>
<p><u>SC.3.P.10.2:</u></p>	<p>Recognize that energy has the ability to cause motion or create change.</p>
<p><u>SC.3.P.10.3:</u></p>	<p>Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.</p>
<p><u>SC.3.P.10.4:</u></p>	<p>Demonstrate that light can be reflected, refracted, and absorbed.</p>
<p><u>SC.3.P.11.1:</u></p>	<p>Investigate, observe, and explain that things that give off light often also give off heat.</p>
<p><u>SC.3.P.11.2:</u></p>	<p>Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.</p>
<p><u>SC.3.P.8.1:</u></p>	<p>Measure and compare temperatures of various samples of solids and liquids. Remarks/Examples</p> <hr/> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<p><u>SC.3.P.8.2:</u></p>	<p>Measure and compare the mass and volume of solids and liquids. Remarks/Examples</p> <hr/> <p>Introduce the term mass as compared to the term weight.</p> <hr/> <p>** MAFS Connections: MAFS.3.MD.1.2; MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>

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<p><u>SC.3.P.8.3:</u></p>	<p>Compare materials and objects according to properties such as size, shape, color, texture, and hardness.</p> <p>Remarks/Examples</p> <p>** MAFS Connections: MAFS.3.MD.2.4; MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<p><u>SC.3.P.9.1:</u></p>	<p>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.</p>

RELATED GLOSSARY TERM DEFINITIONS (34)

<p>Amphibian:</p>	<p>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.</p>
<p>Arthropod:</p>	<p>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.</p>
<p>Boil:</p>	<p>To change from a liquid to a vapor by the application of heat.</p>
<p>Cell:</p>	<p>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</p>
<p>Condensation:</p>	<p>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.</p>

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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

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	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

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	(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

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4245>

BASIC INFORMATION

Course Number:	5020030
Grade Levels:	2
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Science, General Science, Science - Grade 2, 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 Title:	Science - Grade 2
Course Abbreviated Title:	SCIENCE GRADE 2
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

STANDARDS (40)

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

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

<p><u>HE.2.B.5.2:</u></p>	<p>Name healthy options to health-related issues or problems. Remarks/Examples</p> <p>Safety equipment, peer cooperation, and communication.</p>
<p><u>HE.2.C.1.5:</u></p>	<p>Recognize the locations and functions of major human organs. Remarks/Examples</p> <p>The functions of the heart, lungs, and muscles.</p>
<p><u>LAFS.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>LAFS.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>LAFS.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>LAFS.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> <p>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).</p>

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	<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<u>LAFS.2.W.3.7:</u>	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).
<u>LAFS.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>MAFS.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>MAFS.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>	<p>Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.</p> <p>Remarks/Examples</p> <p>Sizes - boulder, stone, pebble, sand, granular.</p>
<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

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	<p>directly and indirectly warms the water, land, and air.</p> <p>Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<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.</p> <p>Remarks/Examples</p> <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.</p> <p>Remarks/Examples</p> <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.</p> <p>Remarks/Examples</p> <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

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	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.</p> <p>Remarks/Examples</p> <p>Compare the observations made by different groups using the same tools.</p> <p>* LAFS Connections: LAFS.2.SL.1.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in groups.</p> <p>** MAFS.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>* LAFS Connections: LAFS.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>* MAFS Connections: MAFS.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>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically.</p>
<u>SC.2.N.1.6:</u>	Explain how scientists alone or in groups are always investigating

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	<p>new ways to solve problems.</p> <p>Remarks/Examples</p> <p>* MAFS Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<u>SC.2.P.10.1:</u>	Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.
<u>SC.2.P.13.1:</u>	Investigate the effect of applying various pushes and pulls on different objects.
<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>	<p>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.</p> <p>Remarks/Examples</p> <p>The use of the more familiar term ‘weight’ instead of the term “mass” is recommended for grades K-2.</p> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<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>	<p>Measure and compare temperatures taken every day at the same time.</p> <p>Remarks/Examples</p>

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	** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.
<u>SC.2.P.8.6:</u>	<p>Measure and compare the volume of liquids using containers of various shapes and sizes.</p> <p>Remarks/Examples</p> <p>Recognize the volume of a sample of liquid is independent of the size and shape of the container.</p> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<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.

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

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	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,

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	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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Course: Science - Grade 1- 5020020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4248>

BASIC INFORMATION

Course Number:	5020020
Grade Levels:	1
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Science, General Science, Science - Grade 1, 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 Title:	Science - Grade 1
Course Abbreviated Title:	SCIENCE GRADE 1
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

STANDARDS (27)

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

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

<p><u>HE.1.C.1.5:</u></p>	<p>Identify the correct names of human body parts. Remarks/Examples</p> <p>Stomach, intestines, heart, lungs, skin, muscles, and bones.</p>
<p><u>LAFS.1.RI.1.1:</u></p>	<p>Ask and answer questions about key details in a text.</p>
<p><u>LAFS.1.RI.2.4:</u></p>	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
<p><u>LAFS.1.RI.4.10:</u></p>	<p>With prompting and support, read informational texts appropriately complex for grade 1.</p>
<p><u>LAFS.1.SL.1.1:</u></p>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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). Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.
<p><u>LAFS.1.W.3.8:</u></p>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

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<u>MAFS.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>MAFS.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>SC.1.E.5.1:</u>	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.
<u>SC.1.E.5.2:</u>	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.
<u>SC.1.E.5.3:</u>	Investigate how magnifiers make things appear bigger and help people see things they could not see without them.
<u>SC.1.E.5.4:</u>	Identify the beneficial and harmful properties of the Sun.
<u>SC.1.E.6.1:</u>	Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
<u>SC.1.E.6.2:</u>	Describe the need for water and how to be safe around water.
<u>SC.1.E.6.3:</u>	Recognize that some things in the world around us happen fast and some happen slowly. Remarks/Examples Fast: volcanic eruptions, flooding, hurricanes. Slow: drought.
<u>SC.1.L.14.1:</u>	Make observations of living things and their environment using the five senses. Remarks/Examples Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.

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<u>SC.1.L.14.2:</u>	Identify the major parts of plants, including stem, roots, leaves, and flowers.
<u>SC.1.L.14.3:</u>	Differentiate between living and nonliving things.
<u>SC.1.L.16.1:</u>	Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
<u>SC.1.L.17.1:</u>	Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
<u>SC.1.N.1.1:</u>	<p>Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.</p> <p>Remarks/Examples</p> <p>* LAFS Connections: LAFS.1.SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in groups.</p>
<u>SC.1.N.1.2:</u>	<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.</p> <p>Remarks/Examples</p> <p>* LAFS Connections: LAFS.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 MAFS.K12.MP.5: Use appropriate tools strategically.</p>
<u>SC.1.N.1.3:</u>	<p>Keep records as appropriate - such as pictorial and written records - of investigations conducted.</p> <p>Remarks/Examples</p> <p>* MAFS Connections: MAFS.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>

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<p><u>SC.1.N.1.4:</u></p>	<p>Ask "how do you know?" in appropriate situations. Remarks/Examples</p> <p>* LAFS Connections: LAFS.1.RI.2.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
<p><u>SC.1.P.12.1:</u></p>	<p>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.</p>
<p><u>SC.1.P.13.1:</u></p>	<p>Demonstrate that the way to change the motion of an object is by applying a push or a pull.</p>
<p><u>SC.1.P.8.1:</u></p>	<p>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. Remarks/Examples</p> <p>The use of the more familiar term 'weight' instead of the term "mass" is recommended for grades K-2.</p>

RELATED GLOSSARY TERM DEFINITIONS (13)

<p>Environment:</p>	<p>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.</p>
<p>Gravity:</p>	<p>The force of attraction between any two objects.</p>
<p>Investigation :</p>	<p>A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.</p>
<p>Law :</p>	<p>A statement that describes invariable relationships among</p>

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	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/Public/PreviewCourse/Preview/4249>

BASIC INFORMATION

Course Number:	5020010
Grade Levels:	K
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Science, General Science, Science - Grade Kindergarten, SCI GRADE K
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Science</p> <p>SubSubject: General Sciences</p>
Course Title:	Science - Grade Kindergarten
Course Abbreviated Title:	SCI GRADE K
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

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STANDARDS (27)

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

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

<p><u>HE.K.C.1.5:</u></p>	<p>Recognize there are body parts inside and outside of the body. Remarks/Examples</p> <p>Brain, muscles, and skin.</p>
<p><u>LAFS.K.RI.1.1:</u></p>	<p>With prompting and support, ask and answer questions about key details in a text.</p>
<p><u>LAFS.K.RI.2.4:</u></p>	<p>With prompting and support, ask and answer questions about unknown words in a text.</p>
<p><u>LAFS.K.RI.4.10:</u></p>	<p>Actively engage in group reading activities with purpose and understanding.</p>
<p><u>LAFS.K.SL.1.1:</u></p>	<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> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>
<p><u>LAFS.K.W.3.8:</u></p>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to</p>

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GENERAL INFORMATION

Course Number:	5021030
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Social Studies » SubSubject: General »
Course Title:	Social Studies - Grade One
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	SOC STUDIES 1
Course Length:	Year
Course Status:	SBE Approval Pending
General Notes:	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.

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.

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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.1.RI.1:	Key Ideas and Details
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RI.1.2:	Identify the main topic and retell key details of a text.
LAFS.1.RI.1.3:	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.1.RI.2:	Craft and Structure
LAFS.1.RI.2.4:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RI.2.5:	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.
LAFS.1.RI.2.6:	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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LAFS.1.RI.3:	Integration of Knowledge and Ideas
LAFS.1.RI.3.7:	Use the illustrations and details in a text to describe its key ideas.
LAFS.1.RI.3.8:	Identify the reasons an author gives to support points in a text.
LAFS.1.RI.3.9:	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.1.RI.4:	Range of Reading and Level of Text Complexity
LAFS.1.RI.4.10:	With prompting and support, read informational texts appropriately complex for grade 1.
LAFS.1.W.1:	Text Types and Purposes
LAFS.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 the reason for the opinion, and provide some sense of closure.
LAFS.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.
LAFS.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.
LAFS.1.W.2:	Production and Distribution of Writing
LAFS.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.
LAFS.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.
LAFS.1.W.3	Research to Build and Present Knowledge
LAFS.1.W.3.7	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).
LAFS.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.1.SL.1	Comprehension and Collaboration
LAFS.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.
LAFS.1.SL.1.1a	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).
LAFS.1.SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LAFS.1.SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.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.
LAFS.1.SL.2	Presentation of Knowledge and Ideas
LAFS.1.SL.2.4:	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1:	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3:	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5:	Use appropriate tools strategically.
MAFS.K12.MP.6:	Attend to precision.
MAFS.1.MD	Measurement and Data
MAFS.1.MD.3:	Represent and interpret data.
SS.1.A.1.1	Develop an understanding of a primary source.

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- SS.1.A.1.2: Understand how to use the media center/other sources to find answers to questions about a historical topic.
- SS.1.A.2.1: Understand history tells the story of people and events of other times and places.
- SS.1.A.2.2: Compare life now with life in the past.
- SS.1.A.2.3: 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.
- SS.1.A.2.4: Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
- SS.1.A.2.5: Distinguish between historical fact and fiction using various materials.
- SS.1.A.3.1: Use terms related to time to sequentially order events that have occurred in school, home, or community.
- SS.1.A.3.2: Create a timeline based on the student's life or school events, using primary sources.
- SS.1.C.1.1: Explain the purpose of rules and laws in the school and community.
- 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.
- SS.1.C.1.3: Give examples of the use of power without authority in the school and community.
- SS.1.C.2.1: Explain the rights and responsibilities students have in the school community.
- SS.1.C.2.2: Describe the characteristics of responsible citizenship in the school community.
- SS.1.C.2.3: Identify ways students can participate in the betterment of their school and community.
- SS.1.C.2.4: Show respect and kindness to people and animals.
- SS.1.C.3.1: Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
- SS.1.C.3.2: Recognize symbols and individuals that represent American constitutional democracy.
- SS.1.E.1.1: Recognize that money is a method of exchanging goods and services.
- SS.1.E.1.2: Define opportunity costs as giving up one thing for another.
- SS.1.E.1.3: Distinguish between examples of goods and services.
- SS.1.E.1.4: Distinguish people as buyers, sellers, and producers of goods and services.
- SS.1.E.1.5: Recognize the importance of saving money for future purchases.
- SS.1.E.1.6: Identify that people need to make choices because of scarce resources.
- SS.1.G.1.1: Use physical and political/cultural maps to locate places in Florida.
- SS.1.G.1.2: Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .
- SS.1.G.1.3: Construct a basic map using key elements including cardinal directions and map symbols.
- SS.1.G.1.4: Identify a variety of physical features using a map and globe.
- SS.1.G.1.5: Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
- SS.1.G.1.6: Describe how location, weather, and physical environment affect the way people live in our community.
- HE.1.C.2.4: Recognize health consequences for not following rules.

	answer a question.
<u>MAFS.K.MD.1.2:</u>	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>
<u>MAFS.K.MD.2.3:</u>	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
<u>SC.K.E.5.1:</u>	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.
<u>SC.K.E.5.2:</u>	Recognize the repeating pattern of day and night.
<u>SC.K.E.5.3:</u>	Recognize that the Sun can only be seen in the daytime.
<u>SC.K.E.5.4:</u>	Observe that sometimes the Moon can be seen at night and 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.

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<u>SC.K.N.1.1:</u>	Collaborate with a partner to collect information. Remarks/Examples LAFS Connections: LAFS.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 LAFS Connections: LAFS.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 MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.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

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	<p>The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.</p> <p>MAFS Connections: MAFS.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.</p>
<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,

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	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: Elementary Adaptive Physical Education IEP or 504 Plan- 5015000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3991>

BASIC INFORMATION

Course Number:	5015000
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Physical Education, General, Physical, Adaptive, Elementary Adaptive Physical Education IEP or 504 Plan, 504 Plan, E ADAP PE
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Physical Education</p> <p>SubSubject: General</p>
Course Title:	Elementary Adaptive Physical Education IEP or 504 Plan
Course Abbreviated Title:	E ADAP PE IEP/504
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (27)

<u>LAFS.K12.L.3.4:</u>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing
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GENERAL INFORMATION

Course Number:	5021020
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Social Studies » SubSubject: General »
Course Title:	Social Studies - Grade Kindergarten
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	SOC STUDIES K
Course Length:	Year
Course Status:	SBE Approval Pending
General Notes:	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.

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.

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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.K.RI.1:	Key Ideas and Details
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2:	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.1.3:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.K.RI.2:	Craft and Structure
LAFS.K.RI.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RI.3:	Integration of Knowledge and Ideas

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LAFS.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).
LAFS.K.RI.3.8:	With prompting and support, identify the reasons an author gives to support points in a text.
LAFS.K.RI.4 :	Range of Reading and Level of Text Complexity
LAFS.K.RI.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.W.1:	Text Types and Purposes:
LAFS.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.
LAFS.K.W.1.3:	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.
LAFS.K.W.2:	Production and Distribution of Writing
LAFS.K.W.2.5:	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LAFS.K.SL.1	Comprehension and Collaboration
LAFS.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.
LAFS.K.SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LAFS.K.SL.1.1b	Continue a conversation through multiple exchanges.
LAFS.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.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2	Presentation of Knowledge and Ideas
LAFS.K.SL.2.4:	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.K.MD	Measurement and Data
MAFS.K.MD.1:	Describe and compare measurable attributes.
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.
SS.K.A.1.2:	Develop an awareness of a primary source.
SS.K.A.2.1:	Compare children and families of today with those in the past.
SS.K.A.2.2:	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
SS.K.A.2.3:	Compare our nation's holidays with holidays of other cultures.
SS.K.A.2.4:	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.K.A.2.5:	Recognize the importance of U.S. symbols.
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.
SS.K.A.3.2:	Explain that calendars represent days of the week and months of the year.
SS.K.C.1.1:	Define and give examples of rules and laws, and why they are important.

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- SS.K.C.1.2: Explain the purpose and necessity of rules and laws at home, school, and community.
- SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.
- SS.K.C.2.2: Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
- SS.K.C.2.3: Describe fair ways for groups to make decisions.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.
- SS.K.E.1.2: Recognize that United States currency comes in different forms.
- SS.K.E.1.3: Recognize that people work to earn money to buy things they need or want.
- SS.K.E.1.4: Identify the difference between basic needs and wants.
- SS.K.G.1.1: Describe the relative location of people, places, and things by using positional words.
- SS.K.G.1.2: Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- SS.K.G.1.3: Identify cardinal directions (north, south, east, west).
- SS.K.G.1.4: Differentiate land and water features on simple maps and globes.
- SS.K.G.2.1: Locate and describe places in the school and community.
- SS.K.G.2.2: Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.
- SS.K.G.3.1: Identify basic landforms.
- SS.K.G.3.2: Identify basic bodies of water.
- SS.K.G.3.3: Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
- HE.K.C.2.4: Explain the importance of rules to maintain health.

	meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<u>MAFS.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> .
<u>PE.K.C.2.1:</u>	Recognize locomotor skills. Remarks/Examples Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
<u>PE.K.C.2.2:</u>	Recognize physical activities have safety rules and procedures. Remarks/Examples An example would be to put equipment away when not in use in order to keep the physical activity area safe.
<u>PE.K.C.2.4:</u>	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. Remarks/Examples An example of a danger is entering the water when there is not an adult present.
<u>PE.K.C.2.7:</u>	Identify personal and general space.
<u>PE.K.C.2.8:</u>	Recognize movement concepts. Remarks/Examples Some examples of movement concepts are directions, pathways and levels.
<u>PE.K.L.3.4:</u>	Identify opportunities for involvement in physical activities after the school day.
<u>PE.K.L.3.6:</u>	Identify the benefits of participating in physical activity.
<u>PE.K.L.3.7:</u>	Verbally state the search used before crossing a roadway.
<u>PE.K.I.4.1:</u>	Identify the location of muscles that help the body perform

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	specific physical activities.
<u>PE.K.L.4.2:</u>	Identify that the heart beats faster during more intense physical activity.
<u>PE.K.L.4.3:</u>	Identify activities that increase breathing and heart rate.
<u>PE.K.L.4.5:</u>	Identify a benefit of flexibility.
<u>PE.K.L.4.6:</u>	Differentiate between healthy and unhealthy food choices.
<u>PE.K.M.1.1:</u>	Use a variety of locomotor skills to travel in personal and general space. Remarks/Examples Some examples of locomotor skills are running, galloping and skipping.
<u>PE.K.M.1.11:</u>	Balance on a variety of body parts.
<u>PE.K.M.1.3:</u>	Balance a lightweight object on a paddle/racket while moving.
<u>PE.K.M.1.5:</u>	Use two hands to bounce and catch a large playground ball.
<u>PE.K.M.1.7:</u>	Catch a variety of self-tossed objects.
<u>PE.K.M.1.8:</u>	Roll and throw a variety of objects using an underhand motion.
<u>PE.K.R.5.1:</u>	Identify ways to cooperate with a partner during physical activity.
<u>PE.K.R.5.2:</u>	Use equipment safely and properly.
<u>PE.K.R.5.3:</u>	Identify ways to treat others with respect during physical activity.
<u>PE.K.R.6.1:</u>	Identify physical activities that are enjoyable.
<u>PE.K.R.6.2:</u>	Identify a benefit of willingly trying new movements and motor skills.
<u>PE.K.R.6.3:</u>	Identify the benefits of continuing to participate when not successful on the first try.

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Course: Introduction to Computers- 5002000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3806>

BASIC INFORMATION

Course Number:	5002000
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Computer Education, General, Introduction to Computers, INTROD TO CPTRS
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Computer Education</p> <p>SubSubject: General</p>
Course Title:	Introduction to Computers
Course Abbreviated Title:	INTROD TO CPTRS
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to enable students to develop basic skills in computer fundamentals, keyboarding, computer applications, research tools, and educational applications.</p> <p>Within appropriate developmental guidelines the content of this course should enable students to:</p>

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 Amended Standard

	<ul style="list-style-type: none"> • Understand computer specific terminology • Demonstrate a basic knowledge of computer technology, function and application • Demonstrate keyboard proficiency • Use the computer to integrate all areas of the curriculum • Create original works using multimedia tools • Use computer programs and educational software to reinforce their learning • Undertake research and expand their critical thinking skills • Understand the importance of cyber safety and computer etiquette
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STANDARDS (65)


HE.K.B.4.3:	<p>Identify the appropriate responses to unwanted and threatening situations.</p> <p>Remarks/Examples</p> <p>Tell a trusted adult, police officer, and/or parent; seek safety and run for help.</p>
HE.1.B.4.3:	<p>Describe ways to respond when in an unwanted, threatening, or dangerous situation.</p> <p>Remarks/Examples</p> <p>Leave, tell a trusted adult, and say “no.”</p>
HE.1.B.5.3:	<p>Explain the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>Remarks/Examples</p> <p>Tooth decay and environmental damage.</p>

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Amended Standard


<p><u>HE.1.C.2.4:</u></p>	<p>Recognize health consequences for not following rules. Remarks/Examples</p> <p>Injuries, arguments, hurt feelings, and pollution.</p>
<p><u>HE.2.B.4.3:</u></p>	<p>Demonstrate ways to respond to unwanted, threatening, or dangerous situations. Remarks/Examples</p> <p>Role playing: “How to tell a trusted adult or how to leave a dangerous situation safely.”</p>
<p><u>HE.2.B.5.3:</u></p>	<p>Compare the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples</p> <p>Negative emotions, accidents, injuries, and pollution.</p>
<p><u>HE.2.C.2.4:</u></p>	<p>Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples</p> <p>Walking not running, waiting your turn, and following traffic laws.</p>
<p><u>HE.3.B.4.3:</u></p>	<p>Demonstrate nonviolent strategies to manage or resolve conflict. Remarks/Examples</p> <p>Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.</p>
<p><u>HE.3.C.2.6:</u></p>	<p>Discuss the positive and negative impacts technology may have on health. Remarks/Examples</p> <p>Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.</p>
<p><u>HE.3.P.7.1:</u></p>	<p>Practice responsible personal health behaviors. Remarks/Examples</p>

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	Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.
HE.4.B.4.3:	Discuss nonviolent strategies to manage or resolve conflict. Remarks/Examples Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.
HE.4.C.2.6:	Explain how technology influences personal thoughts, feelings, and health behaviors. Remarks/Examples Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.
HE.5.B.4.1:	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health. Remarks/Examples Written or verbal communication, body language, and conflict-resolution skills.
HE.5.B.4.3:	Illustrate effective conflict resolution strategies. Remarks/Examples Expressing emotions, listening, and using body language.
HE.5.B.5.4:	Select a healthy option when making decisions for yourself and/or others. Remarks/Examples Report bullying, resolve conflicts, and use safety equipment.
HE.5.B.7.1:	Model responsible personal health behaviors. Remarks/Examples Respect others, limit television time, choose healthy foods, and pick up litter.
LAFS.K.SI.1.2:	Confirm understanding of a text read aloud or information

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	presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LAFS.K.SL.2.5:</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>LAFS.K.SL.2.6:</u>	Speak audibly and express thoughts, feelings, and ideas clearly.
<u>LAFS.K.W.2.6:</u>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.K.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<u>LAFS.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.
<u>LAFS.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LAFS.1.SL.2.5:</u>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<u>LAFS.1.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.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).
<u>LAFS.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.
<u>LAFS.2.RI.2.5:</u>	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.
<u>LAFS.2.SI.2.5:</u>	Create audio recordings of stories or poems; add drawings or

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	other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<u>LAFS.2.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.2.W.3.7:</u>	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).
<u>LAFS.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>SS.K.C.1.2:</u>	Explain the purpose and necessity of rules and laws at home, school, and community. Remarks/Examples
	Examples are attending school and wearing a seat belt.
<u>LAFS.3.L.3.6:</u>	LAFS.3.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
	LAFS.3.L.3.6 (2014-2015): Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
<u>LAFS.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>LAFS.3.SL.2.5:</u>	LAFS.3.SL.2.5 (2013-2014): Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
	LAFS.3.SL.2.5 (2014-2015): Demonstrate fluid reading at an

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	understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
<u>LAFS.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>LAFS.3.W.3.7:</u>	Conduct short research projects that build knowledge about a topic.
<u>LAFS.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>LAFS.4.L.3.6:</u>	<p>LAFS.4.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>LAFS.4.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
<u>LAFS.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>LAFS.4.SL.2.5:</u>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<u>LAFS.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.

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<u>LAFS.4.W.3.7:</u>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<u>LAFS.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>LAFS.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>LAFS.5.L.3.6:</u>	<p>LAFS.5.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>LAFS.5.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<u>LAFS.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>LAFS.5.SL.2.5:</u>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<u>LAFS.5.W.2.6:</u>	With some guidance and support from adults, use technology,

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	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.
<u>LAFS.5.W.3.7:</u>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<u>LAFS.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>LAFS.5.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul 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]”).
<u>MAFS.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</p>


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	<p>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>MAFS.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>
<p><u>MAFS.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</p>

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	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.
<u>SC.K.N.1.1:</u>	Collaborate with a partner to collect information. Remarks/Examples CCSS Connections: LAFS.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>SS.K.C.2.1:</u>	Demonstrate the characteristics of being a good citizen. Remarks/Examples 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.
<u>SS.1.C.1.1:</u>	Explain the purpose of rules and laws in the school and community. Remarks/Examples Examples are keeping order and ensuring safety.
<u>SS.1.C.2.1:</u>	Explain the rights and responsibilities students have in the school community. Remarks/Examples Examples are not littering, coming to school on time, and having a safe learning environment.
<u>SS.1.C.3.1:</u>	Explain how decisions can be made or how conflicts might be resolved in fair and just ways. Remarks/Examples Examples are talking about problems, role playing, listening, and sharing.

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<u>SS.2.C.1.2:</u>	<p>Explain the consequences of an absence of rules and laws. Remarks/Examples</p> <p>Examples are lack of order and people get hurt.</p>
<u>SS.3.C.2.1:</u>	<p>Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. Remarks/Examples</p> <p>Examples are food drives, book drives, community, clean-up, voting.</p>
<u>VA.1.F.3.2:</u>	<p>Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. Remarks/Examples</p> <p>e.g., set-up, clean-up, use of materials</p>



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